Indian Journal of

Adult Education

- **Women's Literacy and the Girl Child**

- **Linguistic Considerations in Material Preparation**

- **Participation of Village Coordinators in TLC**

- **Multi-Media Approach in Adult Learning**

प्रौढ़ शिक्षा

Indian Adult Education Association

Content

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Editorial

The Hindi speaking states are getting priority in allotment of literacy campaigns these days. This is a welcome step. But this trend should have started in 1989-1990 when Total Literacy Campaigns (TLCs) were launched. To start with those districts/states were covered under TLC where literacy rate by and large was high and they were socially and economically more developed than the Hindi speaking areas. To replicate their model is definitely a difficult task in states where literacy rate is very low particularly among women. But if properly planned and implemented literacy campaigns in Hindi speaking areas could bring a qualitative change in the life of the people and will enable them to take benefit of various development schemes launched for them.

The literacy rate among women is particularly very low in Hindi speaking areas and the task of eradicating illiteracy among them is becoming larger and more complex. This is due to ineffective school system and in the inadequate links between the school and the community. The elementary education for girls requires special attention.

Those who are becoming literate also face the danger of lapse into illiteracy because of lack of institutional system for post literacy and continuing education. The Arun Ghosh Committee has recommended the addition of two rooms to any existing building in the village - one for a library and other for continuing education. This recommendation carries a lot of weight and post literacy and continuing education programme will get a boost if it is speedily implemented. It will enable the community as a whole to participate in the process of education

The Ghosh Committee has also suggested that collectors and senior administrators should be given orientation not only in nitty gritty of the programme but also in conceptual aspect of literacy campaign. This suggestion is also very significant for the success of TLC. It is being done at certain places but the need is to implement this suggestion widely and vigorously.

In many of the TLC Districts the coordinators are the retired officials of the Education Department. This does not seem to be a healthy step. The study on Participation of Village Coordinators in Implementation of TLC published in this issue has found coordinators of younger age more participative. The study suggests that coordinators of younger age with determination, zeal and enthusiasm should be employed. The retired officials with formal training in education should not be given preference in employment as coordinators or assistant coordinators on the plea that they are trained people. Dedicated and committed young people will be better suited for adult education work.

Our efforts to eliminate illiteracy should continue. The benefits of modern technology would only be available if people are educated. But at the same time the continuing education opportunities should also be provided to the community as a whole. The schools, colleges and universities should also not allow graduates to depart with an implicit belief that they are being sent in the world as finished products. The teachers' attitude can lead their pupils in the direction of life-long learning. All these efforts will help in achieving the cherished goal of a learning society.

Tarlok Singh

Women's Literacy and the Girl Child

Three issues have been widely discussed in recent years in national and international forums; gender equality, the consideration given by society to the girl child, and the problems of the adolescent girl, the mother-to-be. Each of these issues has a bearing on progress in women's literacy. Many different aspects are inter-twined and influence one another, and it is not easy to separate them out and relate them in a precise enough way to the question of universal literacy for women.

In the simplest terms, it may be said that over the greater part of the country, the social system fails to give equal treatment to boys and girls from infancy upwards through early childhood. There are inbuilt reservations and preferences which deny to girls within the home all the opportunities and incentives which are provided to boys, beginning, often enough, with the manner in which milk or sweets or choice foods are shared. Handicaps from which girls suffer increase at the school-going age. They are serious enough at the primary school level and are intensified as the girl grows older. All too frequently, the girl's education is broken off at the primary level, that is, if she has not dropped out of school even earlier. At the middle school and secondary school levels, only a small proportion of girls are able to overcome obstacles from family and society and the inadequate support and facilities available and reach higher stages of education. This is specially true for girls in most rural areas. As the girl reaches adolescence, several new

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and difficult problems arise. Her health, education and training do not yet receive the societal care, attention and resources they need. In urban areas, increasingly, adolescent girls face problems associated with the pace of modernisation and weakening of traditional values. Failures in relation to education, health and training in skills interact on one another and accentuate the total problem, in turn rendering more difficult the prospects of equality between men and women. Thereby the relative contribution which women are in a position to make in economic, social and political terms to the advance of society as a whole tends to suffer seriously.

Since Raja Ram Mohan Roy, all leaders of social and political thought in India down to Gandhiji, Vinoba and their successors have stressed the need to prepare girls for their larger role as women in creating a strong and progressive social order. The Constitution of India through its Directive Principles and other provisions provides for equality between men and women. The objective of preparing girls and women for an equal share in development and other spheres is fully accepted, though the means provided for realising it and hastening its fulfilment have consistently fallen short of requirements. At the international level, the Charter of the United Nations, the Universal Declaration of Human Rights, and the United Nations Declaration on the Elimination of Discrimination Against Women (1967) provide a broad framework of policy for the development of girls and their participation as they gain adulthood in the work of society. Article 9 of the 1967 Declaration emphasised that girls and women (whether married or unmarried) shall be ensured an equal right with men to all types of education-in-school and out-of-school – and that the quality of the education offered shall be the same for both sexes. The article also urges equal access for women to educational information to help in ensuring the health and well-being of families.

In November 1989, the General Assembly of the United Nations adopted a Comprehensive Convention on the Rights of the Child. Articles 29 and 30 dealing with Education, recognized the right of the child to education and, with a view to achieving this right progressively and on the basis of equal opportunity, agreed to—

(a)   make primary education compulsory and available free to all;

(b)   encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c)   make educational and vocational information available and accessible to all children;

(d)   take measures to encourage regular attendance at schools and the reduction of drop-out rates.

Within SAARC countries, in recent years, increasing attention has been focussed, through the efforts of UNICEF and various countries, on the welfare of children

including, specially, girls. Following the World Summit for Children in 1990, the SAARC Conference on Children which met in Colombo in September 1992 adopted a comprehensive Resolution on Children which dealt with education, health, education, in gender disparity, family size, child labour, maternal mortality, nutrition and sanitation. In 1990, the SAARC countries had declared 1991-2000 as the Decade of the Girl Child. In relation to basic education, the Colombo Resolution drew attention to the needs of children in the most economically disadvantaged families, in remote villages, settlements and plantations, disabled children and children in specially difficult circumstances such as "street children" and refugee children. Translated into Indian conditions, in addition to the educational needs of children, specially girls, in rural areas, we have to give close attention to the needs of the children of scheduled castes, scheduled tribes, educationally and socially backward classes, children of slum-dwellers and poor localities and those who still spend their life on pavements, children from nomadic and semi-nomadic tribes, and children of 'denotified' tribes, children belonging to families of migrant labourers and construction workers, and children of families engaged in various forms of beggary and mendicancy.

The Government of India's Report on *Education for All: The Indian Scene* (October 1993) presents recent data bearing directly and indirectly on the education of the girl child. The first point to note is that at the census of 1991, for the country as a whole, the sex ratio was 927 females to 1000 males, as compared to 935 in 1981, 930 in 1971, and 972 in 1901. There are large variations in sex ratio within the country – between 1036 in Kerala, 976 in Himachal Pradesh, 879 in Punjab, 934 in Maharashtra, 960 in Karnataka etc. Demographers have endeavoured to identify the factors responsible for variations in sex ratio, and some surmises have been offered. While adequate explanations are not yet available, the fact that a wide disparity exists between the proportions in the population of males and females has wide-ranging significance for social and economic development.

At the Census of 1991, there were 320.4 million illiterate persons in the 7+ age groups – 195.6 million females and 124.8 million males, accounting respectively for 60.8 and 35.8 percent of the total illiterate population. The figures for rural and urban areas were:

Illiterate Person's (7+) in 1991 (millions)

	Total	Male	Female
Total Number	320.4	124.8	195.4
percent	(47.8)	(35.8)	(60.8)
Rural	271.8	106.7	161.1
Percent	(55.5)	(44.2)	(69.7)
Urban	48.6	18.1	30.5
Percent	(26.9)	(19.0)	(36.1)

To a large extent, in urban areas illiteracy prevails among the poorest sections, scheduled castes and migrants from villages into slums and poor localities. However, the major task of eradicating illiteracy and specially women's illiteracy lies in the rural areas, though everywhere there is much to be done.

The Education Commission (1966) laid stress on three essentials in relation to primary education (6-11) and elementary education (6-14). These were: *Universal Provision, Universal Enrolment*, and *Universal Retention*. The Constitution had envisaged universal education (6-14) being made available within ten years. This goal has still to be reached. In 1991-92, there were 565,786 primary schools compared to 208,671 in 1950-51, 152,077 upper primary schools compared to 13,596 in 1950-51, as also 270,000 non-formal education centres. The Fifth All-India Education Survey (1986) showed that 94.5 percent of the rural population had schools within a walking distance of 1 km. and 84 percent of the rural population had an upper primary school within a walking distance of 3 km. There were however, serious deficiencies in terms of teachers, buildings and facilities. Thus, 29% of the schools had no buildings, and another 14% had *Kachha* buildings. The *Operation Blackboard* scheme seeks to remove these deficiencies.

School enrolment for girls has increased steadily, the proportions in primary, upper primary and secondary classes having increased as follows:

Girls enrolment (%)

	Primary Classes I-V	Upper Primary Classes VI-VIII	Elementary Classes I-VIII
1950-51	24.8	4.6	17.7
1960-61	41.4	11.3	30.9
1970-71	59.1	20.8	44.4
1980-81	64.1	28.6	52.1
1990-91	86.0	46.1	71.6
1991-92	88.1	47.4	73.2

The proportion of girls who go on from primary to the upper primary classes has risen from about 10 percent in 1950-51 to 30-31 percent so that, for the vast majority of girls, even now education stops at the primary stage. The proportion for rural areas is substantially higher Even the gross enrolment rates are seen to vary widely in different parts of the country. In 1991-92, against a nominal figure of 88.1% for the country as a whole (in classes I-V) the proportions were much lower in Bihar (56.6%), Haryana (78.7%), Jammu & Kashmir (71.2%), Meghalaya (62.4%), and Uttar Pradesh (66.9%). The educationally backward States call for intensive effort on behalf of girl's education.

The problem of drop-outs, with which the problem of wastage and stagnation is also

closely associated, still exists on a serious scale for girls no less than for boys, as may be seen from the figures cited below for 1988-89:

	Drop-out Rates		
	Boys	Girls	Total
Classes I-V	46.7	49.7	47.9
Classes I-VIII	59.4	68.3	65.4

As pointed out in the Report on *Education for All*, nearly half the children who entered Class I drop out before reaching class V and two-thirds of the children drop out before reaching class VIII. The proportion for girls is substantially higher and there are large regional disparities.

Incomplete enrolment and heavy drop-out rates add to the numbers of the illiterate. The primary target groups for voluntary organisations and public authorities are *girls*, *scheduled castes* and *scheduled tribes* and other highly disadvantaged groups in rural areas, and urban populations living in slums and poor localities. Over a period, the task of eradicating illiteracy among women becomes increasingly larger and more complex because of inadequacies and failures which have their roots in the school system and in the inadequate links between the school and the community. This is an area in which voluntary organisations need to equip themselves for assuming an ever larger responsibility.

The Total Literacy Campaigns now under way extended in July 1994 to as many as 262 out of 468 districts in the country. The data on performance, though elaborate, are yet far from satisfactory. They are aggregative in nature. Performance in different years, as between men and women and by age-groups, and for different sections within the community (e.g. scheduled castes and tribes) is not known. Also, it is not unlikely that the actual numbers made literate are being somewhat over estimated. A substantial proportion of those made literate may well lapse into illiteracy the absence of a strong institutional system for post-literacy and continuing education. This would be specially the case for girls from the non-formal stream of education, adolescent girls and women, and those in the relatively backward and disadvantaged sections of the population.

Recent writings and discussions have drawn attention to three major problems which now require the special attention of leading voluntary agencies, specially those concerned with women's literacy. These are the widespread child labour outside factory establishments engaged in wage employment in large and small towns. In informal activities connected with farm, cattle and household in rural areas, child labour is a key factor in keeping both boys and girls and specially girls, out of school, and in causing high drop-out rates*.

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* Manju Gupta and Klaus Voll ed. *Young Hands at Work, Child Labour in India* (Atma Ram & Sons, 1987).

In the case of girls, large scale provision of facilities for special education, including imparting of skills for income generating occupations, has long been recognised as a necessity. The subject was gone into at length by the National Committee on Women's Education (1958-59), of which Smt. Durgabai Deshmukh was Chairman. The facilities now available for education and training of grown up girls and women through the Central and State Governments and Central and State Social Welfare Boards and other agencies call for a comprehensive review and for large-scale development in keeping with the actual needs.

In considering interrelations between women's literacy and the girl child and the adolescent girls, it is necessary to consider carefully from various aspects the contribution due from central, state and local agencies, and to prepare communities and voluntary organisations for taking their full share in a nation-wide programme for universal elementary education and for eradication of women's illiteracy.

In considering questions relating to girls' education and women's literacy, the expected growth in population should be kept in view. Projections made by the Registrar-General on the basis of the 1991 Census suggest that, on a medium assumption about fertility rates, India's population may increase from 838.5 million in 1991 to 944.3 million in 1996, 1094 million in 2001, 1111 million in 2006, 1176 million in 2011 and 1272.6 million in 2021. The distribution of the school-age population may be as follows:

								(million)
	Male				*Female*			
	6-10	*11-13*	*14-15*	*16-17*	*6-10*	*11-13*	*14-15*	*16-17*
1991	53.4	33.3	21.4	20.5	48.4	28.7	18.3	17.1
2001	55.1	34.7	21.9	20.7	55.6	32.4	20.4	19.1
2011	53.7	32.8	21.6	21.3	55.1	33.7	22.4	22.2
2021	44.9	29.7	21.6	21.0	46.1	30.5	21.2	21.7

There were in 1981 3 million women in the age group 15-35 in villages who were literate or had some grade of formal education. The numbers would have grown since. These literate women in the villages are an important resource which community institutions and voluntary organisations need to draw upon and develop further – for following up tasks relating to girl's education and women's literacy.

Pooja Talikoti
Mira Varma
P.N. Kalla

Assessment of Nutrition Knowledge, Attitudes and Practices of Rural Neo-Literate Women

INTRODUCTION

India has achieved tremendous increase in food production, yet her nutritional problem continue to be formidable. Malnutrition is still one of critical issues detering national development. In terms of health, optimal nutrition must be assured for all people. Nutrition and health education should be considered as an investment in human resource development.

Mass illiteracy and lack of nutrition education may be traced as twin problems which stand at the grass root of all development especially that of rural population in our country. Not merely poverty but ignorance is perhaps the most important single factor underlying poverty and malnutrition in our country. A large proportion of malnutrition could be avoided if people knew how to make better use of foods available to them. To improve the nutritional status of the people especially in rural areas it is essential that women should have sound nutrition knowledge, favourable attitudes and healthy dietary practices. Keeping this in view the study was undertaken to assess the nutrition knowledge, attitudes and practices of rural women attending Jana Shikshan Nilayams (JSNs) of Jaipur district.

Personal characteristics of the respondents that were believed to be related to the KAP were explored, these included socio-economic status, educational level and family size.

MATERIAL AND METHODS

The study was conducted on 300 rural women attending JSNs of Jaipur district. A questionnaire to assess the knowledge of basic and applied Nutrition, attitude towards various aspects of Nutrition and dietary practices was formulated. A simple knowledge test consisting of questions with multiple choice answers on Nutrition knowledge and dietary practices was prepared. The scores were awarded to each respondent on the basis of their answers on knowledge test. The answers of questions were examined on the basis of the key so prepared for the same questionnaire and marks were allotted for each question. Thus a respondent could get maximum of 128 marks and minimum of 0 mark. Similarly scores were awarded to each respondent on the basis of their answers on dietary practices. Thus a respondent could get maximum of 24 marks and minimum of 0 mark for dietary practices. Based on the over all mean score and standard deviation, the Nutrition

knowledge and practices of women were classified into 3 categories – low, medium and high level.

Food consumption pattern of the respondents was also studied. The responses were recorded on a 5 point continum scale – occasionally, monthly, once in a week, twice in a week and daily. Weightage was given – 5 for daily, 4 for twice in a week, 3 for once in a week, 2 for once in a month and 1 for occasionally. Mean score intake was calculated by multiplying the total score and weightage given and dividing by total number of respondents.

A scale was developed to measure the attitude of the women towards various aspects of nutrition on the lines of Likert's summated rating techniques of scale construction. The responses were recorded on five point continium ranging from strongly agree to disagree. To measure the attitude of women towards Nutrition, the average score for each women was calculated by adding the scores of all the items and dividing the total score by the total number of items. Based on the overall mean score and standard deviation the attitudes of women were classified into 3 categories; namely – unfavourable, favourable and strongly unfavourable.

RESULTS AND DISCUSSION

Personal characteristics

50% of women belonged to low socio-economic status followed by medium and high SES (32% and 13%). This may be attributed to low education, small units of land holding and lack of available resources at the disposal of the women. More than half of the women (65%) were neo-literate, and 18% were secondary passed. 17% of the women were from the category of illiterate group. Thus on the whole it may be inferred that 83% of them were literate. As regards to size of the family, 66% had family members between 5 to 8, constituting medium family size group and only 18% formed small family group.

Nutrition knowledge

More than half of the respondents (55%) had low knowledge level followed by medium and high knowledge level (35% and 10% respectively). Four questions on food values (Basic Nutrition) and six question on Applied Nutrition were answered incorrectly by the women. 85% of women had the wrong concept that iron requirements is same for males and females. Probably they were not knowing that anemia is a common problem among females. About 89% of women agreed that intake of food during pregnancy and lactation should be more, but 72% of them were not conversant of what food to be increased during pregnancy and lactation. 90% of women were acquainted of the advantages of breast feeding but 80% of women had the impression that breast milk alone is sufficient for infants until the childs starts walking and supplementary feeding should be introduced when the child starts walking.

Food frequency pattern of the women was also studied. According to mean scores of different foods, sugar consumption ranks first, second wheat, third butter-milk and last

jowar. If the overall mean score of each class of food was considered sugar class ranked first, second vegetable group and last pulse group. Among vegetables roots and tubers were consumed more, probably because of its cost, availability and it can be preserved for some period and being a starchy food it fills their stomach. Pulses were consumed less, may be due to economic constraint as pulses are expensive.

Nutritional attitudes

Majority of the women (63.3%) had favourable attitude towards nutrition. This confirms the findings of Dumalo and Onnate on nutrition attitudes of elementary school teachers (1980), Veena Kumar et al. (1989) on assessment of KAP of mothers.

Among the different attitude statements, one of the statements – "Good Nutrition is necessary to maintain good health" was ranked first (4.93 mean score). Thus women strongly agreed to this statement. It was also observed that the statement – "Nutrition teaching should be included in school curriculum of children" had the lowest mean score (2.83). This clearly indicates that extension workers and health workers did not take interest in curriculum of primary school children. This might also be due to the fact that the officials of panchayats and panchayat samities might be involved in other activities of schools.

Dietary practices

30% of the respondents had good dietary practices level while 55% medium level and 15% low level of practices. Thus majority of women had medium to high dietary practice. The cause of low level was mainly due to lack of time. Most of the women (91%) were appreciative of the fact that fresh food should be consumed and cooked food should be immediately consumed, but did not practice or perform it. However 89% of the women preferred and practiced the pressure cooking as a method of cooking.

Association between the KAP of women and their characteristics

Personal characteristics of the respondents that were believed to be related to the KAP were explored. There was no association between attitude and practices with their characteristics, but there was strong association between Nutrition knowledge and Socio-economic status and knowledge and educational level. The values of co-efficient of contingency was calculated which further shows the strength of association between Nutrition knowledge of women and their SES and educational level (Table - 2).

SUMMARY AND CONCLUSION

It has been found that more than 50% of the women showed low Nutrition knowledge level, but 70% of women had medium to high dietary practices level. 63% of women had favourable attitude towards various aspects of nutrition. While the association of KAP of women with their personal characteristics, there was association between attitudes and practices with their characteristics, but there was strong association between Nutrition knowledge and SES and knowledge and educational level.

TABLE -1

Distribution of the Respondents by Level of Nutrition Knowledge, Attitudes and Practices

Level	No. of respondents	Percent
Knowledge		
Low level	165	55
Medium level	105	35
High level	30	10
Total	300	100
Attitudes		
Unfavourable	34	11.4
Favourable	190	63.3
Strongly favourable	76	25.3
Total	300	100
Practices		
Low level	45	15
Medium level	165	55
High level	90	30
Total	300	100

TABLE 2

Relationship Between Nutrition Knowledge and Independent Variables

Sl. No.	Knowledge and independent variable	Chi-square value	Co-efficient of contingency
1.	Knowledge and SES	9.62**	0.176
2.	Knowledge and educational level.	13.28**	0.205
3.	Knowledge and family size	4.17	–

* Non-significant at 5 percent level.

** Significant at 5 percent level.

Sita Vanka

Non-Learners among Women – A study of three Implementing Agencies of the Hyderabad District

The "Beneficiary-oriented" policies seeking the "welfare" of the masses are often thwarted by the non-co-operation of certain forces, which operate from outside the ambit of the policy and thus pose a challenge to the administration. Realising the importance of education in the socio-economic development of the individual and the nation, a number of agencies have been implementing the adult education programme all over the country to make the illiterate masses literate. Unfortunately, many people are not availing the facilities provided under the adult education programmes. The "non-learners" are one such category of eligible learners, who for certain reasons, do not evince interest in the adult education activities and thus pose a great threat to the success of the programme. This problem is acquiring greater magnitude in the case of women. Statistics point out that the total number of illiterate women in India (in the age group of 7 & above) have increased from 182.91 million in 1981 to 200.52 million in 1991 as compared to that of men from 120.90 million in 1981 to 128.36 million in 1991. Moreover, it is heartening to note that in both the censuses, the female illiterates constituted around 60% of the total illiterate population of India. Andhra Pradesh, with a female literacy rate of 32.72% is in a similar situation with regard to illiteracy. The Hyderabad District, despite its nearness to the state capital activity, presents a dismal figure of female literacy standing at 41.38%.

It is a fact that attitudes and beliefs affect human behaviour. Studies have proved that non-learners carried certain misconceptions and social inhibitions[1] and often cited personal reasons[2] and other factors[3] as responsible for their disinterest in the adult education activities. Against this background, 140 female non-learners were selected at random at the rate of two from each adult education centre (AEC) from the sampled 70 AECs spread over three implementing agencies implementing the programme in the Hyderabad District – the Government, The UGC sponsored "Centre for Adult, Continuing Education and Extension" (CACE&E) of the Osmania University and a voluntary agency to the cause of women – the MARPU. The results obtained on the basis of an informal interview with the respondents are presented for the entire group as the study aims at finding out the attitudes and opinions maintained by these women with regard to the AEP in their respective areas.

Personal-Social Background

"Age" is an important variable which influences the attitudes of women towards the programme, more so in view of their social cultural inhibitions against attending the

AECs. The study revealed that a majority of the non-learners belonged to the older category of 31 & above (45.7%), with a higher contribution from the Government centres (57.6%) and the CACE & E (45.8%). The non-learners in MARPU (70.0%) belonged to the younger age-group of 20-30. Table-1 presents the details agency-wise.

TABLE-1

Agency-wise Distribution of sampled Non-learners by Age

Sl.No.	Age	Govt.	CACE&E	MARPU	Total
1.	20 & Below	8 (15.3)	12 (25.0)	14 (35.0)	34 (24.2)
2.	21 - 30	14 (26.9)	14 (29.1)	14 (35.0)	42 (30.0)
3.	31 & Above	30 (57.6)	22 (45.8)	12 (30.0)	64 (45.7)
	Total	52	48	40	140

(Figures in parentheses indicate percentages)

The "Caste/Category" is an important variable, as the adult education programme aims at educating and developing the deprived sections of the society. A majority of the non-learners belonged to the target group in all the three agencies, as only 25% of them were from the "others" category. (Table-2).

TABLE-2

Agency-wise distribution of the non-learners by caste.

Sl. No.	Caste/Category	Govt.	CACE&E	MARPU	Total
1.	Scheduled Caste	17 (32.6)	20 (41.6)	14 (35.0)	51 (36.4)
2.	Scheduled Tribe	14 (26.9)	4 (8.3)	10 (25.0)	28 (28.0)
3.	Backward Class	6 (11.5)	10 (20.8)	10 (25.0)	26 (18.5)
4.	Others	15 (28.8)	14 (29.1)	6 (15.0)	35 (25.0)
	Total	52	48	40	140

The "occupational" details are equally important, as their participation is influenced by this variable. Table-3 indicates that the major occupation of the sampled non-learners was unorganised casual labour (49.2%) – with a majority of them from the MARPU centres (65.0%). It is interesting to note that a significant number were "housewives" in the CACE&E (41.6%), followed by the Government (34.6%).

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TABLE-3

Agency-wise distribution of the non-learners by occupation

Sl. No.	Occupation	Govt.	CACE&E	MARPU	Total
1.	Casual Labour	28 (53.8)	15 (31.2)	26 (65.0)	69 (49.2)
2.	Industrial Labour	5 (9.6)	2 (4.1)	1 (2.5)	8 (5.7)
3.	Business/Trades	1 (1.9)	11 (22.9)	9 (22.5)	21 (15.0)
4.	Housewife	18 (34.6)	20 (41.6)	4 (10.0)	42 (30.0)
	Total	52	48	40	140

(Figures in parentheses indicate percentages)

Reactions and Opinions

Attitudes and opinions exert a remarkable impact over the behaviour of women, as they are not only guided by their beliefs and inhibitions, but are influenced by the "male" attitudes of their families. The study while focussing on the reasons for their non-participation, also aimed at understanding their attitudes and perceptions on the programme.

The awareness about the AEC revealed encouraging response from the non-learners (96.4%). However, their knowledge about the functions of the AEC (Table-4) was restricted to literacy alone in both government (67.3%) and the CACE&E (72.9%). Comparatively, the non-learners around the MARPU centres perceived the functions of the AEC both in terms of literacy (40.0%) and functionality (40.0%) and to a lesser extent in terms of awareness (20.0%).

TABLE-4

Awareness of the Functions of the AEC in the 3 agencies:

Sl. No.	Functions	Govt.	CACE&E	MARPU	Total
1.	Literacy	35 (67.3)	35 (72.9)	16 (40.0)	86 (61.4)
2.	Functionality	5 (9.6)	2 (4.1)	16 (40.0)	23 (16.4)
3.	Awareness	5 (9.6)	4 (8.3)	8 (20.0)	17 (12.1)
4.	No knowledge	7 (13.4)	7 (14.4)	0 (0.0)	14 (10.0)
	Total	52	48	40	140

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The non-learners do not participate in the education activity and lack concentration on learning because of a variety of reasons which prevent them from doing so. Table-5 indicates the reasons for not attending the AECs as expressed by the sampled non-learners. While reasons such as seasonal work/busy with work, poor health/feel tired, etc. seems to have affected their participation in the Govt. and the CACE&E, the MARPU non-learners were found too busy with work (70%), obviously reflective of their occupational structure.

TABLE-5

Reasons which prevent them from attending the AEC's

Sl.No.	Reasons	Govt.	CACE&E	MARPU	Total
1.	Seasonal/Busy work	29 (55.7)	17 (35.4)	28 (70.0)	74 (52.8)
2.	Poor Health/Tired	10 (19.2)	13 (27.0)	3 (7.5)	26 (18.5)
3.	No time	1 (1.92)	9 (18.7)	7 (17.5)	17 (12.1)
4.	No knowledge	2 (3.8)	1 (2.0)	0 (0.0)	3 (2.4)
5.	Others	10 (19.2)	8 (16.6)	2 (5.0)	20 (14.2)
	Total	52	48	40	140

(Figures in parentheses indicate percentages)

The motives expressed by the non-learners for attending the AEC included such factors as learning a vocation, nutrition education, cleanliness, hygeine, good company, etc. (36.4%) in all the three agencies. However, a majority of them (82 out of 140) ruled out any possibility of attending the AEC reflects the failure of all the agencies to motivate them sufficiently. (Table-6)

TABLE-6

Motivating factors to attend the AEC's in the three agencies.

Sl.No.	Motives	Govt.	CACE&E	MARPU	Total
1.	Nothing can make me attend	24 (46.1)	19 (39.5)	7 (17.5)	50 (35.7)
2.	Change in timings	4 (7.6)	2 (4.16)	1 (2.5)	7 (6.0)
3.	Unable to attend	10 (19.2)	11 (22.9)	11 (27.5)	32 (22.8)
4.	Others	14 (26.9)	16 (33.3)	21 (52.5)	51 (36.4)
	Total	52	48	40	140

(Figures in parentheses indicate percentages)

The perception of an individual is influenced by his/her attitudes and opinions. It is encouraging to note that an overwhelming majority of the non-learners (94.3%) considered it a handicap to be an illiterate. They indicated various reasons for their perception (Table-7) – their inability to read and write (87.1); dependency (55.0); being the major reasons in all the three agencies. Comparatively, some reported functional reasons around MARPU centres. Some of them came out with their inhibitions as they felt that "it was not the age to learn" uniformly in all the three agencies. As for their suggestions to overcome this difficulty, majority of them (92.7) admitted that attending the AEC would help solve their problems.

<div align="center">

TABLE-7

Reasons for considering handicapped by being illiterate

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Sl.No.	Reasons	Govt.	CACE&E	MARPU	Total
1.	Inability to read & write	48 (92.3)	42 (87.5)	32 (80.0)	122 (87.1)
2.	Dependency	25 (48.0)	28 (58.3)	24 (60.0)	77 (55.0)
3.	No idea about work	8 (15.3)	6 (12.5)	22 (55.0)	36 (25.7)
4.	No good jobs	6 (11.5)	9 (18.7)	20 (50.0)	35 (25.0)
5.	No reason	4 (7.6)	2 (4.1)	2 (5.0)	8 (5.7)

(Figures in parentheses indicate percentages. Answers provide for multiple responses and hence the percentages do not add to 100)

CONCLUSIONS

The personal-social background revealed that the respondents belonged to the target group age-wise, caste-wise, and were predominantly engaged in casual labour. The fact that a significant portion of them were "housewives" and remained non-participative, indicates the failure of the concerned agencies to motivate them properly to spend their leisure time in attending the AECs and become literate.

Although a majority of them were aware of the AEC in their respective localities, their knowledge about the functions of the agencies was restricted to literacy alone. Participation in the AEC presupposes adequate knowledge of its functions by the potential learners. It is clearly evident from their responses that absence of publicity and propaganda about the functions of the AEC has limited their perceptions and affected their motivation and participation in the AECs.

The reasons indicated for their non-participation were more or less personal in nature and did not indicate any lacunae in the policy. The efforts of the implementing agencies in spacing the programme content and duration, of longer hours in the low

season, will make it possible to overcome this obstacle, at the same time, keeping the total duration of learning hours in tact. Since a majority of them are engaged in some activity or the other, the income-oriented activities by the implementing agencies may possibly attract the non-learners to the AECs and also generate sufficient income through their co-operative effort. This assumes all the more importance in view of the total literacy project in the district.

The fact that a majority of the non-learners firmly expressed their unwillingness to join the AECs even after realising illiteracy to be a handicap, supports the conclusions of earlier studies of the failure on the part of the agencies to expose the non-literates to the benefits – direct, indirect, tangible and intangible – of the programme. Their perception of the motivation of the current learners is evident in their responses but their unwilling-ness to act similarly brings to the fore the role of the implementing agencies in moulding the programme to suit their requirements and "persuading"[4] them to seek literacy on their own. The study clearly demonstrated that "motivation and interest for education can be created only when the potential learners realise the welfare equivalence of the programme and its outcome". Proper motivation helps develop a positive attitude[5] towards the programme and promotes participation of the eligible learners.

Absence of proper environment building[6] by the implementing agencies has thus affected their successful programme implementation.

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Raj Nath Bhat

Linguistic Considerations in Material Preparation for Nonliterates and Neoliterates

In most of the third world countries the governments have, of late, come to realize that the eradication of illiteracy may turn out to be a major key to the elimination of many ills these societies have been suffering from. The success of major governmental programmes aimed at providing employment, reducing poverty, containing population, controlling disease, extending and expanding technological know-how (in agriculture, etc.), and so on and so forth depends to a very large extent upon the target people's level of education and awareness. All such programmes lose significance with the illiterate sections of population. This realization has inspired many a government to undertake mass-based literacy programmes for people in the age group of 15 to 35 and above. Although the results have not been highly appreciable as far as the eradication of illiteracy is concerned, yet those few who participated in these programmes with interest have exhibited a sharp increase in efficiency due to a better understanding and awareness of their ownselves and their place and role in society. The Paris Declaration of 1985 recognizes literacy as a human right. It records that all illiterates must have "the right to learn, the right to read, the right to question and analyse, the right to imagine and create and the right to read one's world and to write history".

Mass literacy is not a means for materialistic gains but a path to arouse humane passions of tolerance, brotherhood and unity, of justice, morality and ethics, and to light the unending gloom and darkness of prejudice, paranoi and violence.

Adult education is not a charity programme meant for the poor, ignorant and hopeless people. On the contrary it is a challenge for those weilding power in society to expand literacy among those vast masses of populace who have been deprived of a happy and joyful childhood. An illiterate adult does not lack in common sense nor does he lack in human qualities and behaviour. He is a perfect user of his culture and speech; a potent doer of the assigned societal roles, a producer and a consumer of whatever society expects of him. What he lacks in is the ability to consume 'visual representation of speech'. This 'disqualification' is a result of the system he is born in for which he bears no responsibility whatsoever. Adult education, therefore, is meant to undo to a certain degree the injustice done to these adults in their childhood by depriving them of joyful school years.

School education for a child is meant to streamline and sharpen his thought process and to equip him with analytical tools to examine and evaluate situations and structures in life ahead Thus schooling not only is a process of socialization but also a mode of enhancing a person's general capabilities, and sharpening his perceptive and cognitive abilities. Adult education programme, on the other hand, has different objectives. An

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adult is already socialized and is equipped with his own (folk) methods of evaluating and examining life situations. The aim of adult education, thus would be to enhance an adult awareness about the world outside where a sea of scientific and technological innovations has brought about subtle and substantive changes in the peoples life styles, their modes of thinking, communicative patterns, production systems and so on.

An illiterate adult is a victim of his socio-economic background. It has been his background that prevented him from joining a school during his childhood. As an adult his primary concern, like every other person's is the search for work. Work provides him the bread to feed himself and his family. He is usually left with no spare time for recreation. So his foremost concern in life is the search for work. Does he really need to increase his awareness and understanding of the world around him, about his place in it and so on? The most worthy answer is: YES; yes, because he must know the why and what of his being, and he must build a capacity to alter his situation and prevent his children from leading a similar life.

An adult learner is supposed to get acquainted with the written medium of a language and to expand his self-awareness and knowledge so as to be able to improve his standard of living and tackle every day problems. Bearing in mind the adult learner's life-vision and oral language behaviour, our method of 'teaching' has to be different from the formal system. Similarly the 'content' has to be well thought out--one cannot use what is fed to tiny-tots at the nursery or kindergarten levels. The content has to correspond to the needs of a mature learner. For example, there can be a plot exhibiting the problems an illiterate person faces at the railway station or at the bus stand in locating the platform at which the train/bus halts, the bogey or berth/bus seat-number which has been allotted him and so on. Such plots would enchant him besides motivating him to become literate. Care has to be taken regarding the lexis and syntax of the text. The text has to be user-oriented, that is, the material must be carefully prepared employing the words, phrases and idioms from the users' dialect and complex sentence structures have to be avoided as far as possible to 'sustain the interest of the under-privileged learner' (Freire, 1970).

A majority of the Indian scripts have evolved from, Brahmi and exhibit a fare amount of 'phonemic' correspondence with the spoken language as written and spoken forms of a phoneme sound alike. The teaching of such a phoneme-based script is easier in comparison to ideographic or logographic scripts (e.g. Chinese, Japanese). But a letter taught in isolation would hardly impress an adult learner. To motivate and orient an adult learner towards literacy teaching of words is imperative. Thus the text has to be so prepared that alphabet teaching is done through word teaching. The Central Institute of Indian Languages, Mysore and the Kendriya Hindi Sansthan, Agra have prepared such materials for quite some Indian languages.

Literacy and numeracy are considered to be the fundamental elements of an adult education programme. *Literacy* refers to the learner's ability to recognize a letter, identify it from among many other letters (in a text), and discriminate it from all other letters in

the alphabet; to be able to relate *matra* with the vowel-letter (in Indian scripts); to be able to form (read and write) words and sentences. *Numeracy*, on the other hand, relates to the learner's ability to recognize, identify and discriminate numerals 0-9 and to be able to formulate various combinations of them at least upto six digits; to learn to read time, date, month and year, to learn to count objects, things, etc. add, subtract, even multiply and divide, to be able to weigh and measure things and so on. Literacy and numeracy cannot be separated in any adult education programme aimed at eliminating illiteracy. However, there can be instances where the target audience would lay more emphasis upon numeracy and nearly ignore alphabet learning. This is possible with, for instance, a tailor, a housewife or a labourer to whom knowledge of numerals and that of simple additions and subtractions would seem a sufficient task serving their purpose in day to day life. But in adult education programme there are no such 'special purpose' programmes emphasizing numeracy and ignoring literacy or the other way round. Instead adult education is aimed at eradicating illiteracy to create a person who exhibits confidence to face various life-situations, whose awareness about the world around him is expanded, whose reasoning and sensibility are enhanced, and who can read and write unhesitatingly. Goddard (1974 21) defines literacy as follows: "In modern education literacy has to be conceived as including an ability to express oneself articulately for a variety of purposes, socially, intellectually and vocationally, both in speech and writing; command a capacity to read for information, enjoyment and enrichment; and to respond sensitively and intelligently to what is said as well as to what is written." The above definition is too broad, expecting a great deal from the adult educator as well as the learner. If one wishes to adopt this definition of literacy, the programme would have to be formulated on a long-term basis employing steps from initiating a learner into literacy to enabling him to explore various dimensions of literacy on his own (under the educator's supervision), and to provide him further inputs for refinement and expansion of his knowledge. This involves a well-planned programme for the neo-literates aimed at preventing them from relapsing into illiteracy as well as at enhancing their literacy capabilities.

De Silva (1976: 14) distinguishes between *minimum* or *necessary literacy* and *sufficient literacy* stating that in the former the learner must attain the ability to write and read a newspaper while in the latter the learning must be sufficient to grant a person admission into the educated class. These observations seem quite interesting. Whereas sufficient literacy may seem a tall expectation requiring longer time, increased man power, potential research teams, sophisticated reading materials, and so on, for the third world countries like India even minimum or necessary literacy is no less a challenge. A programme initiating an adult into literacy may prove a failure if there are no follow-up programmes or suitable materials made available to him to sustain both his memory and interest in reading and writing. Any adult education programme that lacks a policy for neoliterates' needs would definitely prove a non-starter as the neoliterate will soon relapse into illiteracy if he is left to take care of his newly acquired skills (writing and reading) on his own. A properly researched reading material for the neoliterate is, thus, the second most important aspect of an adult education programme which aims at imparting

'necessary literacy' to a target group.

The preparation of suitable 'literature' for neoliterates is not an easy task. It has to be well coordinated, properly researched and thoughtfully organized which would not only sustain the reader's interest but also expand his understanding simultaneously. This material has to be so presented that the reader's motivation for reading ahead increases continuously. Obviously the specialist preparing such material has to be a creative person of a broad understanding of the target learners' culture, environment, myths and beliefs, nature of crop-production in that area, the day to day difficulties the people in that area generally face, the diseases that they usually suffer from, the socio-economic tensions and turmoils that they are prone to face and so on and so forth. This understanding would be of great importance to the specialist preparing reading materials for neoliterates. For he would have the capability to exploit the target audience's myths, beliefs and superstitions, and also their problems to arouse in them an interest in reading and increase their awareness about the world outside.

Hence, the reading materials for neoliterates must be so designed as to avoid words and expressions, stories and plots that do not represent an authentic expression of the adult world. The words and sentences employed in such material must represent genuine communication, and concrete thought reflecting learner's own home, his way of life and his surroundings.

As has been stated above, an illiterate must not be considered a, 'sick man' suffering from a 'ghirst for words and letters' who needs lexical stuffing as an elixir. What he requires is to develop a capability to comprehend and communicate through 'visual representation' of sounds, i.e., words and sentences. We have to develop his capability of reading and writing to a certain level where his dependence upon others for letter reading/writing, newspaper reading, and so on is completely eliminated. This implies that whenever an adult literacy programme is launched, there is an imperative need to make all possible arrangements for enabling the learners' to retain the newly acquired skills of reading and writing. Thus availability of graded follow-up materials is essential. The follow-up material for neoliterates must incorporate such contents as would nourish adult minds. The style, language and content must not look childish. The learner must derive pleasure from reading this material. Language must be simple, comprehensible to the learner. Simple language does not mean very short sentences with no repetitions or redundancies. On the contrary, simple language here would mean sentences with multiple redundancies as would seem akin to the learner's spoken variety (redundancy is usually frequent in speech). This renders the text communicable. If in the name of simplification we reduce repetitions, and elaborateness of a text, text would lose its colour and music. The text must be elaborate and full of redundancy and must also employ idioms and proverbs of the learner's tongue. The text in narrative or conversational style is understand to give favourable results with the neoliterates. The content, in the Indian context, may vary from episodes of Mahabharata and Ramayana, Gautam Buddha and Mahavira to mythological stories like Vikram-Betal, or the Arabian stories like Ali Baba

and 40 Thieves and so on. Such stories would certainly enrich and increase the learner's interest in reading more and more.

To conclude, it can be said that in an age of 'information explosion,' it is estimated that nearly 60% of information is transmitted through written symbols. An illiterate person's loss of information can easily be imagined. Thus, the need to launch mass literacy drives and follow-up programmes for neoliterates is imperative for any nation that desires to sustain herself and to compete with the nations of the world in every possible sphere of life that involves knowledge accumulation, research and development.

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O.U. Augustine

An Evaluation of In-service Education Programme for Workers in Nigerian Bottling Company

INTRODUCTION

To evaluate reasonably the training needs for workers in any programme, the objectives of such programme must be clearly identified and defined, since they form a reference framework upon which objective assessment is made. Evaluation is regarded as the process of determining to what extent the educational objectives are being attained by the programme of curriculum and instruction (Tyler, 1949). In the view of Bhola (1990) evaluation means assigning values to judge the amount, degree, condition, worth, quality or effectiveness of something such as a programme.

The Board and management of Nigerian Bottling Company believe in effective, efficient and productive personnel. It is also the considered view of the Board and management that employees should not be allowed to remain and rely on their intelligence alone without upgrading their knowledge and skills through effective and rigorous in-service training/education programme. Hass (1957) defined in-service education as "all activities engaged in by professional personnel during their service and designed to contribute to improvement on the job".

Today Nigeria moves towards an advanced technological economy utilizing sophisticated technological equipment. And the complexity of the industry increases, making greater demands on workers skills. Technological development in Nigeria depends greatly on a consciously planned programme of constant training and retraining of various groups of workers on the job to improve their skills.

The importance of the job in industry for different category of workers and the value of the machines with which they work have made employers to realise that such workers must be retrained. Infact Iris (1983) noted that major advances in technology are beginning to affect virtually every office and factory job, making it increasingly necessary for employees to demonstrate high levels of functional literacy for job advancement.

The unskilled needs simple brief training necessary for efficient performance of his work. In addition, the rules of safety and other regulations designed to promote efficient plant operations need to be taught to unskilled as well as the other workers. The short time required for such instruction and training, on the first day of a worker's employment would, no doubt, reduce much of the crisis commonly found among unskilled; reduce the

high rates of labour turnover which are commonly experienced among new recruits; reduce industrial accidents and save time, energy and materials (Mays, 1948).

Adam Smith, a classical economist, contended that all the required and useful abilities of people are a part of capital. It is partly for this reason that many governments invest heavily in education, even non-governmental organisations and private organisations spend a lot of money on sponsorship of workers who would return to work for them on the completion of their training; many more organisations invest in management development and on-the-job training programme for workers because they recognise the value of (knowledge and ability) human capital (Oyedeji, 1979).

The Educational Services of American Council of Life Insurance observed that most industrial workers are poorly informed about workplace expectations and they lack effective interpersonal communication skills. The Council noted that because some neither read nor listen well or communicate effectively, they often misuse equipment and cause accidents that jeopardize their own and others' safety (Iris, 1983).

Smith (1978) reported that the importance of adult learning in industry is the contribution it can make towards increasing the efficiency of the workplace. Here, retraining or in-service education is organised for workers in industry to improve their working efficiency and industrial productivity.

METHODOLOGY

Sample

The sample for this study comprised 240 workers drawn from three major categories of workers viz:

a) Management staff randomly selected from the Company.
b) Senior workers randomly selected from the Company.
c) Junior workers randomly selected from the Company.

Collection of Data

The collection of data was through the use of questionnaire. A total of 240 questionnaires were distributed to the three categories of workers.

The questionnaire was designed in such a way as to find out the level of agreement or disagreement with suggested objectives of in-service training/education. Section B of the questionnaire was designed to find out the level of agreement or disagreement with possible in-service training/education needs for workers.

Questionnaires were distributed to the respondents by hand and they were checked against the various categories and were later collected by the researcher.

Data Analysis

In analysing the data, the researcher made use of mean, standard deviation and

Analysis of Variance (ANOVA). A system of analysis was sought which would determine the degree of acceptance to each statement in the questionnaire. Values were assigned to each category as follows: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1). The cut off point was determined by finding the mean of the values assigned to the options.

Mean responses were calculated by multiplying the frequency of response under each response category and divided the sum of the values obtained under each response category with the number of respondents.

RESULTS

TABLE 1

Mean responses of management staff, senior workers and junior workers on their perception of the objectives of in-service training/education programme for workers in Nigerian Bottling Company

S/N	Objectives	Management Staff	Senior workers	Junior workers	Remarks
1.	To broaden workers' general or specific knowledge	2.43	1.00	1.68	Con.
2.	To help workers understand society better	1.70	3.44	2.25	Var.
3.	To help workers cope with technological change	2.70	3.61	3.37	Con.
4.	To bring about increase in workers efficiency	2.80	3.72	3.50	Con.
5.	To enable workers to make collective and personal decisions.	2.50	1.00	2.15	Con.
6.	To raise the general standard of living of workers	2.65	1.22	1.68	Con.
	Total	14.70	13.99	14.60	
	Mean of the mean	2.45	2.33	2.43	

Con. = Consensus   Var. = Variation.

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From the mean responses in the table above, it revealed that the management staff, senior staff and junior staff regard items 4 and 3 as the objectives of in-service/education programme. The management staff accepts items 4, 3 and 6 as objectives of in-service training/education programme. The senior workers accepted items 4, 3 and 2 as objectives of in-service training/education programme, while the junior workers accepted items 4, 3 and 2 as objectives of in-service training/education programme.

TABLE 2

Analysis of Variance (ANOVA) of the Mean responses of Management staff, senior workers and junior workers on objectives of In-service training/education programme.

	$\bar{x}$ Management Staff	$\bar{x}$ Senior Workers	$\bar{x}$ Junior Workers
Total	14.70	13.99	14.60
Mean $(\bar{x})$	2.45	2.33	2.43

Grand Mean (x) = 2.40

Source of variation	Degrees of freedom	Sum of square	Mean square	F.cal value
Between columns	2	0.0498	0.0249	
				0.03*
Between Rows	15	13.25	0.88	

*Significance at $p < 0.05$.

Since f cal of 0.03 is less than f crit, df 2, 15 at $p < 0.05$ which is 3.68, therefore, it is concluded that there is no significant difference in the perception of management staff, senior workers and junior workers on the objectives of in-service training/education programme.

TABLE 3

Mean responses of management staff, senior workers and junior workers on their views of in-service training/education needs for workers in Nigerian Bottling Company.

S/N	Needs	Manage-ment Staff	Senior workers	Junior workers	Remarks
1.	To upgrade skills or knowledge	1.11	1.56	2.65	Con.
2.	To acquire technolo-gical skills.	2.72	3.06	2.70	Con.
3.	To be able to read instructions well.	2.83	3.06	2.40	Var.
4.	To acquire inter-personal communication skills	1.44	2.12	2.70	Var.
5.	To be familiar with new production technique	3.61	3.31	2.60	Con.
	Total	13.71	13.11	13.05	
	Mean of mean	2.74	2.62	2.61	

Con. = Consensus   Var. = Variation.

From the table above, it is indicated that management staff, senior workers and junior workers considered items 1, 2 and 5 as in-service training/education needs for workers. The management staff accepts items 5, 3 and 2 as in-service training/education needs for workers. The senior workers accepted items 5, 3 and 2 as in-service training/education needs for workers, whereas the junior workers accepted items 2, 4 and 1 as in-service training/education needs for workers.

TABLE 4

Analysis of Variance (ANOVA) of Management Staff, Senior workers and junior workers on in-service training/education needs for workers.

	$\bar{x}$ Management Staff	$\bar{x}$ Senior Workers	$\bar{x}$ Junior Workers
Total	13.71	13.11	13.05
Mean $(\bar{x})$	2.74	2.62	2.61

Grand Mean (x) = 2.66

Source of variation	Degrees of freedom	Sum of square	Mean of square	F.cal value
Between columns	2	0.052	0.026	
				0.02*
Between Rows	12	2.51	0.79	

*Significance at $p < 0.05$.

Since F cal of 0.02 is less than F crit, df 2, 12 at $p < 0.05$ which is 3.88, the conclusion is that there is no significant difference in the views of the management staff, senior workers and junior workers on in-service training/education needs for workers.

DISCUSSION OF RESULTS

Results have pointed out that there is a general consensus between the views of management staff, senior workers and junior workers in Nigerian Bottling Company on the objectives of in-service education programme for workers in the company. Both category of workers agreed that the workers wanted in-service education to bring about increase in workers efficiency, help workers cope with technological change, enable workers to make collective and personal decisions, raise the general standard of living of workers and to broaden workers' general or specific knowledge.

Most importantly workers want increase in their output or productive level. And the rapid changing technology introducing mechanised processes of production seems a

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motivating force for workers to undergo in-service education so as to avoid being displaced or thrown away. For indeed unless workers are able to demonstrate technical skills to meet up with changes in workplace expectations they might not retain their job.

There is a general consensus among management staff, senior workers and junior workers in NIgerian Bottling Company in their views on in-service training/education needs for workers in the company. They agreed that in-service training/education needs for workers in the company are to be familiar with new production techniques, acquire technological skills and to upgrade skills or knowledge.

The industry wants its workers to acquire technical skills and upgrade skills or knowledge. The industry does not want a situation where its workers would rely on their intelligence alone without upgrading their knowledge and skills through effective and rigorous training programme. This is due to the fact that skills and knowledge the workers acquired in the past might not be useful as a result of changes in technology which of course is one of the objectives of in-service education programme for workers in Nigerian Bottling Company. All category of workers especially those performing production tasks, need to be taught rules of safety and other regulations designed to promote efficient plant operations. The identification of these problems simply call for adult education functional literacy programme for workers.

CONCLUSION AND RECOMMENDATION

According to National Commission on Technology, Automation and Economic Progress (1966) formal technical education or trade school will be inadequate for a lifetime that will be spent in modern technological world. The changes will be so rapid and the consequent necessary adjustments so great that no once-and-for-all school education, however good, can carry man effectively through his working life. Therefore, necessary in-service education programme to upgrade and supplement skills acquired in the formal education should be provided for workers to enable them fit into the changing world of technology.

There should be an interplay of pre-employment and on-the-job/in-service education programme to ensure that the industry has available stock of manpower with necessary skills for its jobs.

Apart from undergoing in-service training/education programme, workers should also be encouraged to attend conferences, seminars and workshops to be acquainted with changes in workplace expectations.

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Population Education in a Captive Triangle

The pressure of population in India makes the task of socio-economic and techno-logical development more difficult. We are mainly pre-occupied with the maximum use of resources in the environment to provide basic needs for our increasing population. Increasing population will immensely place growing demands on food, energy, water and sanitation. In fact, the resulting and continuing misuse and overuse of the environment commonly leads to environmental degradation and denudation. Therefore, a complete arrest of population growth (to a Zero level) alone would probably conserve the earth's resources for future generation.

The stark reality of the phenomenal population growth in the past has directed us in making instant but not so permanent checks in the form of family planning. It was probably believed that education is a prolonged activity and its impact would consider-ably be delayed. Hence family planning programmes gained accelerated significance as a major strategy for population control.

India was the first country to recognise the need for controlling the rate of population growth and to formulate a policy which primarily covers two important factors – fertility and mortality. India's population policy has always been construed as synonymous with family planning programmes for the purpose of achieving fertility control. In order to tackle the problem of mortality and reduce morbidity, welfare services were added as supportive measures and to strengthen the fertility control measures.

Despite all efforts of extensive dissemination of knowledge on methods of family planning and increased access to them, the progress made in lowering the growth rate has thus far remained almost steady and constant in some of the southern States like Tamilnadu and Maharashtra and pretty poor in the northern states where the literacy level is also very low. The annual rate of population growth actually increased from 2.2 percent in the following decade and the decrease in the growth rate since then is very marginal and has reached 2.1 percent by 1991.

Family Planning programme assumes that if births can be prevented and con-trolled, it is easier to check the rapid population growth. This assumption has been proved wrong for averting births requires a changed attitude towards births, reforms in marriage practices and a strong assertion to carry out the decisions so taken. All these in fact, involve behavioural changes on the part of the people. These apart, preventing births is not a sole factor in influencing population growth; there are other more crucial factors like health of women and children and improvement in the life expectancy of children. In other words, education on population issues which should include health,

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nutrition, hygiene etc., becomes a basic requirement for achieving optimum population growth.

The Eighth Five Year Plan has set the population goal for achieving a net reproduction rate of one by the turn of the century and Zero population growth by the year 2050 A.D. Short term targets set in the plan include increasing contraceptive use from 43.4 percent to 53 percent by 1995, reducing crude birth rate from 30.5 percent to 26.7 percent in five years; reducing crude death rate from 10.2 per thousand to 9.3; infant mortality from 91 per thousand live births to 80 per thousand live births. This is expected to considerably lower the population growth rate from 2.03 to 1.76 percent in five years. Only through a multi-pronged strategy of combining fertility control measures, and welfare measures with population education for people at large and youths in particular the population goal of India can be reached.

Population growth and Status of women

Population Action International (formerly known as Population crisis committee) in its report has pointed out that early population stabilization is not possible without raising the status of women through a combined strategy of providing better economic opportunities, education and skill development. An increase in literacy and educational status of women will have positive effects on population control, maternal morbidity, infant mortality, health care, nutrition, sanitation and hygiene. Further it will result in raising the age of marriage, increased employment potential and higher earnings, improved knowledge of contraception, better practice of family planning and adoption of small family norm and the like thereby ensuring improvement in the overall quality of life in general for all. Therefore, education of women is an important factor in reducing population growth.

On the contrary, the current scenerio depicts a gloomy situation. The gender gap in India is so wide that just 39 percent of women are literate in 1991 as compared to 64 percent of men. Between 1981 and 1991, the number of illiterate females has actually increased from 182.91 millions to 202.14 millions ie., two million a year. This also clearly indicates the failure of primary education sector. In absolute terms, out of a total population of over 840 million, only 180 million women are literate. There are also marked regional differences. For example, only 21 percent of women are literate in Rajasthan as compared to 87 percent in Kerala.

A 1992 World Bank study of 200 countries showed that nations that have increased education for girls have fewer births, lower infant mortality rates and longer life expectancy.

As part of development process, a considerable improvement is envisaged in the status of women and children in terms of socio-economic and cultural levels and their health and nutritional status.

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Population, Education and Development Links

There is a critical relationship between population growth and education. It is a well-observed phenomena that when the educational levels rise, fertility rates decline. But at the same time, burgeoning population make education for all an increasingly distant goal.

In the Delhi Declaration adopted unanimously by leaders of nine high population countries at the end of 'Education for All (EFA) summit in December 1993, UNESCO Director General Mr. Federico Mayor expressed that a 'state of educational emergency' should be declared till universal primary education was achieved. The nine countries with enormous population growth include India, China, Brazil, Nigeria, Egypt, Bangladesh, Mexico, Indonesia and Pakistan which account for 70 percent of the World's illiterates.

'Education for All' hypothesises that if all Indian children, especially girls and all adults – women in particular, are given basic education, it would be the most potent weapon to control population and impeller to enhance incomes, improve standards of health care and gender equality to bring about some semblance of social change.

The slogans 'Education For All', 'Health For All', 'Immunisation for All' and so on have to be converted into national determination for the purpose of attaining overall development through achieving various sectoral objectives such as primary education, total adult literacy, better access to secondary education, health care and nutritional services for all especially to women and children to name a few.

Today, the conception of population is closely inter-linked with issues relating to development, equity and quality of life. The quality of life cannot be improved by merely ensuring a higher per capita income for people. It is a fact that population and poverty make a vicious circle. It is as much valid to state that birth rate is high because people are poor as to state that people are poor because the birth rate is high.

Development in true sense is actualisation of human potential. The innate potentialities possessed by individuals and the society are induced to grow and develop through opportunities created deliberately in the environment. Over population certainly curtails growth potential of individuals and the society with utter disregard for fulfilling even the minimum basic needs for the population. The ultimate goal of development is not merely fulfilment of needs and resolving problems but attaining enriched quality of life.

Development therefore logically becomes the goal of population education. Population education has to aim at not only creating awareness on several related issues regarding births, deaths, migration, health, nutrition etc., but has to raise hopes and aspirations of people for achieving quality life. It should also help and guide them for finding ways and means of achieving quality life though the philosophical interpretation of enriched or quality life may vary from time to time and from one group to another.

The experiences of Kerala with regard to overall development with special refer-

ence to education, women's education in particular and population growth stands out in sharp contrast to other states, especially those in the northern belts. A glance at the demographic indices in Kerala reveals that the birth rate in Kerala has remained almost constant for over 30 years between 1930-60 but between 1961-72, it had declined from 38.9 to 31.5 per thousand of population. This significant decline has been traced more particularly to the cumulative impact of health and educational progress made in the state. The hypothesis is that the decline in birth rate is determined mainly by the socio-economic variables such as health, education and age of marriage of women rather than by income levels, degree of industrialization or the extent of urbanization and that birth rate will decline due to the possible effects of declining mortality rate – child and infant mortality in particular and increasing life expectation on the desired number of children.

The birth rate in Kerala has still further declined from over 31 per thousand of population in 1972 to 19 per thousand of population in 1991. Indeed it is reported that fertility preference in Kerala has registered a major shift since 1980's. Nearly one half of women reported in 1991 that they did not want any children at all. And Kerala has achieved 93 percent literacy and women's literacy level is more than 86 percent.

Kerala is certainly a case which spreads a very hopeful message for the rest of India and has greater policy implications.

Significance of population policy

It is erroneous to equate population policy with mere population control programmes alone. While population control programmes have a limited aim of reducing fertility, population policy is directed towards achieving overall national development and hence it must address larger issues relating to health and nutrition, urbanization, regional imbalances, migration, environmental protection and so on.

When we consider the various health and population related statements and declarations made from time to time like 'Health for All', Education for All' etc., these are indeed a harbinger of hope for mankind especially the deprived and unreached masses in rural India. Ideally policies and declarations must lead to immediate plans and actions. But the tragedy is that many of our laudable and ambitious programmes launched in the name of India's poor masses, when actually fails, it is the masses who are blamed ultimately and not the methods and strategies evolved by the planners and bureaucrats and not even the manner in which the programmes are implemented.

The population policy must ultimately lead to fertility control, health programmes for all with special emphasis on maternal and child health, education and literacy for all, especially for girls and women, widened family welfare services, employment generation and overall development directed towards attainment of quality life for people.

Population education as a critical function

Population of a State or a nation at a point of time is a function of three important events: birth, deaths and migration. These events are occurring continuously in turn

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creating changes in the structure, characteristics and distribution of population and making various demands on population. Accelerated growth of population brings in its trail several complex issues of ecological imbalances, environmental degradations and denudations, extensive exploitation of our natural resources, increased disparities in the income and in the distribution and consumption of natural resources. Thus problems emerge with every change in the population phenomena.

Unless the types of problems, sources and causes of problems are properly diagnosed, it is difficult to solve them. Thus diagnosis of population – related problems forms the basis for evolving strategic population policies and drawing up population education plans and provision of welfare services. However, the population growth direct both the policy formulation and planning and provision of services to people including education.

Population education is therefore a very broad concept consisting of several elements like health care, nutrition, family welfare, education and counselling services and so on. Population policies framed are the result of population problems experienced which are directly related to the health and welfare status of individuals and society. The relationship between the various elements in the population dynamics -- population education and their dependency on population policy and welfare programmes offered and how the goals determine the policies, programmes and educational content are presented in the following figure which illustrates the network of relationships between the various elements in population dynamics.

Note

P	–	Policy
PG	–	Population Goals
PPb	–	Population problems
PPr	–	Population programmes – Family Welfare & MCH.
PE	–	Population Education
F.W	–	Family Welfare Programmes
MCH–		Maternal programmes and Child Health programmes

Population goals determine the policy. Population problems influence the policy to reformulate and bring about changes. Population growth are also set on the basis of problems experienced if not directly always but sometimes as an offshoot.

Population policy and population problems together shape the supportive and corrective services provided to people including education. We may also infer that population policy cannot remain static but has to change from time to time on the basis of emerging situation and the desired level of population attainment in terms of socio-cultural – and economic progress. The learning content for population education is therefore derived from all the four elements – population policy, population goals, population problems and welfare programmes like family welfare (FWP) and maternal and child health programmes (MCH).

While maternal and child health programmes deal primarily with women and children, FWPs are more comprehensive to benefit the entire family. Ideally the FWP should consist of socio-economic and educational strategies to

i)   increase the level of education

ii)   improve the level of employment – create new and increased employment avenues for the younger age groups and more particularly for girls and women; and

iii)   promote the status of women by offering more educational programmes specific for girls and women especially in the non traditional sectors.

These should form essential elements of family welfare, if the goals of achieving lower birth rates,. lower mortality, particularly among infants and children and check on migration from rural to urban areas are to be ensured.

It is evident from the figure above that population education becomes a captive element in the triangle sensitive to the problems experienced and sensitising people about the welfare services provided, the goals and objectives of these services for making optimum utilisation. It also indicates that population education tends to remain as an essential learning activity not existing in isolation outside the socio-demographic system but as a captive element in the system. Population education is, therefore, a most critical component for achieving population goals and optimising the utilisation of services provided and an effective means of implementing the policy.

Population education thus creates opportunities for a more humanistic and personal approach to people. It attempts to show the different ways and means by which most people can take active roles in not merely learning about the trends, causes and effects of population growth but more importantly the strategies for effecting or controlling the level and direction of changes in population growth in a desirable manner. Population education thereby ensures that these changes are attempted with full understanding and consciousness of the crucial roles people can play in the important process of population growth.

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A Study of the Participation of the Village Coordinators in Implementation of the Total Literacy Campaign in Chittoor District

Chittoor district is one of the districts selected for implementing TLC in Andhra Pradesh. In order to implement the programme a large number of functionaries were drawn from various departments with varied backgrounds at various levels.

The programme has been administered at four levels. At the district level, the Zilla Saksharatha Samithi, at regional level Revenue Divisional Office, at Mandal levels, Mandal Development Officer, and at the grassroot level the Village Coordinator. Among the above, the village coordinator is the actual doer of adult education with the help of volunteers. He is the head of the village centre, comprising 25 volunteers, 250 illiterates with a jurisdiction of 2 k.m. radius. He is responsible for the supervision of literacy centres, authority to verify the methods of teaching being adopted, monitoring the progress, suggest for improvements and alternatives whereever necessary. In view of the importance of administration and field work, he is the key person for successful implementation of the programme at the grossroot level.

Success of any such programmes largely depends on the initiative and participation of the key functionaries in the programme. TLC is not an exception for this. Suitable learning materials, effective training and fool proof monitoring system, adequate financial support does not yield desired outcomes, If there is a lack of effective participation of the functionaries in the programme. This is also so in the case of TLC with special reference to village coordinators. In other words the success of the TLC depends on the effective participation of the village coordinators in their job. Hence the present study was conceived to identify the extent of the participation of the village coordinators in their job and to identify the association between the personnel characteristics and their level of participation.

OBJECTIVES OF THE STUDY

1. To identify the level of participation of the village coordinators in their job.

2. To find out the relationship between the participation and personal traits of the village coordinators, and

3. To find out the level of differences between the different groups of functionaries in their participation.

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Keeping in view of the above objectives the following hypothesis were framed for testing.

HYPOTHESIS

1. The level of participation of village coordinators in their job is similar.

2. There is no association between the personal traits and level of the participation of the functionaries in TLC.

3. There is no significant difference between the mean participation scores obtained by the village coordinators belonging to a) Men and women groups, b) Younger, middle age and elder groups, c) Low education, middle level of education and more education groups, d) Less experience, 6-10 years experience group and more experience group, e) F.C., B.C., and SC & ST groups.

METHODOLOGY

The study was conducted in Chittoor district. It has 66 mandals. For the purpose of the present study two mandals namely Kuppam and Gudipala were selected randomly. Among the working village coordinators 60 from each mandal were selected randomly as sample of the study. Thus the total sample of the study comprises 120 village coordinators.

Tool

In order to collect the relevant information a participation scale was designed covering all the areas where the village coordinator participates in implementation of Total Literacy Programme. The participation scale consisted of 42 items and the items has to be rated on a five point scale. The reliability and validity of the scale is found to be very high.

Procedure

The Rating scale was administered to all the selected village coordinators. The investigators visited all the villages where the village coordinators are working and a good rapport was established with them before administering the tools. Further they were also explained the aim of the study and mode of filling the rating scale.

Analysis of Data

The data thus collected was pooled together and analysed keeping in view of the objectives of the study by using appropriate statistical techniques like 't' test, Anova, and Chisquare test.

FINDINGS OF THE STUDY

Criteria for the classification of the functionaries

In order to categorise the village coordinators into different groups based on their

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level of participation, the investigator has used Mean + S.D. Based on the above criteria village coordinators were categorised into the three groups viz. less participative, normal participative and effective participative. As per this classification (Table I) it was found that one fifth of the village coordinators were found to be participating in the programme effectively and 38 per cent of them were found be less participating in the programme. On the other hand nearly 42 per cent of them were found to be normally participating in the programme. In other words majority of the village coordinators neither participating in the programme whole heartedly nor taking it as seriously.

TABLE No. 1

Levels of Participation

Sl. No.	Level of Participation	N	Percentage
1	Effective participation	24	20.00
2.	Normal participation	50	41.67
3.	Less participation	46	38.33

Association between personal traits and level of participation:

It is well-known fact that the participation of an individual in any given task largely depends on the personal traits and background of the individual. Adult education is not an exception to this. In order to study the association between the personal characteristics and level of participation of the functionaries chi-square technique was utilised and the results were present in Table No.2.

TABLE No. 2

Distribution of chi-square values in respect of the selected variables of the village coordinators and their participation scores

Sl. No.	Variable	DF	Chi-square	Significance
1.	Sex	2	0.84	@
2.	Age	4	0.48	@
3.	Education	4	0.49	@
4.	Experience	4	10.41	*
5.	Caste	4	3.60	@

@ Not significant

* Significant at 0.05 level

From the Table No.2, it is evident that the calculated X^2 value was signu. the case of experience of the functionaries. Whereas in case of other variables sex, age, education and caste, the obtained chi-square value is not significa. findings clearly demonstrates that the experience of the functionaries and their l the participation is closely associated. Whereas it is also evident that the se. education and caste of the functionaries neither promotes nor affects the participa. the functionaries. Hence experience of the functionaries should be kept in mind choosing the functionaries at village level.

Further analysis were also carried out to study the nature of the relati. between participation and the personal traits of the functionaries and the resul. presented in the Table No.3.

TABLE No. 3

Mean, S.D. and 'F' values obtained by different groups of Village Coordinat. their participation of T.L.C.

Sl.	Variable	Group	N	Mean	S.D.	F	Signi.
1.	Sex	Men	81	3.63	1.05		
		Women	39	3.79	0.82	0.86	
2.	Age	Young	70	3.86	0.91		
		Middle age	37	3.59	0.91	4.61	
		Elders	13	3.00	1.18		
3.	Education	Low	20	3.50	1.16		
		Middle	49	3.84	0.84	1.09	
		More	51	3.61	1.01		
4.	Experi-ence	Less	56	3.73	0.92		
		6-10 yrs.	38	3.87	0.92	2.69	
		More	26	3.31	1.10		
5.	Cas..	F.C.	51	3.59	1.01		
		B.C.	41	3.63	0.96	1.15	
		S.C. & S.T.	28	3.93	0.92		

@ Not significant
* Significant at 0.05 level

1) Sex v/s Level of participation

From the above analysis it is clear that the obtained mean participation s. men, women village coordinators shows that women coordinators were found to l effectively participating in the programme, compared with their counterparts. H

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the calculated 't' value is not significant. Hence the hypothesis "There is no significant difference between the mean participation scores obtained by the village coordinators belonging to men and women group" is accepted. In view of the above, while choosing the functionaries women may be given preference.

2) Age v/s Level of participation

The functionaries were categorised into three groups based on the age and studied the relationship between age and their participation. From the obtained mean participation scored by the three groups shows that village coordinators with younger age group were found to be effectively participating in the programme followed by middle age and elder groups. Further, the calculated 'F' value also shows that the difference between the level of participation of the three groups in the programme is significant. Hence the hypothesis "there is no significant difference between the mean participation scores obtained by the village coordinators belonging to younger, middle age and elder groups" is not accepted. In view of the above findings, younger age group may be preferred while selecting the functionaries.

3) Education v/s Level of participation

The mean participation scores obtained by the village coordinators having different educational background shows that the level of participation by the groups are not significantly different. However it is also found that coordinators with intermediate level of education were proved to be more effective participants in the programme followed by the group possessing graduation and more education.

The mean participation score of the village coordinators with SSC and less than SSC i.e., less educational background shows that they are not whole heartedly participating in the programme. It may also be true that due to their less educational background they may not be in a position to satisfy needs and demands of the grassroot level workers, viz. volunteers and learners. Hence, they were reluctant to participate themselves in the programme. Hence, while selecting the functionaries it is better to select functionaries with more education, so that they can justify their positions. In view of the above findings the hypothesis "There is no significant difference between the mean participation scores obtained by the village coordinators belonging to low, middle and more education groups" is accepted.

4) Experience v/s Level of participation

The results presented in the Table No.3 with special reference to experience and participation of the coordinators shows that, the coordinators with 6-10 years of experience were proved to be effective participants of the programme, followed by the coordinators with less experience. Suprisingly the coordinators with more than 11 years experience (more experienced group) was found to be less participative. In other words coordinators with more experienced does not show enthusiasm for participating in the

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programme. Further the obtained 'F' value is also less than the table value indicating that the difference between the three groups of the functionaries does not differ in their participation significantly. Hence the hypothesis "There is no significant difference between the mean participation --scores obtained by the village coordinators belonging to less, 6-10 years and more experienced groups" is accepted.

5) Caste v/s Level of participation

The 'F' value presented in the Table No.3 with regards to difference between the three caste groups in their level of participation in the programme is less than the table value. Hence the hypothesis "There is no significant difference between the mean participation scores obtained by the village coordinators belonging to F.C., B.C. and SC. & S.T. groups" is accepted. However the trend of the obtained mean participation scores discloses that S.C. & S.T. group village coordinators have obtained more participation scores followed by B.C. & F.C. groups. The trend analysis is in right direction as the programme is intended for unprivileged sections of the population and the functionaries with the above background were also responded in the same direction.

CONCLUSION

Socio-economic development of a country is closely related with its human resources development. Indian Adult Education Programme is intended to qualify the human resources for economic development. The village coordinator is a link pin between volunteers at village level and mandal administrative set up. He is not only responsible for academic achievement of the learners and a sign of administrative effectiveness. In view of the importance of village coordinators in successful implementation of the programme, the present investigation was conducted to identify their level of participation in the programme.

The findings reveals that more than one-third of the working village coordinators were not participating in the programme as expected of them. The association between personal traits and participation discloses that experience and level of participation is closely associated. The further analysis also shows that there is a significant difference between the participation of the village coordinators belonging to different age groups. On the other hand the findings also reveals that functionaries belonging to women, younger in age group, middle level educated, less than 10 years of experience and village coordinators with S.C., S.T. castes were found to be more participative. Hence the above may be kept in view while selecting the village coordinators in future.

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Satwant Bhangoo
Amrit Kaur

An Experimental Study of the Multi-Media-Approach in Learning by Adult Rural Women

A women may venture into any profession but her main role as a housewife and a mother always remains the most supreme. So it is essential that just as people are trained for other professions women too should be equipped with appropriate scientific knowledge and skills related to becoming a successful housewife and a mother.

The effective planning of any learning situations for rural adult women must take into account the way in which the information is going to be presented. It has been reported that effectiveness of a teaching method can vary from audience to audience and even from practice to practice (Subramanyan, 1976). For this reason it has ben emphasized that research must be undertaken to devise not only suitable methods of communication but also to find out their suitable combinations.

The present investigation was planned to study the multi-media-approach in learning by rural adult women in two selected topics of home and family life.

Methodology

The study was carried out in two phases. During the first phase of the study a sample of 500 adult rural women in the age group of 15-35 years was randomly drawn from ten randomly selected villages of Ludhiana district in Punjab. From each village 50 women were selected randomly. An interview schedule (which was pretested in a non-sample village, reliability 0.72 and validity 0.84) was administered to measure their needs and interests in eight areas of home and family life. Two topics which received highest scores were selected for teaching through the selected methods.

The sample for the second phase of the study included 140 women. These respondents were selected by purposive random sampling procedure from among the respondents of the first phase of the study bearing in mind the following considerations:

a.   The selected respondents had expressed need and interest in the two selected topics for teaching.

b.   They were educated between primary and high school level.

c.   They were all having housework as their main occupation.

d.   It was also ensured that the selected respondents had no previous exposure to knowledge on the selected topics (this was decided by administering the knowledge test and the consequent existing knowledge score which ranged between 0-3).

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Thus a group of 20 women was selected from seven villages and a total of 140 respondents formed the sample for the second phase of the study.

Selection of Topics

The first phase of the study helped to know the two top-most needs which formed the topics for teaching i.e. (i) decoration of the house and (ii) removal of stains from clothes. Since the first topic i.e. the decoration of the house is very broad, one aspect of this topic was selected, i.e. "use of colour for the decoration of house (topic I) considering its importance for rural women in many ways. The use of colour is made in preparing many things of art and craft like painting, dyeing, block printing, embroidery, knitting, crocheting and also dress materials. The application of the principles of colour use for household decoration could be extended to all these areas too.

The second topic i.e. removal of stains from clothes was retained in its original form but was limited in two aspects i.e. the number of stains and the things used for removing them. There are an unlimited number of stains but in the present context only common household stains were selected. There are a variety of things which can be used for removing stains but for the present context only use of things available at home was made. The use of things available at home is recommended firstly because they are safe for use with clothes as well as safe for skin and secondly they are cheap and easily available. Thus this topic was referred to as 'removal of stains from clothes at home'. (Topic II)

Methods of Teaching and Teaching Material

The teaching of the two selected topics was carried out by three selected methods of teaching namely illustrated lecture/method demonstration (L), printed material (P) and video film (F). These methods were selected because they belonged to different categories of teaching methods. The illustrated lecture/method demonstration is an oral and personal contact method, while on the other hand though printed material and video film are both mass contact methods, but the former is in the written form and the other is in visual cum oral form.

In the present study illustrated lecture was used for teaching the topic, 'proper use of colour for decoration of house'. An illustrated lesson has been defined by Good (1973) as a learning unit in which comprehension is facilitated through the use of pictures, recordings, samples or realia. In the present case charts, samples, real things and examples from life around served to illustrate the lecture. A chart on colour wheel was also used to explain types of colours and colour combinations.

The topic 'removal of stains from clothes at home' was taught by lecture demonstration. The process of removing selected stains was shown along the lecture in addition to showing the actual things/samples available at home for removing these stains.

In the present study printed material was used in the form of a pamphlet. Thus two pamphlets were prepared for the two selected topics. A chart on colour wheel was

included in the pamphlet related to the topic on 'proper use of color for the decoration of house'.

The video films for this study were prepared after consultation with Communication, Extension Education as well as Home Science expert. The film related to the topic on removal of stains was essentially a demonstration showing the process of removal of stains and the actual things available at home which could be used to remove stains. The film on the proper use of colour required the showing of specially prepared actual settings in the house in the use of colour. A number of charts including a colour wheel were also used to explain some of the concepts in this film.

The teaching materials were pretested in three non-sample villages to ascertain their suitability, practibility and to foresee any problems which could be encountered.

The effectiveness of the teaching methods was measured in terms of gain in knowledge and retention of knowledge. For this a teacher type objective knowledge test was constructed for each of the two topics. Each of the two knowledge tests contained 50 items and each item required one word to a few words as answers. A correct answer was given one score and a wrong answer was given zero. Thus the maximum score a respondent could obtain was 50 and minimum zero.

The Experiment: The format of the experiment included teaching with the help of three selected teaching methods and their four combinations as given below:

1. Printed material
2. Illustrated lecture/lecture demonstration
3. Video Film
4. Printed material alongwith illustrated lecture/lecture demonstration
5. Printed material along with video film
6. Illustrated/lecture demonstration with video film.
7. Printed material alongwith illustrated lecture/lecture demonstration and video film.

Thus for each of the two topics these methods were used alone as well as in combination with each other i.e. there were three combinations of two methods and one combination of three methods. Whenever a combination was used the methods were used one after the other after a gap of ten minutes. These seven treatments were assigned randomly to seven groups of respondents from seven villages.

The schedule of the experiment was similar for both the selected topics i.e. pre-test, imparting knowledge through the selected method and post-test I were done the same day and after seven days knowledge test was administered to measure retention of the knowledge gained. It was ensured that all the selected respondents participated in all the steps of the experiment.

The experiment in all the seven villages was conducted under somewhat similar conditions. For instance the locale of the experiment was a room in the village school or an adult education centre. The mode of sitting was the same for all the respondents i.e. dari or a canvass cloth was spread on the floor. An effort was also made to ensure quiet, neat and airy surroundings. All the respondents were provided with a ball pen and a hard board to facilitate them to write their answers with ease. A generator set was made available for showing the video film in case of electricity failure.

The data obtained were processed and analysed using such statistical procedures as means, paired-t-test, analysis of variance and critical difference ratio.

Findings

The findings of the study are reported in Tables, 1, 2 and 3. It is seen from Table 1 that all the selected methods and their selected combinations were significantly effective for gaining as well as retaining knowledge in both the selected topics (P > 0.01). Table 2 shows the summary of results for the analysis of variance. The 'F' ratio values for both topics for gain as well as retention of knowledge were found to be highly significant indicating thereby that some of the methods were significantly different from each other in their effectiveness. Further analysis as shown in Table 3, throws light on detailed comparisons between twenty one combinations for each topic separately for gain as well retention of knowledge. For the convenience of making comparisions the table has been divided into five sub-parts.

The Part A of the Table 3 shows the comparison between single methods. The findings are as under:

1. The three selected methods when used alone were not significantly different for gaining knowledge in topic I

2. The lecture was significantly more effective then printed material for gaining knowledge in topic II.

3. The printed material was found to be significantly more effective when compared to lecture and film for retention of knowledge in both the topics.

4. A further perusal of Table 3 shows the comparison of single versus two method-combinations at B. The following findings can be read:

1. The single method when compared with the use of two methods for gaining knowledge in topic I were not significantly different in their effectiveness.

2. However, for topic II (for gaining knowledge) the combinations of printed material with film and lecture with film were significantly more effective when compared with the use of printed material along.

3. In retention of knowledge in topic I five combinations of two methods were significantly different when compared to the use of one method. These were:

TABLE 1

Table showing the mean scores of existing knowledge, knowledge gained and knowledge retained

	P	L	F	P+L	P+F	L+F	P+L+F
TOPIC-I							
Pre-test	0.85	0.15	0.50	1.25	1.05	0.80	0.45
Mean scores							
Post-test I							
Mean scores	20.85	20.80	23.05	23.30	24.45	24.95	32.10
Actual Gain	20.00	20.65	22.55	22.05	23.40	24.15	31.65
Paired-'t'	10.73*	8.23*	9.39*	8.27*	10.52*	9.00*	13.47*
Post-test II							
Mean scores	32.10	14.35	18.95	30.70	33.55	18.85	37.50
Actual Retention	31.25	14.20	18.45	29.45	32.50	18.05	37.05
Paired-'t'	11.78*	6.37*	8.53*	16.89*	16.53*	8.28*	23.18*
TOPIC II							
Pre-test							
Mean scores	1.15	1.00	0.50	1.70	1.00	0.90	1.05
Post-test-I							
Mean scores	17.95	23.40	21.75	28.15	23.80	26.60	28.40
Actual gain	16.80	22.40	21.25	26.45	22.80	25.70	27.35
Paired-'t'	10.53*	13.10*	9.38*	13.50*	11.03*	16.44*	14.62*
Post-test-II							
Mean scores	30.65	18.10	16.90	30.05	33.40	22.15	36.65
Actual retention	29.50	17.10	16.40	34.35	32.40	21.25	35.60
Paired-'t'	20.95*	11.48*	8.50*	19.59*	23.43*	12.48*	25.57*

* $P > 0.01$

a. Lecture with film was significantly less effective than use of printed material alone.

b. Printed material with lecture was significantly more effective than the use of lecture alone.

c. Printed material combined with film was significantly more effective than the use of the illustrated lecture alone.

d. Printed material combined with film was significantly more effective than the use of film alone.

4. The rest of the two-method combinations were not significantly different in effectiveness when compared with the use of one-method, for retention of knowledge in topic I.

5. For retention of knowledge in topic II, except two of the two-method combinations, all others were significantly different in effectiveness when compared with use of one method at a time, viz printed material with film compared with printed material when used alone, lecture when used alongwith film compared with lecture used alone.

In Part C of Table 3 it can be seen that all the three-method-combinations have been found to be significantly more effective for gaining as well as retaining knowledge in both the selected topics. The comparison of combination of two vs two methods has been shown in part D of Table 3. The results are as follows:

1. For gaining knowledge in Topic I as well as Topic II there has been found to be no difference in the effectiveness of the combinations used, i.e. all the two method combinations are equally effective for gaining knowledge.

2. However, for retention of knowledge the comparisons show that:

a For Topic I as well as topic II it is seen that when lecture was combined with printed material it was more effective than when lecture was combined with film.

b. Again when film was combined with printed material it was significantly more effective than when the former was combined with lecture.

c. The combinations of printed material with lecture and printed material with film were equally effective for both the topics.

In Part E of the Table 3 two-method-combinations have been compared with the three-method-combinations. The findings obtained were:

1. All the two-method-combinations when compared with the three-method-combination were significantly different i.e. the three method-combination was significantly more effective for gaining knowledge in topic I.

2. While for gaining knowledge in Topic II all the two-method-combinations were

TABLE 2

Summary Table for Analysis of Variance

Source of variance	Degrees of freedom	Sum of squares	Mean squares
A. **Topic I**			
Knowledge Gained			
Between treatments	6	1805	**300.77**
Within treatments	133	15321	**115.20**
Standard error of difference	3.39		
F-ratio	2.61*		
Knowledge Retained			
Between treatments	6	9262	1543.66
Within treatments	133	10087	75.84
Standard error of difference	2.71		
F-ratio	20.32**		
B **Topic II**			
Knowledge Gained			
Between treatments	6	1591.56	265.26
Within treatments	133	9464.28	71.16
Standard error of difference	2.66		
F-ratio	3.73		
Knowledge Retained			
Between treatments	6	8120	1353.33
Within treatments	133	7416	55.75
Standard error of difference	2.35		
F-ratio	24.27**		

* $P > 0.01$

TABLE 3

Comparison of Methods and Critical Difference

		Topic I		Topic II	
		Knowledge gained	Knowledge retained	Knowledge gained	Knowledge retained
A.	**Single Vs Single Method**				
	P : L	0.65 (P<L)	17.05** (P>L)	5.60* (P<L)	12.40** (P>L)
	P : F	2.55 (P<F)	12.80** (P>F)	4.45 (P<F)	1.10** (P>F)
	L : F	1.90 (L<F)	4.25 (L<F)	1.15 (L>F)	0.70 (L<F)
B.	**Single Vs Two Methods**				
	P : PL	2.05 (P<PL)	1.80 (P>PL)	9.60** (P<PL)	4.85 (P<PL)
	P : PF	3.40 (P<PF)	1.25 (P<PF)	6.00** (P<PF)	2.90 (P<PF)
	P : LF	4.15 (P<LF)	13.25** (P>LF)	8.90** (P<LF)	8.25** (P>LF)
	L : PL	1.40 (L<PL)	15.25** (L<PL)	4.05 (L<PF)	17.25** (L<PL)
	L : PF	2.75 (L<PF)	18.30** (L<PF)	0.40 (L<PF)	15.30** (L<PF)
	L : LF	3.50 (L<LF)	3.85 (L<LF)	3.30 (L<LF)	4.15 (L<LF)
	F : PL	0.50 (F<PL)	11.00** (F<PL)	5.20 (F<PL)	17.95** (F<PL)
	F : PF	0.85 (F<PF)	14.05** (F<PF)	1.55 (P<PF)	16.00** (F<PF)
	F : LF	1.60 (F<LF)	0.40 (F>EF)	4.45 (F<LF)	4.85* (F<LF)
C.	**Single Vs Three Methods**				
	P : PLF	11.65** (P<PLF)	5.80* (P<PLF)	10.55** (P<PLF)	6.10* (P<PLF)
	L : PLF	11.90** (L<PLF)	22.85** (L<PLF)	4.95 (L<PLF)	18.50** (L<PLF)
	F : PLF	9.10** (F<PLF)	18.65** (F<PLF)	6.10** (F<PLF)	19.20** (F<PLF)
D.	**Two Vs Two Methods**				
	PL : PF	1.35 (PL<PF)	3.05 (PL<PF)	3.65 (PL>PF)	1.95 (PL>PF)
	PL : LF	2.10 (PL<LF)	11.40** (PL>LF)	0.75 (PL>LF)	13.10** (PL>LF)
	PF : LF	0.75 (PF<LF)	14.45** (PF>LF)	2.90 (PF<LF)	11.95** (PF>LF)
E.	**Two Vs Three Methods**				
	PL : PLF	9.60** (PL<PLF)	7.60** (PL<PLF)	0.90 (PL<PLF)	1.25 (PL<PLF)
	PF : PLF	8.25** (PL<PLF)	4.55 (PF<PLF)	4.45 (PF<PLF)	3.20** (PF<PLF)
	LF : PLF	7.50** (LF<PLF)	19.00** (LF<PLF)	1.65 (LF<PLF)	14.35** (LF<PLF)
Critical		6.55 at 0.05	5.45 at 0.05	5.23	4.67
Difference		8.74 at 0.01	7.25 at 0.01	6.87	6.18

* P > 0.05   ** P > 0.01

significantly not different in effectiveness from the use of three-method-combination.

3. Regarding retention of knowledge in Topic I the combination of three methods was found to be significantly more effective when compared with two of the two-method combinations i.e. printed material with lecture and film with lecture.

4   On the other hand only one of the two-method combination was significantly less effective than the three-method combination i.e. lecture with film was less effective.

SUMMARY AND CONCLUSION

The findings of the present study as reported above showed that there were differences in the effectiveness of some of the selected methods and their combinations. The use of the combination of three and two methods have been found to yield higher gain as well as retention of knowledge. This type of multi-media approach has been tried with great success in U.S.A. and Latin America (Kairin 1981, Dave et. al., 1986). Research studies in India too have proved that a combination of three methods helps to gain more knowledge than a combination of two methods or the use of one method alone (Chauhan and Sinha 1979, Desai, 1981). In their studies Bhardwaj and Hansra (1983) Manchanda and Hansra (1983) Menon, Prema & Ukhuru (1982) found that rural women gained more knowledge by a combination of two methods than by the use of one method alone. Sink (1986) too found that the retention of ideas presented in audio and video modes in combination was substantially higher than those presented only linguistical or only iconically.

The use of multi-media approach is also advocated in the light of experiments in psychology, particularly those conducted by Ebbigghaus (Woodworth and Schlosberg, 1958) on retention of material. It has been suggested that an overlearned lesson is better retained than the one that is barely or under-learned. It was found in these experiments that the general retention was proportional to the amount of original learning. The application of these findings to learning by rural adult women can be achieved by the use of multi-media approach.

The results also showed certain differences in findings in the case of two selected topics. As far as the topic on removal of stains was concerned it was seen that the results pertaining to the use of combination of methods were not completely applicable. In this case it was found that the lecture demonstration alone compared very well with the combination of three methods and all the three combinations of two methods for gaining knowledge. However, the combination of three methods was significantly more effective for retention of knowledge while in case of topic on proper use of colour the combination of three methods was significantly more effective than not only the use of one method at a time but also the three combinations of two methods for gaining as well as retaining knowledge.

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This difference can be explained in the nature of the two selected topics. The topic on proper use of colour is relatively new and somewhat more difficult than the topic on removal of stains which is relatively simpler and easier. This leads to the conclusion that information that is new and difficult requires greater exposure and explanation for comprehending it completely. In fact communication theorists (Husen and Postlethawaite, 1983, Vol.1) have cautioned against using multi-media approach with all types of information. It is possible that interest may vain off when simpler information is given again and again by different methods one after the other.

The results also showed that a combination of two visual-cum-oral methods is not statistically different from the use of only one such method for gaining knowledge in both the selected topics. Thus it can be said that the same amount of knowledge is gained whether only one or two visual-cum-oral methods are used. This can be explained by the concept of psychological as well as physiological limits in learning (Kundu, 1984). In terms of economics of educational technology too there is a need to make best use of educational resources and combine methods involving diverse senses.

The findings of the study also showed that the retention of knowledge increased when the printed material was combined with the visual cum oral methods. Channegowda and Jalihal (1984) also reported such findings. This shows that written material helps greatly in retention of the learnt material.

The two visual-cum oral methods used in this study were video film and lecture demonstration (used for teaching the topic removal of stains) and illustrated lecture (used for teaching the topic proper use of colour). It was found that these methods were significantly effective for gaining as well retaining knowledge. However, a set pattern was observed regarding their use. Higher scores were obtained wherever film was used for teaching the topic on proper use of colour while for the topic on removal of stains higher scores were obtained wherever lecture demonstration was used. Though the difference in scores were not significant since the pattern is set it needs further probe. The film on the topic of proper use of colour used actual settings to explain the principles of colour use while the film on the topic of removal of stains was essentially a demonstration. The film was more useful and informative for the first topic while lecture demonstration for the second topic as the women could watch it from a closer range. This leads to the conclusion that the selection of visual-cum-oral methods should be according to the topic of study. The topics that demand actual situations and it is rather difficult to create them and sometimes even discuss them in a face to face situation may be best taught through a film. Vlasoff (1982) used film as a way of eliciting information from shy village women while Gay (1982) used video to resolve community conflict., Ghosh (1986) used film in which women were working on their sewing machines and discussing their problems and future plans. The film helped women viewers to take positive decisions about their own projects.

CONCLUSION

The most important conclusion that can be drawn from the present study is that

multi-media approach is very effective in gaining maximum knowledge. However, it is more suited to new and difficult information rather than relatively simpler information, secondly, the basis for combining methods should be such that each method relates to a different sense as the use of each sense contributes to gaining knowledge. Thirdly, all teaching-learning should be supplemented by written material in some form as it helps in self study and improves retention of the knowledge gained. Finally it can be concluded that multi-media approach needs to be restudied in the light of such concepts as economics of educational technology as well as psychological and physiological limits in learning. There is a limit to the amount of information that can be received and processed at a given time by a learner and this suggests a thoughtful use of educational resources to maximize learning.

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K.D. Gangrade

$$\boxed{\text{REVIEWS}}$$

*K.K. Jacob, (Ed), **Social Policy In India, Himansu Publications**, Udaipur, 1989, pp 150.*

*K.K. Jacob, (Ed), Social Development **Perspectives**, Himansu Publications, Udaipur, 1992, pp 231.*

K.K. Jacob, (Ed), Social Work Education In India, Himansu Publications, Udaipur, 1994, pp 244.

Professional Social Work in India will attain the age of sixty years by 1996. During nearly its six-decades of existence it has a very impressive record to its credit. In the year 1995 Dr. Armaity Desai, Director Tata Institute of Social Sciences (TISS) for the last thirteen years, has been appointed Chairperson of the University Grants ·Commission of India. This is the highest body in the field of Higher Education in India. Incidentally, TISS has been the first Institute established in 1936 now a deemed university. It has celebrated Golden Jubilee and has made a very significant contribution to the profession and in influencing social policy, social planning, social welfare services, social services and training of personnel to manage these services. Its earlier Directors — Dr. J.M. Kumarappa, and Prof. A.R. Wadia were nominated members of Parliament, Dr. M.S. Gore, had been Chairperson of Indian Council of Social Science Research and Vice-Chancellor of University of Bombay. Late Professor Raja Ram Shastri was elected member of Parliament. Prof. K.V. Ramna was Vice-Chancellor of University of Andhra, Prof. K.D. Gangrade was Pro-Vice-Chancellor of University of Delhi. Prof. Yedla Cj. Simundri was currently Vice-Chancellor of Nagarjuna University (Andhra Pradesh).

The greatest lamenting factor is that despite significant contribution by professional social workers the profession even today faces "identity crisis". This is primarily due to the fact that lay man has not been able to make a clear distinction between professional social work and social work or voluntary work or action. The problem gets further accentuated and complicated as most of the politicians and some of the leaders who are not able to identify either their occupation or vocation call themselves as social workers.

The highest or lowest positions occupied by professionals do not generally revert to professionals when vacated as any body having a degree in sociology, psychology or any

. social sciences is considered suitable for these posts. The only statutory requirement is in the field of "Labour". In the hospitals post of medical social worker generally goes to a qualified social worker. There is no promotional avenues due to blind-alley nature of the job. For the higher posts the IAS stake their claim and most often they win the race.

Thus, many positions requiring professionally qualified man-power have neither been clearly identified nor professionalised or to use the modern language "marketed". Social workers appear to have missed the bus every time in most of the National Programmes such as Community Development, Family Planning, Adult Literacy Mission, Youth Programmes and National Social Service Scheme. They initially showed lot of promises but gradually receded from these field as they were not able to meet the challenge of administration requiring financial and other management skills. The other reason was that most of them wanted to join at the supervisory and not at the base or grass-root level where the jobs were in plenty.

Most significant short-coming of training in social work has been that it drew its inspiration from western pattern of social work in general and North American in particular. Indian schools have been largely using unabashedly American material to their students. They make only a peripheral grafting of the thoughts of the great social reformers and activists of the Indian nation. Most of the Indian teachers dismiss Gandhi as totally irrelevant to the practice of social work. Gandhi was a great social activist but our social work educators and practitioners do not find any material relevance in Gandhism that would enrich the methods of the profession. Whereas Gandhi was one of the most outstanding activists of our time, quoted exhaustively by American Prof. Alinisky to draw sanction for his theory of social actions, his methods. It is gratifying to note that some writers of these volumes have highlighted the importance of peace-movement, peace-studies and resolution of conflict by Gandhian way.

The editor and the publisher deserve congratulations for bringing out three volumes on various aspects of social work in India. These volumes will not only fill the much needed gap to develop indigenous literature but to provide right and correct direction to the profession. With the exception of the first the last two volumes are based on the national seminars directed by the editor. The papers contributed in these volumes are largely by experienced social work educators and practitioners who matter in Indian profession. A few foreign professionals have also made significant contributions to these volumes.

The volumes have made a herculean task to remove the confusion, controversies and contradiction in the fields of social policy, social development and social work education. The authors are in general agreement that conceptually it is extremely difficult to give precise definitions of these terms. Social policy in India has been accepted more as an all inclusive concept as it broadly deals with all the major policy decisions. Social policy in the volume is referred both in the singular and plural senses.

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The authors in their papers have examined the main trends and problems in the formulation and implementation of social policy. They have also critically examined the role of administrators, social work practitioners, teachers and associations in the field of social policy and have suggested ways and means to strengthen teaching in schools of social work. The plea of authors have been that social policy goals may be seen to bring about desirable structural and functional changes in the society. They have reviewed social policy in the broader concept of development rather than to remain confined to narrow field of social welfare. The four major thrust areas as identified for social policy consideration by the authors are: 1. Eradication of Poverty; 2. Integrated Rural Development; 3. Protection and Promotion of the interests of the weaker sections of population, specially of the Scheduled Castes, Scheduled Tribes and other Backward Classes; 4. Development of Children, Youth and Women in the community. The question of "Civil Services" remaining "neutral" has been raised by one of the authors who is of the opinion that socio-economic policies are ideologically oriented in implementation. The lack of supervision and indifference in participation about "quality of services in the part of community members make the Government unhappy about people's participation. The distance between the demands of the people and the ability of the system to meet has considerably increased. The failure of social policy is due to an absence of correlation between development planning and economic growth. Prof Richard Titmus the doyen of social policy and social administration has ben quoted to illustrate that social policy operates in the social market unlike the economic policy which is concerned with the economic market which is characterised by exchange and profit motive. The concern of social policy is with social and economic justice based on the principle of equality, which means that redistribution of social resources from the better of sections towards the worse of sections off the society. The deficiency in curriculum in schools has been the theoretical and analytical framework of social policy.

There is a warning to all social scientists from late Prof. D.P. Mukerjee who was not very keen about role of sociologists in social policy formulation and implementation as according to him it may lead to the very decline of sociology as a sound academic discipline. Three cases cited in one of the papers illuminates the process of Intervention in Social Welfare Policy to achieve the cherished goal of establishing a department of social welfare in a state and restoring probationary series as well as developing social welfare programmes on sound footing.

The second volume has been divided into three parts. The first part includes papers on Concept of Development while the second on Manpower for Social Development and the third part on Social Work and Development. The volume signifies that social development is a process that seeks to "recreate a system" which opens up the fountain springs of life-force operating both in individuals and in the community. Social development is a biparental term. The clue to its character lies in tracing the origin of the last word, 'development'. The dictionary meaning of the word is the act or process of growth to more advanced or mature state or condition. Some authors by social development imply that it is a macro-strategy of planned intervention to improve the capacity of the

existing social system to cope with the demands of change and growth. The word "develop" was originally understood as the opposite of "envelop".

The Church as an institution has developed five models of development: 1. The Charity or Pity Model. 2. Institutional Model. 3. The In-put Model. 4. The Push Model. 5. Develop merit as Participation and Organisation of People Model. The last is preferred over all the other models. The goal of development has to promote the good of every man and of the whole man or of *Sarvodaya* as advocated by Gandhi. The traditional social structure in India is an epitome of an unjust social order with lack of freedom for the individual, rigid inequalities among groups and extreme forms of "social exclusiveness", of which the caste system is a graphic example The three relational dimensions of *hierarchical, affiliational and territorial* ties are found inextricably mixed up in the caste system. To a greater extent the same is the case with the various ethnic, religious, linguistic and regional groups. The root cause of poverty or backwardness lies in the social structure and economic organisation, and unless both are appropriately modified poverty can not be rooted out. Basic needs in development and social development through institutional change have been critically analysed and emphasised. There is a need to have a societal guidance system to have a macro-micro framework for dealing with human needs and problems in social development. A description of social development in ESCAP region adds to the value of this part.

In the absence of man-power policy to man social services and development programmes no specific attention has been given to train professionals paraprofessional personnel needed at the supervisory, intermediate and front or base levels. Papers on Youth and Social Development; Youth Programmes for Development, Role of Women in Social Development and Social Development through co-operative have been graphically described and role of social policy as well as social workers have been assessed and delineated.

The third part of this volume consists of five papers. First, deals with social work and social development. The emphasis is on the need to integrate social work methods to achieve the goals of social development. The paper also highlights importance of team work and on quality of life against standard of living. The second, reminds us about culture of poverty in the Asian region along with rising aspirations and expectation which leads to frustration for not able to fulfil them. The course content has to be designed both in theory and practice as not only to sensitise trainees but to equip them to perform effective role in social development. Third, has given a detailed outline of course in social development with an ultimate aim of development of "man". Fourth, is based on an empirical study of APASWE region about social development courses .in the region. The study concludes, based on the responses received, that a course on social development has to be informative, thought provoking, practical and, above all, relevant. Fifth, has evaluated social development course particularly developed for foreign students studying in U.S.A. course. The difficult in designing the special course is that the students who come from under developed countries in America generally are not

interested in returning to work in rural areas or to work with the poor. The courses in community organisation and community development are restructured to suit the needs of foreign students.

The third volume is divided into five parts: 1. New Dimensions in Social Work. 2. Patterns and Trends in Curricula. 3. Strengthening Social Work Teaching. 4. Inputs in Research and Development and 5. New Perspectives in Field Work.

Welfarism must be seen in terms of human rights. Social Work Educators and Practitioners have special stake in helping to build a peace movement. Such a movement can not succeed unless policy makers are sensitised that real defence and security lie in ensuring the well being of the people, and not in suppressing their dissent. Social work education has not been able to attract men as it no longer promises them coveted positions which was the case two decades ago. Women graduates are mostly interested in comfortable jobs and take to employment to supplement family income. The revamping and re-orientation of courses must take into consideration the student body which would be attracted to such a training programme. The much needed cross fertilisation between social sciences and social work has remained feeble and marginal even in TISS. The generic v/s specialisation continue to dominate debate in social work education. The review committees were also not able to resolve this dilemma. The First Review Committee (1965) was in favour of specialisation and the Second Review Committee (1980) was against specialisation in social work. However, there are three types of schools of social work. One giving specialisation according to fields, second offering generic programme and the third giving specialisation as well as separate degree in the field of personnel management.

One of the authors in this concession writes that the example of Tata Institute is no guide in the matter because it has managed, as it were to eat the cake and have it too. It has separated the PM/IR (Personnel Management and Industrial Relations) courses and converted them to a full fledged two-year programme for another Master's degree. The author feels extremely concern about our response to major national problems, which has been extremely feeble, fragmentary and emphermeral. We have not developed a 'national social welfare grid' – with simple welfare services for the local community, with graded specialised services at successively higher nodal points at the district, state, and at the national levels. Social workers should join hands with other professions, and disciplines and sectors which work directly to improve the status, conditions and capabilities of human beings. Are we preparing social workers for these tasks? If not, the courses must be designed to meet the new challenges. Some of the authors have made concrete suggestions to revitalise the training programmes.

The emerging areas of gerontology, environment, peace-studies, counselling, tribal exploitation etc can no longer be neglected by social workers. Emphasis on communication skills and change in the quality and climate of schools must receive our immediate attention. There is a need for developing a composite programme of training with equal emphasis on undergraduate programme. No training institution should be launched

without a feasibility study about need and availability of resources.

During the TISS Golden Jubilee Workshop on "Perspectives for Social Work Training 2000 AD participants who were alumni of TISS, were asked to look at the social work and the training inputs vis-a-vis the requirements of the country, (Ramchandra 1986, Perspective for Social Work Training 2000 AD, Bombay TISS mimeograph). In Ramachandran's words a "Great Divide" was observed. A majority of the participants opined that the present structure and system of social work training, influenced by American social work were pro-elitist and not people-oriented. This group wanted the futuristic training to be on conscientisation of the predominantly under-privileged marginalised groups in India. However, a minority of the participants, preferred the established remedial orientation of social work and clinical social work that is urban and middle-class oriented.

The above findings speak volumes about our social work education despite its nearly six decades existence. Its neglected dimensions of rural, tribal and dalits must receive our immediate attention both in theory and practice. In fact, this has set an agenda for New Social Work Education and strategy for social development. The editor has provided an excellent summing of each paper for the second and third volumes. This is missing in the first volume. The introduction in each volume provides a cogent and clear arguments contained in each paper. The editor has remarkably succeeded in weaving all papers around various themes. The absence of index at the end of second and third volumes would be felt by all social scientists. The greatest limitation of these types of publication is that the contributors tend to be repetitive and over-lapping of ideas and arguments make reading jarring. A selective bibliography at the end of second volume would have proved extremely useful to those who would liked to delve deeper in understanding various aspects of social development. The other draw back of these volumes is that with the exception of a few papers most of them have raised too many related issues without going into an indepth analysis of any of these. As a result the collection of essays are more informative, descriptive rather than analytical and have not been able to identify specific gaps needed to be filled in to re-invigorate social work education in India.

All in all, volumes are good and do provide mine of source material mostly drawn from Indian experiences.

Adult Education News

Adult Education in the Army

Army has a continuing process of educating soldiers to enable them to do the assigned task efficiently and effectively; to foster in them the qualities of law abiding citizen and to prepare them for employment on their return to civil life. Brig. KS Saghu (Retd.) said in a talk on Adult Education in the Army organised by the Indian Adult Education Association at its headquarters in New Delhi on February 17, 1995.

Brig. Saghu said that before May 1987 even illiterates were recruited as soldiers. They were motivated to pass the various army certificates of education equivalent to class IV, VI, VIII and X. These certificates were essential for promotion as Non-Commissioned Officer (NCO) and Junior Commissioned Officer (JCO). There was no compulsion in passing these certificates but they were promotion linked, he said.

After May 1987, the minimum educational qualification prescribed for a person to get enrolled in the army was matriculation but for certain trades non matriculates are also recruited. The two systems of education are: (a) certificate oriented for non-matriculates and (b) promotion oriented for matriculates, he said.

The promotion oriented education has the following courses, Basic Foundation Course (BFC) to pass before attestation i.e. to become a soldier. The Promotion Foundation Courses (PFC) are PFC 1 and PFC 2. They are essential for promotion to rank of NCO and JCO. Matriculates can continue their education free of cost upto post-graduate level for which facilities are provided by the Army through Open University system, he said.

Brig. Saghu said education being State subject the standard and syllabi vary. To bring the soldiers on same level, imparting of education is a must in Army. The medium of instruction is Hindi and it is imperative for every one to learn Hindi.

Stressing the need for education in the Army, he said that because of modern weaponry, equipment and warfare, education on a continuing basis was absolutely essential. It was also needed for national integration. Education was also of crucial importance for a soldier because at many times he retires at an early age and has to be meaningfully re-employed.

To achieve these objectives, Army Education Corp has set up Human Resource Development Centres (HRDC) at various formation headquarters in which number of courses are provided for soldiers and the members of their family.

Shri BS Garg. President, Indian Adult Education Association in his presidential remarks said that the stress on continuing education in the army was an inspiration for all. To create a learning society education should be provided for non-literates, neo-literates, literates, educated and the elite. He said that army personnel even after retirement are doing a yeoman service in various fields because of their continuing training and education and strict discipline.

New Trends in Adult, Continuing Education and Extension

Dr. John Friesen, former Director, Department of Extension Education, University of British Columbia, Vancouver, Canada said in New Delhi on March 9, 1995 that people have taken upon themselves the role of imparting education, awareness and empowerment to people rather than depending on the Government. The NGO movement has come of age and dependence on Government was slowly and gradually coming down, he said.

Dr. Friesen was speaking at a Seminar organised by the Indian Adult Education Association.

Dr. Friesen said that research in adult education is picking up and it is a healthy sign in strengthening the programme. He emphasised the need for action research.

The third development was the challenge of information technology. The Radio and TV have provided immense information to the masses and as a result of which the world has become a global village.

Earlier, Shri JL Sachdeva, Director, IAEA welcomed the chief guest. Dr. SY Shah, Assistant Director, Adult Education Unit, Jawaharlal Nehru University spoke about the contribution of adult educators from Canada to the adult education movement in India.

Smt. Kamala Rana, Vice-President, IAEA also spoke on the occasion. Shri BR Yyas, Member Executive Committee, IAEA proposed a vote of thanks.

Documentation Centre on Literacy and Population Education

The Indian Adult Education Association in cooperation and assistance of the Directorate of Adult Education, Department of Education, Ministry of Human Resource Development, Government of India has established a Documentation Centre on Literacy and Population Education. It has been set-up in the second phase of UNFPA sponsored project.

The Documentation Centre will serve as a clearing house on all matters relating to literacy and population education at the national level. It will disseminate information, ideas and materials pertaining to population education.

The following will be the functions of the Documentation Centre:

1. Publishing a six monthly bulletin on population education, containing information about various developments in the country on health education, family welfare and education. It will also include report of events of national and international significance on population education.

2. Bring out quarterly bibliography / accession list of latest acquisitions on population education.

3. Procure material on population education from SRCs and other institutions in India and also the material developed in other countries and the region. The material will be classified and catalogued for use of workers, academicians, researchers, scholars etc.

4. Keep the various agencies, institutions and persons informed about development in the field within the country and abroad.

5. Develop close relationship with Ministry of Health and Family Welfare, NLMA, UNESCO, UNFPA, WHO, FPAI, NIHFW, etc.

The first bibliography of books on population education has been published by the Centre. It includes books of Government Departments, NGOs, publishers and UN organisations. The sources from where the books can be obtained/purchased have also been published alongwith the bibliography.

Success Rate in Place of Total Literacy Stressed: Report of Expert Group

A Six-member expert group set up by the Ministry of Human Resource Development to look into the progress, problems and evaluation of Total Literacy Campaigns(TLC) has in its report recommended that the concept of "Total Literacy" at 80 per cent level of success should be given up. For a target centred approach would lead to undesirable pressures leading to manipulation of figures and will distract attention from the process of promoting a learning society, it felt.

Instead the objectives it notes should be to "seek high success rates rather than to achieve total literacy." According to the group a success rate of 50-60 per cent among the identified non-literates should be considered a good one.

Prof. Arun Ghosh Committee report has recommended the following as minimum for the success of TLC:

1. A strong political commitment to the concept of literacy and continuing education for all sections of population and for both sexes, males and females.

2. The existence at the state and district level of a strong core group fully committed to TLC.

3. Involvement of the masses and popular enthusiasm for TLC.

4. There must be effective prelaunch preparations. The environment building phase for a TLC is extremely important.

5. The atmosphere of popular movement needs to be kept up after environment building phase right through the teaching-learning phase to sustain the motivation of learners and for sustaining activist morale.

It has recommended that some funding be allowed for environment building in the initial phase. After assessment of adequacy of preparation for launching the teaching learning phase further sums should be released.

The group has strongly urged that primary school teachers should reside in the village in which they teach. This should become an inviolable rule. This, the group felt, would promote greater accountability and is much more likely to ensure greater commitment and practical involvement of the primary school teacher both in adult literacy programme in the village as well as in the primary school education system.

At the same time the group has described literacy campaigns as good programmes which should be sustained and strengthened. A major success of the TLC is the idealism it has generated in many sections of the population, it felt. But, it has cautioned against increasing bureaucratisation of the very approach to TLC.

Post Literacy and Continuing Education

As for Post Literacy (PL) and Continuing Education (CE), the group strongly felt that these should "not be attempted in the campaigns mode. New forms of institutionalisation, new agencies or organisations, new attitudes towards the PL/CE phase be fundamentally different from literacy campaigns."

The group also noted that the literacy campaign and the PL/CE phase must be integrated and should be one continuing for better results. However the organisational control of the PL/CE should be different from structure in the literacy campaign phase.

The group has strongly urged that the NLM should provide resources to all PL/CE to add a minimum of two rooms to any existing building in every village (where PL/CE is initiated) be it a primary school or ICDS Anganwadi or a Primary Health Centre or any other community building - one for a library and other for continuing education.

It has strongly emphasised the need to ensure the stability of administration in the Hindi belt including stable tenure for Collectors if literacy campaigns in the region are to take off. Collectors and senior administrators should be given orientation not only regarding the nitty gritty of the programme but also on the conceptual aspects of literacy campaign, it stressed.

The group has also suggested changes in the monitoring and evaluation of literacy campaigns. It has recommended that internal evaluation be as close to the standards set for external evaluation. The external evaluation may be treated essentially as a process of validation of the internal evaluation the latter being more made rigorous, honest and dependable.

DPEP to Focus on Women Empowerment

The newly launched District Primary Education Programmes (DPEP) lays special emphasis on women's empowerment programmes to encourage girls education by increasing women's' awareness and raising their status.

One of the priorities areas is to address household constraints so that the demand for girls education is generated. An awareness drive is to be conducted in project districts to educate families about the benefits of girls education and to motivate them to send daughters to school.

The DPEP will focus on girls education with better enrollment and retention. This is considered an essential step to achieving universalisation of elementary education. A variety of interventions is planned under the programme which is expected to reduce gender disparities in enrollment to less than five per cent.

The DPEP has been conceived by the Department of Education, Ministry of Human Resource Development for districts with low female literacy rates. It has been taken up in 42 districts in seven States initially and is expected to cover 110 districts by the end of the Eighth Plan.

A series of studies conducted as part of operationalising the DPEP reveal lower enrollment of girls, higher dropout and also various factors affecting girls education. These

include family attitude, girls' involvement in domestic work, early marriage, inaccessible schools, rigid school timings, lack of infrastructural facilities for girls, shortage of female teachers and irrelevance of the curriculum. The studies also reveal gender bias among teachers and administrators and also in textbooks and other teaching learning material.

Several strategies are envisaged for increasing girls enrollment and ensuring their continuation to school and completion of five years of primary education, besides enhancing their learning achievements.

Measures for increasing girls' enrollment include setting up of early childhood education centres, providing pre-school education and day care arrangements for siblings.

Provision of free textbooks, learning material, scholarships, allowances and free uniforms in some districts are expected to have positive effects on girls' enrollment and retention.

Increase in the proportion of female teachers is also on the cards. While Tamil Nadu has decided that all primary school teachers would henceforth be women, some States propose to reserve fixed proportion in primary teacher training courses for women. Construction of new school especially for girls and hostels is also envisaged. Besides, non-formal education centres will be established for non-enrolled children, especially girl dropouts and working children. There are also proposals to provide separate toilet facilities for girls in schools.

Gender sensitisation of teachers and administrators through pre-service and in-service training and of community members, government functionaries and text book writers through orientation workshops will be organised.

Round Table on Development Communication

The Worldview International Foundation (WIF) an international media organisation having its headquarters in Colombo, Sri Lanka organised the 5th Round Table on Development Communication on January 25-28, 1995 at Chiang Mai, Thailand. 90 participants from all over the world attended. It discussed on Challenge of Participatory Communication. New Technological Changes in Communication, Integrated Approaches to Development Communication, Practical use of Communication, Mobilisation of People through Television and Global Broadcasting and People's Participation.

The most ambitious WIF programme having a budget of 16 million US dollars is Young Asia Television which is mandated to broadcast a 4-hour educational and developmental programme everyday in six languages including English for the youth of Asia. The Committee on Young Asia Television was chaired by Prof. BB Mohanty, Resident Director, Indian Institute of Mass Communication, Dhenkanal Branch and Vice-President, IAEA.

The 14th Annual General Meeting of WIF discussed, among other things, the communication challenges, global television and participatory communication training. It also elected its office bearers for a three-year period. Prof. Mohanty was elected as a member of the Central Council of WIF.

I.A.E.A. BOOKS IN ENGLISH

Orders may be sent to
INDIAN ADULT EDUCATION ASSOCIATION
17-B, Indraprastha Estate, New Delhi - 110002

Content

The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education visualized as a continuous and lifelong process. It directs its efforts towards accelerating adult education as a process, a programme and a movement.

The Association co-ordinates the activities of various agencies--Governmental and voluntary, national and international--engaged in similar pursuits. It organises conferences and seminars and undertakes surveys and research projects; it endeavours to up-date and sharpen the awareness of its members by bringing to them from all over the world expert views on, and experiences in, adult education. In pursuit of the policy, the Association has instituted the Nehru Literacy Award and Tagore Literacy Award for Women's Literacy, for outstanding contribution to the promotion of adult education in the country. It has also instituted the Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of eminence.

The Association has brought out many publications on themes relating to adult education, including the Hindi editions of several UNESCO publications. It brings out the Indian Journal of Adult Education, Proudh Shiksha, Jago aur Jagao and IAEA Newsletter.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers' Education Associations and the Asian-South Pacific Bureau of Adult Education. Its membership is open to all individuals and institutions who believe in the aims and objectives of the Association.

Its headquarters are located in the Shafiq Memorial at 17-B, Indraprastha Estate, New Delhi- 110002.

Indian Journal of

Adult Education

- Analysis of Progress in Literacy 1981-91

- Determinants of Prerak Effectiveness

- Post Literacy and Continuing Education in Pune

- Problems Faced by Monitors in Post Literacy Centres

- Development, Education and Women : A New Look Needed

The Indian Journal of Adult Education, first published as a monthly in 1939, is brought out now as a quarterly by the Indian Adult Education Association. The Journal has special interest in the theory and practice of Non-formal Education with special reference to the relationship between Adult Education and Development. Contributions on a wide range of themes within this broad framework are welcome. The Journal is particularly interested in current experiments in the field.

Contributions should be accompanied by either a stamped, self-addressed envelope or by International Reply Coupons. The average length of a manuscript should normally be between 1500 and 2000 words; in exceptional cases, longer articles can be accepted. Mimeograhped, Zeroxed or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2" margin, on foolscap size paper. Footnotes and references should come at the end and not on every page.

Contributions and other correspondence regarding advertisements, subscription rates etc. should be addressed to the Editor, Indian Journal of Adult Education, 17-B, Indraprastha Estate, New Delhi- 110002, India .

TABLE OF CONTENT

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Editorial

Education and empowerment of women are two important issues before the country. At present out of five women three are non-literate in India. If we take rural areas into consideration, the situation is still bad. Out of every four, three are non-literate. It's really an alarming situation. Sustained and planned efforts are needed to educate and empower the women.

The question arises whether education alone can empower women. There may be different opinions on this issue. Literacy may give confidence and rationality in thinking but not the empowerment. In urban areas, we find that even highly educated housewives have no say in family decisions. Decisions are either taken by father-in-law or the husband of the woman. If higher education cannot empower women, than how basic literacy could achieve the task. It seems that literacy alone cannot empower them.

While educating women, it is equally important to make them economically independent. Literacy should be linked with income generating programmes. They should be provided skills to be self reliant. But things will not improve with imparting of skills only. After training they should be provided financial assistance and technical guidance so that they become self employed. Education and economic independence can go a long way in empowering women. Then and then they will develop their own identity and their own personality.

The formation of women own organisations such as Mahila Mandals, etc. are also very important in empowering women. Only collectively they can acquire empowerment which could give them their rightful place in society and help them in actively participating in decision making process. The existing organisations should be strengthened. If they don't exist, they should be encouraged and helped to form their own organisations.

In the endeavour to empower women, the role of electronic media is equally important particularly of T.V. The commercials in Doordarshan are showing women in their traditional role as a wife, mother and housemaker. This has to changed. The T.V. should not accept advertisements which show women only in their traditional roles like washing, cleaning or as sex symbols.

Various Ministries like HRD, I&B, Rural Development should coordinate their efforts and pool their resources to empower women. An holistic approach is needed in educating and empowering women.

H. M. Kasinath

Literacy in India: An Analysis of Progress during 1981 to 1991

INTRODUCTION

Illiteracy exists in all the countries of the World in varying measure. It is closely related to poverty and under-development. Illiterates are poor, hungry, sick and emaciated. The powerlessness of illiterates to resist their abuse and exploitation leads to their immiserisation (Bhola, 1984). The planners, therefore, regard illiteracy as the important constraint and bottleneck to development.

Literacy is considered as one of the indicators of educational development. It facilitates effective discharge of social, cultural, religious and economic responsibilities. Literacy is envisaged as an effective instrument of realisation of important objectives of macro policy, focussing mainly on socio-economic change (Ahmad and Nuna, 1987). It is, therefore, multifaceted identity of literacy and its decisive role in socio-economic transformation makes it imperative to analyse the literacy and its growth.

The recent release of the literacy rates by the 1991 Census provides an opportunity for a review of the progress made so far in eradicating illiteracy indirectly. The paper presents the census data on literacy rates for 16 major Indian States during 1981 and 1991. It further examines temporal changes in literacy at the national and regional levels in India. It also analyses gender and region based inequalities of literacy in India statistically.

Objectives

The paper has the following objectives:

i.   To study the magnitude of the actual progress in literacy during 1981 to 1991 in quantitative terms; and

ii.   To study the difference and relative improvement in literacy during 1981 to 1991 in statistical terms.

Analysis of Literacy Rates

The areawise and genderwise analysis of literacy rates in quantitative terms is presented in Table - 1.

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Table - 1: Literacy Rates and Increase in Literacy Level According to the 1981 and 1991 Censuses

(In Percentage)

Major States	Males			Females			Both Sexes		
	1981	1991	Increase	1981	1991	Increase	1981	1991	Increase
1	2	3	4	5	6	7	8	9	10
					RURAL AREAS				
1. Andhra Pradesh	32.2	40.1	7.9 (6.5)	14.1	20.8	6.7 (11.5)	23.2	30.5	7.3 (10.5)
2. Assam	NA	47.5	– NA	31.9	–	NA 40.0	–		
3. Bihar	34.4	38.7	4.3 (15)	10.2	14.6	4.4 (14)	22.5	27.2	4.7 (15)
4. Gujarat	47.9	56.2	8.3 (4.5)	24.1	32.8	8.7 (9)	36.2	44.8	8.6 (5.5)
5. Haryana	43.4	51.8	8.4 (3)	15.4	27.1	11.7 (2)	30.3	40.2	9.9 (2)
6. Himachal Pradesh	51.4	60.9	9.5 (1)	29.4	41.9	12.5 (1)	39.7	51.4	11.7 (1)
7. Karnataka	42.1	50.0	7.9 (6.5)	19.8	29.0	9.2 (7)	31.0	39.6	8.6 (5.5)
8. Kerala	74.1	80.0	5.9 (13)	64.3	74.2	9.9 (4)	69.1	77.0	7.9 (8)
9. Madhya Pradesh	33.0	40.6	7.6 (8)	9.0	15.7	6.7 (11.5)	21.2	28.5	7.3 (10.5)
10. Maharashtra	51.3	57.7	6.4 (12)	24.9	33.8	8.9 (8)	38.2	45.9	7.7 (9)
11. Orissa	44.5	49.6	5.1 (14)	18.5	25.8	7.3 (10)	31.5	37.8	6.3 (13)
12. Punjab	41.9	50.5	8.6 (2)	27.6	36.9	9.3 (5.5)	35.2	44.1	8.9 (4)

URBAN AREAS

	Males			Females			Both Sexes		
Major States	1981	1991	Increase	1981	1991	Increase	1981	1991	Increase
1	2	3	4	5	6	7	8	9	10
1. Andhra Pradesh	61.9	64.9	3.0 (12)	41.5	48.3	6.8 (7)	52.0	56.8	4.8 (8)
2. Assam	NA	74.2	—	NA	63.3	—	NA	69.2	—
3. Bihar	62.5	66.1	3.6 (7)	39.8	46.4	6.6 (8)	52.2	57.0	4.8 (8)
4. Gujarat	68.6	71.4	2.8 (14)	51.1	57.6	6.1 (13)	60.3	64.8	4.5 (13)
5. Haryana	64.9	68.7	3.8 (6)	47.3	53.5	6.2 (12)	56.9	61.6	4.7 (10.5)
6. Himachal Pradesh	73.3	78.4	5.1 (3)	60.0	68.1	8.1 (3)	67.4	73.7	6.3 (3)
13. Rajasthan	29.7	38.0	8.3 (4.5)	5.5	9.2	3.7 (15)	18.0	24.2	6.2 (14)
14. Tamil Nadu	51.2	58.2	7.0 (9)	25.8	36.7	10.9 (3)	38.6	47.6	9.0 (3)
15. Uttar Pradesh	35.2	41.8	6.6 (11)	9.5	16.0	6.5 (13)	23.1	29.7	6.6 (12)
16. West Bengal	43.6	50.4	6.8 (10)	22.1	31.4	9.3 (5.5)	33.1	41.2	8.1 (7)
All India	40.8	47.4	6.6	18.0	25.4	7.4	29.7	36.7	7.0

Content

1	2	3	4	5	6	7	8	9	10
7. Karnataka	65.0	70.5	5.5 (1)	47.8	56.3	8.5 (2)	56.7	63.6	6.9 (1)
8. Kerala	80.1	83.6	3.5 (8)	72.2	78.7	6.5 (9.5)	76.1	81.1	5.0 (6)
9. Madhya Pradesh	64.4	67.8	3.4 (9)	42.2	48.7	6.5 (9.5)	54.0	58.8	4.8 (8)
10. Maharashtra	71.8	74.9	3.1 (11)	54.6	60.4	5.8 (14)	63.9	68.1	4.2 (14)
11. Orissa	65.1	69.9	4.8 (4)	42.7	52.0	9.3 (1)	54.8	61.6	6.8 (2)
12. Punjab	60.7	65.9	5.2 (2)	49.7	56.8	7.1 (5)	55.6	61.6	6.0 (4)
13. Rajasthan	60.6	64.7	4.1 (5)	34.4	42.0	7.6 (4)	48.4	54.1	5.7 (5)
14. Tamil Nadu	72.5	75.0	2.5 (15)	54.0	60.9	6.9 (6)	63.4	68.1	4.7 (10.5)
15. Uttar Pradesh	54.7	58.0	3.3 (10)	35.4	41.8	6.4 (11)	45.9	50.5	4.6 (12)
16. West Bengal	69.1	72.0	2.9 (13)	54.8	60.0	5.2 (15)	62.7	66.5	3.8 (15)
All India	65.8	69.3	3.5	47.8	54.5	6.7	57.4	62.3	4.9

Note: Figures in parentheses are ranks.

Sources: 1. Census of India 1981, Series 1, India, Part II-B(i), Primary Census Abstract, General Population, p.5-17.
2. Census of India 1991, Series 1, India, Paper 2, *Provisional Population Totals*, p.93-94.

The analysis of the Table - 1 reveals the following:

Table - 2: Mean, S.D., F_{max} and t Values with Respect to Literacy Rates in 1981 and 1991 Census and of Males and Females by Rural-Urban Residence

Sl. No.	Sample	Mean	S.D.	F_{max} value	't'values	Significance at .05 level
1.	1981 Census 1991 Census (Urban-Males)	66.47 70.20	6.043 6.035	1.00	1.67	df=28; P<2.05 (Not Significant)
2.	1981 Census 1991 Census (Urban-Females)	48.50 55.47	9.865 9.507	1.08	1.94	df=28; P<2.05 (Not Significant)
3.	1981 Census 1991 Census (Urban-Both Sexes)	58.00 63.40	7.492 7.437	1.01	1.96	df=28; P<2.05 (Not Significant)
4.	1981 Census 1991 Census (Rural-Males)	43.67 51.07	10.687 10.592	1.01	1.88	df=28; P<2.05 (Not Significant)
5.	1981 Census 1991 Census (Rural-Females)	21.40 29.80	13.595 14.985	1.21	1.59	df=28; P<2.05 (Not Significant)
6.	1981 Census 1991 Census (Rural-Both Sexes)	32.73 40.73	11.835 12.529	1.12	1.77	df=28; P<2.05 (Not Significant)
7.	1991 Census Urban-Males Rural-Males	70.20 51.07	6.035 10.592	3.07	5.99	df=28; P>2.05 (Significant)
8.	1991 Census Urban-Females Rural-Females	55.47 29.80	9.507 14.985	2.49	5.52	df=28; P>2.05 (Significant)
9.	1991 Census Urban-Both Sexes Rural-Both Sexes	63.40 40.73	7.437 12.529	2.84	5.95	df=28; P>2.05 (Significant)

Table 3: Rank Correlation Coefficients With Respect to Literacy Rates in 1981 and 1991 Censuses and of Males and Females by Urban - Rural Residence

Sl. No.	Correlations	't' Values	Significance
1.	Between 1981 and 1991 Censuses (Urban - Males)	0.993	Significant
2.	Between 1981 and 1991 Censuses (Urban - Females)	0.982	Significant
3.	Between 1981 and 1991 Censuses (Urban - Both Sexes)	0.988	Significant
4.	Between 1981 and 1991 Censuses (Rural - Males)	0.932	Significant
5.	Between 1981 and 1991 Censuses (Rural - Females)	0.986	Significant
6.	Between 1981 and 1991 Censuses (Rural - Both Sexes)	0.982	Significant
7.	Between 1981 Census Urban and Rural Areas (Males)	0.919	Significant
8.	Between 1981 Census Urban and Rural Areas (Females)	0.914	Significant
9.	Between 1981 Census Urban and Rural Areas (Both Sexes)	0.903	Significant
10.	Between 1991 Census Urban and Rural Areas (Males)	0.854	Significant
11.	Between 1991 Census Urban and Rural Areas (Females)	0.932	Significant
12.	Between 1991 Census Urban and Rural Areas (Both Sexes)	0.924	Significant

i.   In rural areas, the highest increase in the percentage of literacy among males and females during 1981 to 1991 is in Himachal Pradesh (9.5 per cent and 12.5 per cent respectively). Further, the overall increase in both the sexes is also in Himachal Pradesh (11.7 per cent). All India figures indicate that, there is a raise of 6.6 per cent and 7.4 per cent of literacy among males and females. In rural areas, when compared to males, increase in the percentage of literacy

among females is higher. The overall increase in literacy in rural areas is 7.0 per cent. This amounts to additional increase of 2.1 per cent in literacy in rural areas when compared to urban areas.

ii. In rural areas, the State of Bihar stands lowest in the increase of literacy among males (4.3 per cent) and the Rajasthan in case of females (3.7 per cent). However, the lowest overall increase in literacy in both the sexes is again in Bihar (4.7 per cent) in rural areas.

iii. In urban areas, the highest increase in the percentage of literacy among males during 1981 to 1991 is the Karnataka (5.5 per cent). Whereas among females it is in the State of Orissa (9.3 per cent). However, the overall increase in both the sexes is again in Karnataka (6.9 per cent). All India figures indicate that there is a raise of 3.5 per cent and 6.7 per cent of literacy in case of males and females during the period. In urban areas, when compared to males, increase in the percentage of literacy among females is higher. The overall raise in literacy in urban areas is 4.9 per cent.

iv. In urban areas, the state of Tamil Nadu stands lowest in the increase of literacy in males (2.5 per cent). Whereas, the West Bengal ranks lowest in females (5.2 per cent) as well as in overall increase in literacy in both the sexes (3.8 per cent).

The analysis of the Table - 2 reveals the following:

v.   The difference between 1981 and 1991 Censuses is not significant in –

   (a) literacy rates of urban males;

   (b) literacy rates of urban females; and

   (c) literacy rates of both the sexes in urban areas.

vi. The difference between 1981 and 1991 censuses is not significant in –

   (a) literacy rates of rural males;

   (b) literacy rates of rural females; and

   (c) literacy rates of both the sexes in rural areas.

These findings clearly indicate that the improvement in literacy rates from 1981 to 1991 in case of males and females by urban – rural residence is not statistically considerable.

vii. There is significant difference in 1991 Census among –

   (a) literacy rates of urban – rural males;

   (b) literacy rates of urban – rural females;

   (c) literacy rates of both the sexes in urban – rural areas.

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This implies that even in 1991 Census the difference in the literacy rates of urban - rural residence with respect to males, females and both the sexes is significant.

The analysis of the Table - 3 reveals the following :

viii.   The rank correlations among 15 major States between the literacy rates of males, females and both the sexes reported in 1981 and 1991 Censuses indicate that all the obtained correlations are statistically significant.

This further implies that the literacy rates of males and females shows an improvement in 1991 Census relative to 1981 Census for both rural and urban areas in India.

ix.   The rank correlations between literacy rates of males and females in both 1981 Census, as well as in 1991 Census shows an improvement in male literacy rate relative to female literacy rate for both rural and urban areas.

CONCLUSIONS

i.   Although Kerala and Himachal Pradesh enjoy the first and second ranks in the level of literacy during 1991 Census, however in the efforts made during the last ten years to boost up the level of literacy Karnataka and Orissa enjoy the first and second positions in urban areas (both sexes); Himachal Pradesh and Haryana in rural areas (both sexes).

ii.   It is confirmed that the literacy rates have been increasing and that the increase is faster in rural areas than in urban areas and more among females than among males.

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P.A. Reddy

G. Reddeppa

Determinants of Prerak Effectiveness

Recognising that a socially conscious, vigilant and literate community plays a vital role in a democratic society, the Government of India have launched National Literacy Mission (NLM) to wipe out the illiteracy in the age group 15-35 years by the end of eighth five year plan. Further in order to promote the post-literacy and continuing education activities among the neo-literates a scheme of 'Jana Shikshana Nilayams' (JSN) is being implemented throughout the country. Each JSN is being managed by a prerak.

The prerak has to strive to promote reading, writing and computation skills among the learners. He has to decide the timings of the centre in consultation with the learners and take special classes for deserving adult learners to compensate the loss of learning. He is to provide information to various occupational groups to improve their personal skills. The prerak has to organise charcha mandals to create "awareness" among the community with regard to the problems and to overcome the same through collective action. The prerak is also to arrange useful lectures by experts in various fields and use local talent for

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the promotion of functional skills among the JSN adult learners. He should involve the educated youth and enlist support of Mahila Mandals and Youth Clubs in running the centre.

For the successful implementation of the scheme, the prerak has to perform all the above roles effectively both inside and outside the JSN. The prerak's effectiveness can be seen in successful performance of the roles assigned to him. Further the performance of the prerak depends on his abilities, attitudes, adaptabilities etc. The identification of the prerak effectiveness, the factors contributing towards the prerak effectiveness will facilitate towards the development of a profile of an effective prerak. Further this will help to develop the desired qualities among the working preraks through inservice training and to choose suitable individuals as preraks in future.

The success of the 'JSN' largely depends on the initiative and skill of the prerak. Hence improved physical facilities, suitable teaching and learning materials, appropriate teaching techniques suitable for the target group etc. all supplement to the prerak effectiveness, but all these cannot be a substitute for an effective prerak.

In other words, prerak personal qualities, abilities goes a long way in making the JSN successful lest the money, material, time, human resources invested will be a waste.

i)   **Objectives of the Study**

The objectives of the present study are as follows:

1.   To measure the effectiveness of the preraks.

2.   To find out the association between selected characteristics of the preraks and their effectiveness.

3.   To find out the difference between the prerak effectiveness scores obtained by the preraks belonging to

    (a)   Men and women groups

    (b)   Younger, middle-aged and elder groups

    (c)   SC/ST, BC and FC groups

    (d)   Agriculture, agriculture labourers and other occupational groups.

    (e)   Low, middle and high income groups

    (f)   Low and more educational background groups

    (g)   Less and more experienced groups

    (h)   Married and unmarried groups

    (i)   Low, medium and more positive attitude groups.

ii)   **Hypotheses**

In the light of the above objectives, the following hypotheses were formulated for testings.

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1. There is no significant association between the selected characteristics of the preraks and prerak effectiveness.

2. There is no significant difference between the mean effectiveness scores obtained by the men and women preraks.

3. There is no significant difference among the mean effectiveness scores obtained by the preraks belonging to young, middle aged and elder age groups.

4. There is no significant difference among the mean effectiveness scores obtained by the preraks belonging to the SC/ST, BC and FC groups.

5. There is no significant difference among the mean effectiveness scores obtained by the preraks belonging to agriculture, agriculture labour and other occupational groups.

6. There is no significant differences among the mean effectiveness scores obtained by the preraks belonging to low, middle, and high income groups.

7. There is no significant difference between the mean effectiveness scores obtained by the preraks with low and more educational background.

8. There is no significant difference between the mean effectiveness scores obtained by the preraks belonging to less and more experienced groups in literacy work.

9. There is no significant difference between the mean effectiveness scores obtained by the preraks belonging to married and unmarried groups.

10. There is no significant difference among the mean effectiveness scores obtained by the preraks belonging to low, medium and more positive attitude groups.

iii) **Method of Investigation**

Tools

For the purpose of the present study, a five-point prerak effectiveness scale consisting of 46 items designed by the investigators were utilised for collecting the data on prerak effectiveness. Further, attitude scale developed by P.A. Reddy (1993) was also utilised to collect the information relating to the attitude of the preraks towards various aspects of Jana Shikshana Nilayams. Apart from the above, personal details and background information of the preraks was also collected.

Locale of the Study

The locale of the study is the Rayalaseema region of Andhra Pradesh. Rayalaseema region consists of four districts namely, Chittoor, Cuddapah, Anantapur and Kurnool. The Jana Shikshan Nilayams are functioning under both governmental and non-governmental agencies in these districts.

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Sample Design

For the purpose of the present study, the investigator has selected 100 preraks by using random sampling method. In order to rate the preraks, five community people and five participants of the Jana Shikshana Nilayams were selected randomly from the selected Jana Shikshana Nilayams. Thus the total sub-sample of the study include 500 participants and 500 community representatives.

iv) Data Collection

The investigator met all the project officers of the region explained to them about the study and obtained their permission and co-operation for collecting the information required for the study.

During the second stage, the investigator has visited all the selected Jana Shikshana Nilayam villages and a good rapport was established with the preraks, the selected Jana Shikshana Nilayam participants and the community representatives by explaining the purpose and procedure of the study. The personal information schedule, attitude scale was administered to the selected preraks and prerak rating scale was administered to the participants and community responsibilities. Before administering the tools, the preraks, the Jana Shikshana Nilayam participants and community were explained about the method of filling tools. No time limit was fixed for filling the above tools.

v) Statistical Techniques used in the study

For the purpose of the present study the statistical techniques like Chi-square, 't' test and ANOVA was utilised to draw the inferences. The Chi-square test was applied to find out the association between the selected characteristics and the prerak effectiveness. The 't' test was applied to find out the differences if any between the mean effectiveness scores obtained by any two groups. Whereas the ANOVA techniques was utilised to find out the difference between three groups of preraks.

vi) Findings of the Study

1. Characteristics of the Sample

For the purpose of the present study, one hundred preraks were selected randomly and categorised into different groups based on the selected variables. The data relating to the preraks are presented in table 1.

From table 1, it can be seen that majority of the preraks selected were found to be men. Caste-wise particulars revealed that only 27 per cent of the selected preraks belonged to Forward caste and rest of them were from unprivileged sections i.e., 35 per cent SC/ST and 38 per cent from Backward Communities. The occupational background of the preraks showed that more than half of the preraks were from agricultural background. The income-wise classification disclosed that 42 per cent of them were from low income groups and 39 per cent of them were from higher income groups. Experience

point of view, 54 per cent of them were having less than two years of experience and rest of them were having more than two years of experience. 70 per cent of the selected preraks were from lower education level i.e., less than Intermediate level of education and rest of them were having graduation and more level of education, marital status revealed that 57 per cent of the preraks were married and remaining unmarried. Age-wise particulars showed that 77 per cent of the preraks were having less than 35 years of age.

Table 1: Distribution of the Preraks in respect of Selected Variables

Sl. No.	Variable	Group	N	Preraks Percentage
1.	Sex	Men	70	70.00
		Women	30	30.00
2.	Caste	SC/ST	35	35.00
		BC	38	38.00
		FC	27	27.00
3.	Occupation	Agriculture	28	28.00
		Agriculture labourers	27	27.00
		Others	45	45.00
4.	Income	Low income	42	42.00
		Middle income (Rs.6000 to Rs.9000)	19	19.00
		More income (Rs.10,000 and above)	39	39.00
5.	Experience	2 years and less than 2 years of experience	54	54.00
		More than 3 years of experience	46	46.00
6.	Education	Low education (Intermediate and less)	70	70.00
		More education (Graduation and more)	30	30.00
7.	Marital status	Married	57	57.00
		Unmarried	43	43.00
8.	Age	Younger	36	36.00
		Middle-age	41	41.00
		Elders	23	23.00

From the above it can be concluded that the majority of the preraks selected for organisation of Jana Shikshana Nilayams were men, belonged to unprivileged sections, with agricultural background, from lower income groups, with less education; less experienced, married and belonged to younger age-groups.

2) **Categorization of Preraks**

The selected preraks were categorised into three groups based on their obtained prerak effectiveness scores. The classification of the preraks was done by using the criteria mean ± ½ S.D. of the effectiveness scores. As per this criteria, it was found that 18 per cent of them were found to be more effective preraks. 67 per cent of them were effective preraks and 15 per cent preraks were less effective as per learner rating point of view. According to the community ratings, the classification revealed that 33 per cent preraks were more effective, 39 per cent of preraks were effective and 28 per cent of them were found to be less effective. As per the cumulative ratings 34 per cent of preraks were found to be more effective, 39 per cent of preraks were effective and 27 per cent of them were found to be less effective among the selected sample preraks.

3) **Association between Prerak Effectiveness and Prerak Characteristics**

In order to study the association between the Prerak effectiveness and prerak characteristics, preraks were categorised into three groups viz. more effective, effective and less effective groups.

Table 2: Source of Ratings, Levels of Effectiveness and Percentage

Sl.No.	Source of Rating	Levels of Effectiveness	Percentage
1.	Learners Ratings	More Effective	18.00
		Effective	67.00
		Less Effective	15.00
2.	Community Ratings	More Effective	33.00
		Effective	39.00
		Less Effective	28.00
3.	Cumulative Ratings	More Effective	34.00
		Effective	39.00
		Less Effective	27.00

Chi-square values were calculated between different groups of peraks categorised according to their characteristics.

The variables, degree of freedom and chi-square vlaues were given in the table 3.

Table 3: Distribution of Chi-square values in respect of selected variables and prerak effectiveness

Sl.No.	Variable	D.F.	Chi-square
1.	Sex	2	1.02¤
2.	Caste	4	7.42*
3.	Occupation	4	1.85¤
4.	Income	4	6.35¤
5.	Experience	4	1.02¤
6.	Education	2	1.05¤
7.	Marital status	2	4.53¤
8.	Age	4	0.89¤
9.	Attitude	4	5.43¤

Note — ¤ Not significant
   * Significant at 0.05 level

The result presented in the above table with regard to the association between the characteristics and the prerak effectiveness shows that the association between the prerak characters viz. sex, occupation, income, experience, education, marital status, age and attitude and prerak effectiveness is not significant. However the calculated chi-square value between caste and prerak effectiveness were found to be higher than the table value. Hence association was significant. In view of above the hypothesis "There was no significant association between the selected characteristics of the preraks and prerak effectiveness" was not accepted in case of the variable caste and accepted in case of all other variables.

Table 4: Variable, Groups of Preraks obtained Mean, SD and 't' 'F' Values

Sl. No.	Variable	Group	No.	Mean Effective-ness Score	S.D.	't'/'F'
1.	Sex	Men	70	134.81	25.16	1.49@
		Women	30	148.20	27.29	
2.	Caste	SC/ST	35	133.14	34.04	
		BC	38	138.81	18.73	0.73@
		FC	27	140.66	22.69	
3.	Occupation	Agriculture	28	125.35	34.79	
		Labourers	27	134.14	34.89	1.11@
		Others	45	115.60	30.15	
4.	Income	Low	42	133.30	26.30	
		Middle	19	135.31	26.49	1.38@
		More	39	142.64	25.08	
5.	Experience	Less	54	130.96	25.67	1.09@
		More	46	134.23	26.26	
6.	Level of Education	Low	70	134.81	25.85	1.38@
		More	30	143.20	31.74	
7.	Marital Status	Married	57	140.08	25.89	1.22@
		Unmarried	43	133.67	24.51	
8.	Age	Young	35	133.14	34.04	0.73@
		Middle	38	138.81	18.73	
		Elders	27	140.66	22.69	
9.	Attitude	Low	35	132.85	29.74	1.68@
		Medium	34	135.70	20.01	
		More	31	144.16	26.60	

@ Not Significant.

4. **Relationship between selected characteristics of the Preraks and Prerak Effectiveness**

In order to study the relationship between the characteristics of the preraks and prerak effectiveness, the preraks were categorised into different groups and the mean effectiveness scores were calculated for all the groups. Appropriate statistical techniques were also utilised to find out the differences if any between these groups and interpreted accordingly. The findings were presented in table 4.

1. **Sex versus Prerak Effectiveness**

In order to study the influence of sex, the preraks were categorised into men and women groups and mean effectiveness scores were calculated. 't' test was applied to study the findings presented in table 4 shows that the women group of preraks have obtained more mean effectiveness score than the women preraks. It clearly showed that women were proved to be more effective preraks than men preraks. However the calculated 't' value was less than the table values. Hence, the hypothesis "There is no significant difference between mean effectiveness scores obtained by the men and women preraks" is accepted.

2. **Caste versus prerak effectiveness**

The mean effectiveness scores obtained by the preraks belonging to different caste groups presented in table 4 disclosed that preraks belonging to forward caste community have proved to be more effective followed by backward caste groups. On the other hand the preraks belonging to SC/ST group have obtained less effective scores. Its may be that they were not able to influence the other community people. Further, the calculated 'F' value is less than the table value. Hence, the hypothesis "There is no significant difference between the mean effectiveness scores obtained by the SC/ST, BC and FC preraks" is accepted.

3. **Occupation versus prerak effectiveness**

The trend of the obtained mean effectiveness scores of the agriculturists, agriculture labour and other occupational groups showed that the preraks with agricultural background were found to be more effective than agriculture labourers and others occupational groups of preraks. It might be due to the fact that the preraks with agriculture as occupation has performed their roles effectively in the community as an extension agent for solving the community problems and in creating favourable environment for the utility of the literacy in their day-to-day life. However, the obtained 'F' value indicated that the mean difference between preraks with agriculture, agriculture labour and other occupational groups in their effectiveness was not statistically significant. Hence, the hypothesis "There is no significant difference between the mean effectiveness scores obtained by the preraks belonging to agriculture, agriculture labour and other occupational groups" is accepted.

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4. Income versus prerak effectiveness

The results presented in table 18, it was evident from the trend of the obtained mean effectiveness scores of the low income, middle income and more income groups of preraks that the preraks with low income were found to be more effective. However the calculated 'F' value indicated that the difference in the mean effectiveness scores obtained by low income, middle income and more income groups of preraks were not significant. Hence, the hypothesis "There is no significant difference between the mean effectiveness scores obtained by the low income, middle income and more income groups of preraks" is accepted.

5. Experience versus prerak effectiveness

From the table 4 it was clear that obtained mean effectiveness scores of the less experienced and more experienced preraks clearly demonstrated that more experienced preraks were found to be more effective than experienced preraks. However, the calculated 't' values showed that the mean difference was not statistically significant. Hence, the hypothesis "There is no significant difference between the mean effectiveness score obtained by the less experienced and more experienced preraks" is accepted.

6. Level of Education versus Prerak Effectiveness

The results presented in table No.4 with regard to the level of education and prerak effectiveness, the obtained mean effectiveness scores of the two groups namely low level of education preraks, more level of education preraks it revealed that the preraks with more level of education were found to be more effective than the preraks with low level of education. However, the calculated 't' value was not significant. Hence, the hypothesis "There is no significant difference between the mean effectiveness scores obtained by the preraks with low and more educational backgrounds" is accepted.

7. Marital Status versus Prerak Effectiveness

The relationship between marital status and Prerak effectiveness as presented in Table No.4 disclosed that married preraks were found to be more popular than the unmarried Preraks. Probably it may be true that the married preraks might be free in interacting with the other sex and age groups, without any inhibitions. However, the calculated 't' value indicates that the mean difference between these two groups is not statistically significant. Hence, the hypothesis, "There is no significant difference between the mean effectiveness scores obtained by the preraks belonging to married and unmarried groups" is accepted.

8. Age versus Prerak Effectiveness

The obtained mean effectiveness scores of the Preraks belonging to different age groups showed that Preraks with more age-were found to be more effective followed by middle and young age group preraks. However, the calculated 'F' value was not

significant. Hence, the hypothesis "There is no significant difference among the mean effectiveness scores obtained by the preraks belonging to young, middle aged and elder age groups" is accepted.

9.   **Attitude versus prerak effectiveness**

In order to study the relationship between attitude and prerak effectiveness, the preraks were categorised into three groups based on their obtained attitudes scores and studied differences in terms of their effectiveness scores. The obtained mean effectiveness scores of these three groups showed that preraks with more positive attitude towards various aspects of JSN were found to be more popular followed by medium and low groups. In other words there is a direct relationship between level of attitude and level of effectiveness. However, the calculated 'F' value showed that the differences among the three groups were not significant. In view of the above the hypothesis "There is no significant difference among the mean effectiveness scores obtained by the preraks belonging to low, medium and more positive attitude groups" is accepted.

Conclusions

The success of the post-literacy programme is largely based on the performance of the field functionaries namely Preraks. Prerak is the actual "Doer" of Literacy, Post-Literacy and Continuing Education at the Community Level. The determinants of prerak performance not only helps to chalk out the profile of an effective prerak but also helps to redesign the training curriculum appropriately to develop these qualities among the preraks through pre-service and in-service training programmes.

1.   The findings of the study showed that the selected preraks of the study belonged to men, unprivileged sections with low income, less experienced, low education, married, younger in the age-group, and people with agriculture as their occupation.

2.   The association between the preraks effectiveness and selected characteristics showed that caste of the prerak was closely associated with the effectiveness. On the other hand it was found that the sex, occupation, income, experience, education, marital status, age and attitude of the prerak was not associated with their effectiveness as preraks.

3.   The relationship between the selected characteristics and effectiveness of the prerak showed that the differences between different groups of preraks belonging to different variables was not significant. However, based on the obtained mean effectiveness scores of different groups of preraks showed that women, preraks belonging to forward communities, labourers, more income groups, more experienced, more educated, married, elders and more positive attitude groups of preraks were found to be more popular.

4.   In view of the above while selecting the preraks, the above characteristics may be kept in view for effective implementation of the programme.

A. Mathew

'Conclude You May:
We Will Continue Learning'
A Leaf Out of Pune PLC and An Issue for CE

Shantalakshman Ugle of [some village in] Ambegaon Taluk has never been to school before, but learnt literacy under Pune Sakshratha Andolan Manch. Probably never learnt music, but she led the song that women learners and literacy workers presented when we visited. Does not seem very much of a leader, but she firmly believes the [learning] "programme" should continue. There may be discontinuation of official support. Then, who will take care of – sustain and manage – the "programme", including perhaps, a library for neo-literates, we asked. Shakuntala was not alone, but all other women assured "we will manage the "programme".

At Vadgaon in Maval Taluka, we met about 25 of the Mahila Mandal Presidents and Members who came to attend their monthly meetings, and discussed about what specifically they gained and whether and how the programme should continue, etc. Besides recounting their involvement in literacy, almost each one of them was vying to tell us of their Mahila Mandal [perceived as part of the literacy programme] activities: cases of re-uniting estranged couples, seeking police help where needed; settling disputes involving women within the family; registering an agency for placement services for women, etc. The bunch of papers each one of them was carrying did not relate to these, but to the many schemes open to the Mahila Mandals, which needed to be sorted out with the officials of one department or another.

Behind their intense desire that "this programme should continue" lay perhaps the testimony and a reminder that in the context of the rural poor, very much under urban and industrial milieu, the literacy pursuit would succeed only by the extent to which it is linked and related to finding solutions to their living conditions.

INTRODUCTION

The Pune TLC which took up a target of 2.46 lakh learners in the 15-35 age group, as per the External Evaluation, which coincided with the final internal evaluation of all learners, is said to have achieved 87.41% NLM norm of literacy level [Sakshratha Andolan Manch, Pune (hereafter Pune Manch): 1995, 5]. The Post Literacy and Continuing Education (PL&CE) Project of Pune Saksharatha Andolan Manch, set up a four-fold objective viz., (i) remediation – to cover about 30,000 left-outs and dropouts of TLC and bring them to the NLM literacy level; (ii) to help retain and reinforce the literacy level of the 2.15 lakh neo-literates of TLC, and to make them self-reliant learners; (iii) to cover

Media ... ... the second ... ...
awareness ... of ... by distract ... ... and
... condu... ... the ... program ... ...
assert ... ... unique ... ... which later ... ... program of ... ...
collective and social lives ... ... like ... ... some
nascent institutionalisation they came ... ... for PL&CE program to continue.

These are concerns related to my argument ... ... whether an PLC or PL&CE ... a time bound project -- ought to be not end. In Pune, at least, people who participated want the "programme" [of learning and life improvement] to continue. The organisers are concerned that the programme's orientation -- anchored in administration set ... which gave meaning and substance ... lines on the ... vast ... development was operation bound unless some system of continuing the institutionalised network they devised for the purpose is continued. More important, the PL&CE movement unleashed certain very significant changes in the social fabric through women empowerment and a re-definition of their social, economic and cultural identity. The major anxiety of the organisers is to evolve a ble ... print which would carry forward this multi-faceted movement which began with the TLC and jelled during the PL&CE. What are the plausible lines along which it is pursuit for learning, social development and individual improvement could be continued?

The visit to Pune PL&CE was an endeavour towards this end. As would be evident later, Pune PL&CE proved more assuring in clarity of objectives and the operational mechanisms as compared to at least the proposals from many other States.

Across States, there is difference in the relative importance and focus of the three-fold objectives of PLC or PL&CE, viz., remediation, reinforcement and linkage with

development and improvement. There is also perceptible difference in the strategies delineated to implement the programme. Secondly, at least from a study of the PL&C/ PL&CE actions plans, there is no clarity about the nature, scope and modality of continuing the literacy pursuit in a long-term-continuing Education Programme – framework [1]. It is also common experience across States that TLCs spill well beyond the stipulated time schedule and significantly deviate from originally conceived strategies, necessitated or devised to negotiate foreseen and unforeseen ground level conditions or compulsions. Thus, in the context of the search for a long-term CE framework, it is relevant to understand to what extent the PL&CE objectives and strategies as delineated in the action plan, became feasible to achieve, as seen in actual practice.

The Visit

In five days (April 3-7), one could manage only a fleeting glance of a massive movement. Six villages in six different Tehsils were visited. We also interacted, besides neo-literates and village people, with sarpanches, mahila mandal presidents and members, literacy workers like teachers, Anganwadi and Balwadi workers, govt. officials at Tehsil/Block and village levels, the organisers at district level – the Collector, CEO, Chief Project Coordinator and other staff, and academics involved in the programme. We also had the benefit of views of agencies which lent a helping hand, like the AIR, Pune – the Director and other core staff.

This paper is divided into two parts. The first part surveys the salient features of the PL&CE strategies and its impact, as we observed. The second part attempts to conjure up a framework for continuing the programme as perceived by the people, against the backdrop of NLM's present policy dispositions.

This is an account of impressions of a fleeting glance and interaction with cross section of participants of Pune PL&CE, with all plausible caveats of subjectivism, and also perhaps, our own limitations in assimilating the insights coming from the different sections we interacted. There is, thus, no claim to authenticity.

I. Pune PL&CE: A Movement of Intricate Bond Between Literacy, Development and Improvement

The Pune PL&CE was planned in two phases. Identification of neo-literates and school dropouts, fixing PL centres, enlisting the Preraks, distribution of teaching-learning materials to the PL centres, initial training for PL workers and functionaries, environment building (EB) activities, finalising monitoring system and its commencement through initial meetings at Taluk and districts levels – all these were to be completed in first (preparatory) phase. The actual PL teaching-learning and continuous monitoring, coordination and EB and transfer of the literacy programmes to the adult education machinery were to form part of the second phase [Pune Manch: n.d., 24-26].

Ensuring Smooth Passage of PLC

The success of Pune PL&CE, as its TLC, may be ascribed to (i) comprehensive planning of campaign activities and other supportive measures like EB, empowerment, responsive administration and personal touch with the field; (ii) systematic coordination of the different agencies involved in the programme; and rigorous monitoring and review.

Strategies With Twin Edges – Motivation and Campaign Management

Gaon Kacheri: The Tryst with Responsive Administration

The Pune Manch, conscious of the lack of an agency or mechanism to coordinate the various functionaries of govt./semi-govt. departments at the village level, took an initiative towards providing such an institutional structure. The purpose was to ensure co-ordination of the different wings of the govt./semi-govt. departments/agencies, their functionaries and their programmes. Besides, such a co-ordination arrangement was to provide a kind of single window clearance system for rural areas.

In Gaon Kacheri, the village level functionaries of all govt. and semi-govt. departments, voluntary agencies, colleges, Mahila Mandals, primary and secondary schools come together from 11 A.M. to 5 P.M. on every Monday or Thursday as per the arrangement in one place – the Gram Panchayat office or a school. With careful planning, the presence of all the functionaries of govt./semi-govt. departments at the Gaon Kacheri was ensured, while appeals to the voluntary agencies, Mahila Mandals, etc., assured their effective participation.

The Gaon Kacheri served at least three purposes. The ignorance about the programmes, and the insularity of the different departments were broken, and co-ordination became possible at the department and programme levels. Secondly, the village people, taking advantage of the presence of the govt. functionaries, did get their problems sorted out, without having to run after any one. Thirdly, it served as an effective EB for the programme. Attendance in TLC is said to have improved significantly in places where the Gaon Kacheri was regular and effective [Agashe: n.d., 22].

As an instrument of linking literacy with development through information, people's participation, and beneficiaries availing of govt. programmes, the Gaon Kacheri appears to have been very successful. Govt. functionaries asserted and people at large admitted that administration's responsiveness, transparency in its functioning and ac-countability have increased. The establishment and activisation of Mahila Mandals and the issue of ID Cards to the neo-literates seem to have provided the mechanism to keep the Gaon Kacheri effective.

From Hearth to Frontline: TLC Continuum and Women Empowerment

In India, more than two-thirds to three-fourths of TLC participants are women; in Pune more than 70%. Curse to our tradition and environment of marginalisation of

The teacher community, especially primary teachers, appears to have responded with whole-hearted cooperation. More than 150 primary teachers worked as full-timers or secondment basis, at the Beat level covering 15-20 villages in their Beat. Others acted as Prerak Convenors in their own villages.

From a large number of them we met in the villages visited, we did not hear of any complaint of coercion or harassment on the issue of their involvement in the campaign. On the contrary, on the last horizon of voluntarism in civil society, the teachers felt ... they brought to the personal cause when they saw the commitment ... majority of the Club members and officials. The women we met in the six villages testified the teachers' involvement.

This is remarkable because elsewhere, at least in the Northern States, the teachers used to be the most lukewarm segments towards the literacy campaigns. The difference here is that where others would have given it up as hopeless, the Pune Manch converted it as its best asset. The Mahila Mandals was the spine, but along with other functionaries of the govt., the primary teachers served as the arteries of the campaign. While the

The AIR, Pune, is considering certain changes in the format of the programme for the future in the event of its continuation. They are inclined to broaden its scope, to include in the programme the neo-literates and literacy activists from the field, and reducing the frequency of the Collector and other key officials' appearance to once or twice a month. This is logical, but discontinuing the broadcast altogether would render the programme 'voiceless'. The Nav-Lokjagar and the weekly radio broadcast would serve the programme as eyes and ears and the mouth, too.

Tight Leash on PL&CE Tempo

A multi-pronged monitoring and review and supervision guaranteed a tight leash on the tempo of the PLC. The management of PL&CE and its monitoring system deserve notice. The organisational structure, management systems, monitoring mechanisms evolved for the TLC continued for the PLC as well, except for certain changes. The Gram Sikshan Samiti (VEC) was co-terminus with the village Literacy Committee, and the Mahila Mandal, was by design and in actual fact, became the spine of the programme [Pune Manch: n.d., 12].

The voluntary Prerak was to run the PL centre and complete the PL Primers I and II. The primary teachers were to give academic guidance to the PL centres. Their Beat Dy. Co-ordinators were to supervise all PL centres, report fornightly on the teaching-learning progress of each centre, its shortcomings and remedies. The Beat Coordinators of TLC – Extension Officers of Panchayat Samiti, the Circle Inspectors/Officers – were to continue to supervise the PL centres and verify the assessment of Beat Dy. Coordinators and report to Taluk officials.

At the Tehsil level, the BEO was mainly responsible for the PLC. The BEO appraised the BDO and Tahsildar of PL progress. Together with Sub-Divisional Dy. Collectors, the BDO, Tahsildar and BEO presented the Taluk PLC report in the coordination meetings at district on the 10th of every month. Besides the Revenue and Development officials, other departmental heads associated with the campaign would also be present in the review meetings.

Looking back with a sense of humour, confessed some of them that except for natural calamities like drought and acute scarcity of water and the like, there was no way that a district or Taluk level official could get away without showing satisfactory progress. Such was the seriousness about the PLC work, in an atmosphere of social contract within administration, that every official would be hoping that the monthly review meeting should somehow pass off without him/her being hauled up. This, was calculated to send the signal that literacy work was not meant to be taken casually or just as any other government programme.

Similarly, in the monthly meetings of Panchayat and Mahila Mandal Presidents and Members, under the Collector and the Chief Executive Officer, at district and Tehsil levels, the review of PLC work was the first item on the agenda. With the Panchayat

Presidents and Members, hauling up for lack of involvement or laxity cannot be used directly. The message of preferential treatment in sanctioning rural and community development schemes, seemed a judicious approach.

Thus, the smooth passage of the PL&CE seemed to be a combination of strategies of a multi-pronged monitoring, review and feedback, besides similar strategies of PLC planning and management as well as learners motivation.

To what extent the Pune PL&CE succeeded in its objectives would be known only when the external evaluation results come out. Perceptive observers and researchers who looked at the literacy campaign have tellingly portrayed the impacts. The PL&CE represented a relentless continuation of these very measures with great zeal, systematisation and rigour. Still to be documented, the educational, social and economic impacts ought to be greater as a result of PL&CE. The Block level officials[2] perceived that the easily visible ones include:

— Increased awareness among women about their needs and rights and their Mahila Mandals coming forward to secure from administration, water, roads, streets lights.

— Women's Self Help Groups springing up in villages, collecting small savings on a fortnightly or monthly basis and helping poor families with loans to meet basic expenses. Such savings are said to be "playing a vital role in village economy".

— The political impact seems remarkable. Due to the Saksharatha Andolan Manch's efforts at political awareness the Voters Identity Card Programme was said to be "the best in Ambegaon Taluk, with 91% participation". Similarly, "Ambegaon Taluk's voting percentage viz., 89%, in the recent Assembly Elections, was the highest in Pune district" [Pawar: 1995].

But what we could discern, the impact of these measures and strategies, as perceived by the participants and functionaries, seems to underscore the need to quickly device a Plan of Action to consolidate the movement, rather than halting it here.

II. Continuing Education

Idealistic Policy, Uneven PLC Domain and Peoples' Resurgent Interest

In the six villages we visited in as many Tehsils and in our discussions with groups of 50-100 people in each case, certain pointers emerged regarding the nature and scope of continuing the literacy pursuit – continuing education for the [adult] neo-literates beyond the PLC phase. Firstly, there is an intense desire among the people for the "programme" to continue. They are prepared, especially the ladies, to continue the programme even if the administration's patronage and attention decline.

This intense desire to continue the programme stems from their felt need, articulat-

the people's structures/institutions and receding to the background. Especially, in the pursuit of connecting literacy with development, in concrete and sustainable ways, only some beginnings are made in PLCs at the time of their conclusion, in bringing about unity of purpose between administration and people (The Gaon Kacheri experiment being the illustrious one towards responsive administration, and linking literacy with development, in the case of Pune). It is illusory to expect this partnership to flourish without allowing it a transitory phase, when the administration involvement diminishes, not totally disappears from the scene. Administration has a greater propensity to slide back to old ways, of less responsiveness, transparency and accountability. At long last, the literacy and post literacy movements, at least where these were implemented effectively, made some humble beginnings in connecting literacy and improvement. Without continuing the literacy enterprise, the whole gains would evaporate like water in the desert. Administration's and ZSS' withdrawal after PLC would tantamount to NLM foresaking the gains for sheer lack of a long-term perspective.

No PLC succeeds in making all learners reach the self-reliance level. Still less is the extent of creating a literate environment and a learning desire to seek on their own further knowledge and information needed to grapple with daily life. In most PLCs, the objective of organising the neo-literate, by providing them training and other inputs, to participate. in the development process would remain inadequate. This seems to be more so in the matter of bringing the various govt./semi-govt. departments/agencies to imbibe the essentiality of coordination and convergence of their programmes and services.

As far as the neo-literates and the volunteers are concerned (wherever they are largely the school dropouts, educated unemployed youth and women), their ultimate objective of literacy is less to do with the desire to continue learning literacy and more to do with improving their condition. Retention, consolidation and upgradation of literacy skills are not their most articulated concern, as much as increasing their earnings and acquiring the ability to grapple with problems confronting their living. To the extent we demonstrate the link between literacy/continued literacy education, and development, particularly improvement in their conditions, they are interested, and never disinterested, in continuing the literacy venture.

The one unambiguous picture of the continuing education to the adult neo-literates is a judicious blend of continued literacy education, through a wide variety of learning opportunities and a clear package of knowledge, ability and skill upgradation programmes, involving all the different govt./semi-govt. departments/agencies, having their programmes and functionaries at village level.

'Social Movement' in 3-4 Years!
CE As Vibrant Discourse in Rural Populace

Campaigns could be of short term duration. But social movements, linked to literacy, has nowhere been of such a short duration as in India. And where literacy is

linked to empowerment and improvement, no country irrespective of political ideology and development model, had such an abridged course as the Indian literacy movement. The gains and possibility shown by the Indian literacy movement in the learners' educational, cultural, social, economic conditions, and the transformational effects on the participants could ill-afford such a short term perspective of the movement.

The adult CE centre should be made vibrant through a judicious mixture of learning and skill upgradation activities. If the CE centre remains a hub of such activities for at least 5 years, then, the process of institutionalisation of liberate environment and linkage with development could be firmly put on ground.

Continuing the Literacy Enterprise:
Unchartered Terrain with Hope

Going by the sense of satisfaction and pride about the achievement that one observed among Pune block and lower level officials and functionaries and their readiness to sustain the programme, the customary 'burn out' fear seems misplaced. If the spirit and unity of purpose of the Pune literacy team, from district to village level is any guide, save in the event of change in leadership at the top and wholesale reversal of literacy policy, not a bleak but a bright future to the literacy enterprise seems plausible.

The literacy and post literacy campaigns in Pune district took many calculated moves to establish a pro-people and pro-poor image in the way the campaigns were conceived and implemented. People have also perceived the literacy as an instrument which would help improve their condition. In a place where the demand for literacy was not readily perceived and making ends meet and increasing earnings marked the life profile of the rural non-literate people, the district administration found that direct contact with the people and solving some of their immediate problems was a more palpable way of increasing their participation in the campaign and linking literacy with development. Through a wide variety of methods, the district administration demonstrated that a successful literacy venture inheres intervention to improve people's lives. The people in turn perceived the literacy pursuit as paying in more ways than one, whether solving their problems with the govt. and para-govt. agencies or taking up tangible income generation or skill creation/upgradation programmes.

The Pune Saksharatha Andolan Manch must now bequeath to the people some institutionalised and self-sustaining system of continuing education as also the newly created tradition of empowering people to approach govt. and para-govt. agencies to find solutions to their difficulties without the customary loss of time and harassment.

There is, thus, no fear that the 'literacy for empowerment and improvement' pursuit will be starved of people's interest. Only one thing can be said with certainty. That is that the organisers and the administration (the State) have not yet exhausted the ways to keep the literacy movement youthful and as a vibrant discourse among rural populace. The Pune experiment of weaving an intricate bond between literacy, development and

A neo-literate is one who had no schooling at the proper age and who availed literacy skills later. A neo-literate is expected to acquire certain specific learning skills through the literacy programme. They can be classified into

   (a)   Tool skills (understanding of letters in the language and minimum numerical abilities)

   (b)   Process skills (the process of reading, writing, understanding, etc.)

   (c)   Communicating skills (like writing letters, questioning, explaining, etc.)

With the help of these learning skills a neo-literate will be able to collect more information and knowledge relevant to his/her life.

Some of the studies conducted in the field have shown that the majority of the neo-literates were not able to achieve the expected level prescribed in the National Literacy Mission document. Some remedial measures are thus necessary in the present context to raise the level of literacy.

Reading interests

Reading interests of neo-literates differ according to their reading habit. Materials covering their immediate interests are usually seen as the starting point of their reading habit. In a survey conducted in the coastal belt of Trivandrum, the following reading interests of neo-literates (Fishermen community) were identified:

(1) Welfare measures and provisions for Fishermen community. (2) Income generating programmes. (3) Fishing and sea. (4) Health and hygiene. (5) Housing

programmes (6) Child care. (7) Religion. (8) Cinema (9) Nutritious food etc.

A survey was conducted in the rural hilly areas of Trivandrum to identify the reading interests of neo-literates.

(1) Agriculture (2) Income generating programmes (Poultry keeping, animal husbandry) (3) Forest and related aspects (4) Health and Nutrition (5) Family welfare and family planning (6) Child care, etc. were their major areas of interest.

The Indian Institute of Education, Pune (State Resources Centre for Non-Formal Education) has identified the following areas of interest of neo-literates.

(1) Health (2) Vegetable growing (3) Horticulture (4) Child care (5) Fiction (mainly based on folk lore) (6) Simple technology.

In a survey conducted in Tanzania the following spheres of interest were listed.

(1) Outstanding personalities (2) Sports and games (3) Trade (4) Traditions (5) Technical Publications (6) Crafts and (7) Fiction.

In Iran the preference was given to the following topics by neo-literates.

(1) Agriculture (2) Folk lore (3) Dress making (4) Health (5) Technology (6) Religion and (7) Humour.

The above data shows that the taste and interest of neo-literates are different.

Age group, Sex, Occupation, Geographical features, Environment, Tradition, etc. will have an influence on their interest. In Africa some groups were interested in sports/ games. In India and abroad women readers were (generally) interested in child care, income generating programmes, etc.

Identification of target group, their background, reading habit, their reading ability and interest and other linquistic specialities are to be identified before preparing the materials.

An experiment with neo-literates

An attempt was made to develop material for the neo literates on an experimental basis. The major objective was to develop a practical methodology for the preparation of neo-literate material. (The target group of neo-literates was 30 neo-literates within the age group 18 to 40). A material was developed for the group to read just after completing their literacy programme.

- The subject for the material (a neo-literate book) was identified after discussing with the target group.

- The topic was related to income generating programme which was an area of interest to the target group.

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- The vocabulary for the material was from
  - (a) the primer used by the group,
  - (b) their local language,
  - (c) the newspapers available in the region.
- Majority of the words were from the primer.
- Total words used for the book were nearly 1200.
- The copy of the material was handwritten (black in colour, bold letters).
- Some new words were introduced.
- Special attention was given to the maximum use of small words and small sentences.
- Illustrations/pictures etc. were not given
- The book was divided into small chapters
- The content was presented in the form a story.

An interview was conducted to get the feed back from the readers. The following opinions were expressed by them.

- Majority of the words were familiar to them.
- Illustrations/pictures were to be included.
- Mearly 60 to 70% of the participants were able to read (with certain difficulty) and understand the material.
- Material helped them to recall the words and phrases they have learned (the material was given with in two/three weeks after the completion of their literacy programme).
- There were demands for more materials (The needs were different based on their age group, sex, occupation, perception, self concept, etc.)
  Some suggestions for the preparation of neo-literate literature are given below:
- Writers of neo-literate books should study the background, language, culture, needs, habits, interests, etc. of the target groups.
- Intensive contact with the concerned target group/community will create insight in the writers, which will help them to develop useful and truthful materials.
- Separate materials are necessary according to their age group, sex, occupation, way of living, needs etc.
- Illustrations/pictures, etc. are to be included according to their importance and relevance. (Not less than 50%)
- Special attention is to be given in selecting the words (vocabulary) and the language.
- It is better to give the list of words used in the book as appendix for reference.
- New words and phrases are to be made clear
- Materials are to be divided into different-stages, like stage I, II, III etc. (according to the difficulty level of the material).

...main sentence [illegible] plasmatists ratio is specific to each... sources that are of high importance in this context).

In Kerala there are nearly 900 books listed under the category of 'Neo-Literate Literature'. Actually very limited number of books are eligible to be included in the list of 'Neo-Literate Literature'.

The Centre for Adult, Continuing Education and Extension (CACEE) University of Kerala has developed a criteria based on certain studies and (as a result of a series of) workshops (1981) for evaluating neo-literate literature in Malayalam. A workshop for the production of 'Neo-literate Literature' was conducted in the Centre for Adult, Continuing Education and Extension, University of Kerala (1989) with technical support from the Directorate of Adult Education, Government of India, New Delhi.

The books were developed in the workshop based on the norms prescribed by the experts. All the topics selected for the preparation of the books were felt needs of neo-literates.

The State Resource Centre, Kerala Saksharata Samithy, KANFED, Kerala Sastra Sahitya Parishad have also published some neo-literate materials/books.

State level/National level competitions are necessary to encourage good materials in the field of Neo-literate literature. There was a competition of neo-literate books at national level, conducted by the Directorate of Adult Education, Government of India. It was discontinued because of some technical reasons. Central Government and State Governments will have to take necessary steps to encourage and develop relevant and useful literature for satisfying the needs of the neo-literates in our country.

Regarding the writing interest of the neo-literates, in practice, it is usually limited to the following aspects:

- Writing name and address
- Small letters to relatives and friends.
- Applications and complaints.
- Filling up of forms of Banks, Co-operative Societies, Mahila Samaj, local clubs, etc.

A number of learners who have joined the Adult Literacy Centres, have continued their education, and even completed S.S.L.C Examination and such other examinations. Several success stories could be cited. This could be made possible by creating awareness, sustaining interest and creating suitable environment providing sufficient materials for the learners by committed agencies and workers.

S Padmanabhaiah
T Kumaraswamy

A Study of Problems Faced by Monitors in Organising Post-Literacy Centres in Chittoor District

The planning for post-literacy and continuing education in Chitoor District in Andhra Pradesh was chalked out by the ZSS well before the completion of the total literacy campaign in order to ensure continuity in the programme and to prevent the neo-literates from relapsing into illiteracy. At present the campaign is in its fourth year. The post-literacy centres in Chittoor district are known as Jana Chaitanya Kendras (JCKs) and more than ten thousand JCKs were established throughout the district. The volunteers who worked with dedication and commitment during the literacy phase were appointed as monitors. The functions of monitors are wide and varied starting from organising post-literacy centres to creating an enlightened citizenry with a better standard of living. It is important to organise the post-literacy centres in the best direction possible by adopting several strategies from time to time to overcome the problems relating to programme management, policy planning, administration etc. It is highly essential to identify the problems faced by the monitors at the grass root level and to find out solutions thereon. Without such an act the money, time and efforts are going to be in vain.

Objectives of the study

The following are the objectives of the study

1. To find out the problems faced by monitors in organising JCKs
2. To find out whether there exists any significant difference between men and women monitors in perceiving the problems, and
3. To suggest measures to overcome the problems.

Methodology

A check-list consisting of 40 problems was developed by the investigators for the purpose of the study. The items in the check-list were prepared based on the visits to JCKs, informal discussions with the functionaires (mandal and panchayat co-ordinators, monitors and volunteers) community elite members and neo-literates. The items were presented to a panel of 25 panchayat co-ordinators and the repeated and irrelevant items were deleted. Thus 32 items were finalised for the study.

A sample of 140 monitors (80 men and 60 women monitors) organising JCKs in four mandals of Chittoor district (Renigunta, Yerpedu, Tirupati rural and B.N. Kandriga) were randomly selected for the study. The respondents were met in person by the investigators and after establishing necessary rapport each respondent was asked to check the items in the check-list according to his/her view in Yes/No form. Chi-square was used to study the trend in the occurance of the problems as perceived by the whole sample on one side and to study the difference between men and women monitors on the other. The results are presented in the table.

Findings

1. A glance at the table indicates that out of 32 problems perceived by monitors problems 1-20 (checked by majority of the sample which means significantly more severe problems) and 30-32 (checked by about one-third of the sample which means significantly less severe problems) are found to be statistically significant at 0.05 level. Problems 21-29 are moderately severe problems and around half of the sample have checked them and the chi-square value of these items was not significant. Out of the above problems priority has to be given to solve the problems 1-20. A glance at these problems denotes that problems 1-3 are related to physical facilities, 4-8 and 14-18 are related to administrative matters, 9 and 10 are related to learners whereas problems 11-13, 19 and 20 are related to community support.

2. With regard to gender difference in perceiving the problems men and women monitors of the sample differed significantly on problems 1, 6, 8, 13, 14, 22, 24 and 30. Among these, the problems 1, 6 and 14 were significantly more common to men and the remaining 5 problems more severe to women. The nature of the problems more severe to men and women indicates that men monitors require more freedom and control over the programme and women monitors need more involvement of other functionaries.

Suggestions

In order to solve the above identified important problems related to monitors the following suggestions are offered:

1. Permanent accommodation to JCKs with sufficient place for learners should be provided through Jawahar Rojgar Yojana funds, panchayat funds or donations with the help of the neo-literates and community. The minimum requirements such as name board, black-board, newspapers, electricity etc should be provided to the JCKs.

2. The reading/learning material to neo-literates should be developed by the SRCs, Universities, DIETs, ZSS etc. in simple language and supplied to the JCKs in sufficient number. The fortnightly namely, Velugubaata should be supplied to the JCKs regularly and the ZSS should divert the funds from other sources in case of shortage of provision under the particular budget head.

Table showing the problems faced by monitors alongwith chi-square values

S.No.	Problem	Total No. checked (N=140)	X2 Value (method of equal probability)	Problem checked by		X2 Value
				Men (N=80)	Women (N=60)	
1.	Lack of permanent accommodation to JCKs	101	27.45*	65	36	7.70*
2.	Lack of sufficient place for learners in the JCKs	93	15.11*	57	36	1.94
3.	Lack of black board in the JCKs	111	48.02*	64	47	0.05
4.	Lack of relevant and adequate number of copies of neo-literate literature (books, pamphlets etc.)	104	33.02*	58	46	0.30
5.	Lack of regular supply of newspapers and fortnightly (Velugubaata)	115	57.85*	67	48	0.32
6.	Negligence on the part of government officials and ZSS to solve the problems of monitors and learners	102	29.95*	66	36	8.76*
7.	Lack of weightage to the certificates issued to monitors/learners by ZSS at the time of jobs	116	60.45*	64	52	1.06
8.	Unlimited number of works to be performed by monitors	98	22.40*	50	48	5.00*
9.	Poor socio-economic conditions of learners	121	74.31*	71	50	0.84
10.	Lack of understanding of the importance of JCKs among learners	93	15.11*	61	42	0.67
11.	Lack of co-operation to learners from family members	106	37.02*	64	42	1.85
12.	Lack of interest among local leaders and ward members	106	37.02*	64	42	1.85
13.	Lack of involvement of village sarpanches in JCK activities	114	55.31*	58	56	9.83*
14.	Involvement of political leaders and middle men in granting loans and income generating units to monitors and learners	102	29.95*	66	36	8.76*

No.	Item					
15.	Lack of sufficient coverage about literacy and JCK activities in the newspapers	91	12.60*	47	44	3.20
16.	Lack of interest of village administrative officers, village development officers to attend to JCK matters	87	8.25*	47	40	0.91
17.	Lack of interest on the part of mandal level extension officials (Education, Health, Agriculture etc.) to visit JCKs	84	5.60*	43	41	3.03
18.	Requirement of over-reporting about the attendance and achievement of learners by co-ordinators	85	6.42*	43	42	3.79
19.	Involvement of politicians in JCK activities	86	7.31*	48	38	0.14
20.	Lack of respect to monitors/volunteers at the village level	82	4.11*	44	38	0.97
21.	Lack of electricity in JCKs	62	1.82	34	28	0.22
22.	Lack of supervision to JCKs by mandal resource persons and panchayat co-ordinators	72	0.11	38	34	9.42*
23.	Lack of interest to mandal education officer to visit JCKs	59	3.45	38	21	2.18
24.	Lack of interest to mandal revenue officer to visit JCKs	60	2.85	22	38	17.93*
25.	Expectation of volunteerism on the part of monitors/ volunteers for years together	75	0.71	45	30	0.52
26.	Lack of alternative monitors at village level	68	0.11	38	30	0.06
27.	Appointment of men monitors to women JCKs	63	1.40	33	30	1.05
28.	Mere emphasis on literacy skills in JCKs	73	0.25	43	30	0.17
29.	Communal factions in the villages	73	0.25	39	34	0.84
30.	Lack of time to mandal development officer to visit JCKs	49	12.60*	21	28	6.28*
31.	Lack of adequate training to monitors	52	9.25*	28	24	0.35
32.	Lack of regular organisation of JCKs	52	9.25*	30	22	0.00

*Chi-square value of 3.84 is significant at 0.05 level

3. The administration has to take all possible measures to organise the campaign in the best direction possible. The government officials at the district, mandal and village levels should visit the JCKs, address the participants and motivate the learners to attend the JCKs regularly. Monitors need to be motivated through better training programmes, addition of marks in academic examinations, interviews, provision of employment facilities and preference in development programmes. Adequate weightage should be given to the certificates issued to the monitors by ZSS. The monitors should be honoured at the village, mandal and district level meetings and functions and the ZSS should adopt this strategy to boost up the image of the monitors for their voluntary services. Most of the monitors of the sample view their problems to be unlimited and multi-faceted requiring better knowledge, skills and capabilities. It is suggested that the teachers in the village, social workers, village administrative and development officers help the monitors to perform their duties in a better manner. The sarpanches and panchayat members in the village should take the lead in this direction. The ZSS should take steps to popularise the activities of the JCKs through cultural programmes, meetings, coverage in newspapers, radio and television. The co-ordinators should aim at collecting information about what is exactly taking place in the field so that the ZSS can plan for corrective measures.

4. Measures to enhance learners participation to JCKs should be broadly thought of and effective learners should be given top priority while sanctioning loans, subsidies, income generating units, vocational training etc. JCKs should not be limited to literacy but the activities of library, reading room, charcha mandal, recreation, simple and short duration training programmes should be widely organised. JCKs should be made as the centres for all the development activities of the respective villages.

5. The organisation of JCKs should be well-planned by involving all the educated sections, members of the political parties, mahila mandals, family members of the learners who create obstruction for the regular participation of learners to the centres and all those who can boost up the image of the JCKs at the village level. The JCK committees shold be strengthened at the village level and the Collector, Joint Collectors, Devisional Revenue Officials should address the JCK committee meetings at the village level and motivate all sections of the society at the villages.

6. Last but not the least, it should be noted that volunterism on the part of the monitors cannot be expected for years together and the government and National Literacy Mission Authority should plan and implement programmes which can answer questions like after post-literacy for certain duration say 3-4 years what? How to bring innovation in such programmes? What happens if the post-literacy centres are left to the village education committees? or can the programmes be given to youth clubs, voluntary organisations etc. which are associated with rural development activities. Studies and suggestions in this direction are much warranted to strengthen the post-literacy centres associated with total literacy campaigns.

Kamla Bhasin*

Let us Look Again at Development, Education and Women

The three key words in the theme of the conference are Development, Literacy and Women. All important words - but I have problems with the way we have been approaching and dealing with all three. Since we are focussing our attention on the 21st century, it becomes imperative to look at things afresh, to raise some basic questions.

Is what we see around us development or mal[e]development?

Let me deal with development first. For many people, specially the poor, indigenous people, marginal people, the very mention of the word development is ominous, deathly. Development for them has meant and continues to mean colonisation, taking away of their lands, forests, minerals the commons; it means destruction of their culture, religion, their very life styles. In short for a large number of people development has meant extinction. In India, the marginalised call development - destruction. They say VIKAS [development] is VINAASH [destruction]. In a similar vain a Latin American activist/ thinker has said "My people do not want development, they just want to live".

For women and the third world too, it has been the same story. And let us not forget Mother Earth, who has been the biggest loser to development. She has been exploited, abused, controlled. For centuries the scientific, cultured males have had one main obsession - to control and subjugate nature. She was the first one on whose body they erected their flags of development.

After all this talk and work on development and education, we have had more wars in the 20th century than ever before, there is more inequality today than ever before; there is more hunger and disease than ever before, there is more pronography and rape than ever before. More weapons, more drugs, more cigarettes, more junk food, junk drinks, junk toys, and more junkies but not enough food or basic services for billions! The cry at the beginning of the 20th Century was development, at the end of this century it is survival.

I find it difficult to call this development. I find it difficult to call the exploiters "developed" countries and developed people. US is supposed to be our model. I am convinced and so are millions others, that if all the Indians and Chinese consume like US citizens do, there will be nothing to consume. Nothing.

Mahatma Gandhi said this decades ago. He said "Mother Earth has enough for everyone's need but not for everyone's greed." Once a Journalist asked Mahatma Gandhi whether he wanted India to have the same standard of living which Britain had. Gandhi replied "To have its standard of living, a tiny country like Britain had to exploit half the globe. How many globes will a large country like India need to exploit to have a similar standard of living?" Let us pause, think and define during this conference, what is development for us.

There is a growing number of people who believe in, what Ivan Illich wrote over a decade ago in his book "Gender", "without negative growth, it is impossible to maintain an ecological balance, achieve justice among regions or foster people's peace. And the policy must, of course, be implemented in rich countries at a much higher rate than in poor ones."

Friends, as responsible people, we cannot walk into the 21st century without asking AND answering questions like - do we need more development and progress of the kind we have had or less of it?

Who should lead the way now - the "developed" people and nations or the "underdeveloped" people and nations? In our race for survival who is ahead? Who needs to be educated, lectured, the "rich" or the "poor".

Is this education or mal[e]education?

Now a few words about literacy and education. Literacy is indeed a good skill to have. It is quite necessary today for every citizen. The question however is what kind of values do literacy and education promote. In the past education has been a tool in the hands of the elite and men to perpetuate their power. It has promoted inequalities of all kinds, gender inequalities included. The main value which education has promoted is AMBITION, a desire to go ahead of others, to outshine others. Ambition, the way it is promoted is not the desire to excel, to achieve one's best, it is the desire to be ahead of others. One student tops in a class of 30. While one tops - 29 do not. While one shines, the other 29 do not, while one rejoices the other 29 grieve, because they couldnt top. The same ambition takes the form of competitiveness. You want to be ahead of others. The emphasis is on beating others. To be outstanding, to stand out, which means not be part of others, to be over and above others; superior to others. This notion itself leads to all kind of violence and misery. To rejoice while others lick their wounds is violence and this is what our entire educational system has been teaching us.

Education has been creating more and more ambition, which means more and more dissatisfied people. Our heart is like a pot which never gets filled. It always wants more, it always needs more. As a result of education our pots become larger, our needs become larger. In other words an educated person becomes more needy and more greedy - always needs more. He becomes a bigger beggar, asking for more, running after more. Look at the consumption levels of the rich who are also the more educated. This is why educated people are not necessarily more compassionate, caring, nurturing, sharing.

About 20 years ago an old tribal man told me he was more afraid of educated men than of wild animals. He said almost 100% of those around him who were educated, were exploiters, oppressors· they were people who took more than their share of resources. We can say the same at the global level. The 10 to 15 percent rich and educated people consume more than 60% of world's resources, they pollute more, they create and fund more wars, they sell weapons, they promote junk food and junk drinks, they produce and benefit from pronography. How many illiterate people have committed these crimes? What the world is today is the creation of literate, educated, scientific, developed men and frankly the world does not look too good to me.

That which liberates is education

There is an old Sanskrit saying [सा विद्या या विमुक्तये]. That which liberates or frees is education. Education according to Indian seers should liberate us not only from want and poverty, it should free our hearts and minds of fear, greed, jealousy, envy, violence. Unfortunately for us the more education we have had in society the more trapped we have got into mindless consumption, heartless violence, awful power games. In our pursuit of materials, we have lost touch with our innerselves. We have more people going to psychiatrists and doctors than ever before. In the most educated and scientific country i.e. the US a woman is raped every three minutes. Are these the signs of educated people and societies? Even if education has not created all this, although I believe it is responsible to a great extent, why has education not been able to stop it? May be what we have been promoting is NOT education. May be it is mis-edcuation.

Buddha said an educated person is one who knows the higher values of life, who sacrifices lower values for higher values, who sacrifices material goods for love. Today we find people sacrificing love, friendship, family every meaningful thing for money and power. Today money can buy you wives, lovers, sex. Money and power are supreme values today.

Education today may get us a living. It may make the lucky ones engineers, doctors, trainers etc., but does it make us human? Those of us involved with literacy started functional literacy. Our claim to relevance was that our literacy programmes will provide skills to make a living. A noble goal indeed but did our functional literacy programmes ever have the function to humanise people, to talk of values. Connecting people to jobs is not the only function of education; education is mainly that which connects people to higher values, which transcends people, liberates them; which turns people into candles where the flame is forever trying to rise, go higher, shine, spread light. It burns to shine, to spread light. Today human beings burn to make money, to have more, to possess more. Education should provide a living but it should also provide life.

Since I have been dropping names, let me drop another one. Socrates called that person an educator who acts as a midwife in the creation of a new soul, a new person. How many of us will qualify as teachers using the definition given by Socrates. I think Socrates also said "I can teach, but to a friend". For him, and I agree with him, the basis of learning and teaching has to be friendship, love. How many conferences and sub-theme workshops have we planned on love?

Love is the key

Let us ask, what are the values literacy primers and programmes have been promoting? We have done gender analysis of our primers and programmes, let us do some value analysis. Let us not be shy to talk of values. I know it is not considered modern or scientific to talk of values. I do not mind being called backward, unscientific, emotional or feminine and I say loudly and clearly that what we need most today is not literacy nor education - We need what KABIR, a Saint who lived in India over 800 years ago called प्रेम' [PREM]. Prem a two and half letter word in Hindi which is a four letter world in English - LOVE, Kabir said [ढाई आखर प्रेम का पढ़े सो पंडित होय]. The person who understands the two and a half letters of LOVE is a Pandit, a knowledgeable person. Friends, today non-violence is not enough. Non-violence only means I will not hurt, not harm. It is a negative. Today, the world needs a positive value like love. If our thoughts and actions are based on love, compassion, caring, we can subsist, live together peacefully in our family or on our globe. Without love we can only compete, mistrust, kill.

Should a person who has all the knowledge but who uses it to kill, to exploit, to hate be called educated? Are we as adult educators, literacy activists willing to say that our definition of literacy includes certain values, our practice of literacy promotes those values. If we are not willing to say this we can remain in business but we will not transform anything. To fight inequality and to save the world from ecological disasters we have to talk of values like love, compassion, sharing and nurturing. We also need passion and emotions to change things, to give a human face to development, to enter the 21st century with hope of a just society, an ecologically viable society.

Let us please not drag women on to a sinking ship

Now let me talk about women, the third key word in the theme of this conference. Why are we talking about women? Why are we so concerned about them? I feel we have been looking at women mainly as victims, as disempowered, illiterate, uneducated people. Consciously or unconsciously we have wanted them to be integrtated into "development", to be like men, to keep pace with men. All the statistics we use are indicative of this. We did not question development, nor did we question maleness. We assumed development and maleness were good for women. But if what we call development is mal-development, it is unsustainable, it is intrinsically unjust, it is leading us to disasters, to inequality, to violence, to fragmentation why do we want women to be integrated into it? Why do we want to drag them on to a sinking ship?

I am afraid, we have been functioning very much within the mainstream paradigm, which is both patriarchal and elitist. Within that paradigm we have seen women as disempowered, underdeveloped, uneducated, illiterate. Willy nilly, we have also devalued or ignored women's knowledge, their experiences, their contribution. We wanted to empower her within the same paradigm, integrate her into the same mal-development, to educate her without asking what the educated, literate people are doing to themselves, to each other, to nature, to this world.

We also did not ask what more education and more employment have been doing to women. In his book "Gender", Ivan Illich addressed these issues and came to some very interesting but disturbing conclusions, some of which are-

"Over the years, discrimination against women in paid, taxed and officially reported jobs has not changed in severity but has grown in volume. Presently 51 per cent of U.S. women are in the labour force, in 1880 only 5 per cent were employed outside the home. The median yearly earnings of the average full-time employed woman still hovers around a magical ration [of 3:5] of a man's average earnings - the same percentage as one hundred years ago. Neither educational opportunities nor legislative provisions nor revolutionary rehetoric - political, technological, or sexual - have changed the magnitude by which women, in their earnings, stand below men." Haven't more women been pushed to experience discrimination, all in the name of equity?

"Discrimination both on and off the job spreads with a rising GNP, as do other side effects like stress, pollution and frustration".

A last quote from Ivan Illich to jolt us a bit "In every country, discrimination and violence spread at the same rate as economic development: the more money earned, the more women earn less - and experience rape". Education makes no difference, he says.

In view of the above, let us as adult educators, once again ask what is development, education, employment, masculinity, femininity for us. What are we promoting? There is no point fighting darkness. Infact we cannot fight darkness because darkness is nothing but the absence of light. If this room is dark I cannot push the darkness out, however hard I may try I cannot push it out. The only thing I can do is to bring some light into the room. Darkness will disappear at the sight of light. Darkness cannot stand light, so let us talk of light.

The feminine has the potential to break through masculine dead ends

I feel a large number of women still retain some aspects of light. They retain seeds of regeneration. Let us not expect anything good coming out of male characteristics like competition, aggression, violence, desire to dominate and control others. In such a scenario women's so called backwardness can be a boon, a blessing. Women are

the last bastions of sanity. They can offer solutions because they are "backward", they are "not integrated", not "educated", because they have not "progressed" too much on the wrong paths. So today we have to talk of women not because they need our help, but because we need women's help to save the world.

There is a parallel here with saving nature. Earlier, we wanted to save animals, trees etc. for reasons of justice. Today we need to save them for our own survival. If nature is killed, destroyed, humanity will be destroyed. Nature is our savior.

Similarly women are or can be our saviors. That what has been derisively called feminine contains the key to our survival. What is feminine? Nurturing, caring, selflessness, being emotional, being like nature, creative, non-violent, non-linear, non-specialised, circular have been labelled feminine and therefore looked-down upon, marginalised or crushed. Killing of the feminine is what has made our world today so inhuman. We need to reaffirm these feminine values.

In fact all those men who are considered godly, who are worshipped for centuries were all very gentle, motherly, feminine. I am talking of Buddha, Jesus Christ, Mahavir, Prophet Mohammed, Guru Nanak. The fact tht billions today worship and remember these men and not powerful men, is the proof that ordinary people want love, peace, harmony. Otherwise why would we remember Buddha and not Emperor Ashok, remember Prophet Mohammad and not all the emperors. While the strong and powerful have been forgotten the Faquirs are remembered. It is the economic, political and religious fundamentalists of all shades who have messed up things and not the ordinary people. Therefore, the 21st century must belong to the ordinary people the world over, people who have extraordinary wisdom and potential.

Friends, the main question which we face today as feminists, adult educators, literacy activists is - through all our projects and programmes what is it that we want women to be, to become? Do we want them to be like men, to compete with men to have better positions within the present system? Women to head weapon's industry? Women to control Coco Cola corporation, barbie doll incorporate, pronography industry, women to head corrupt political systems? In other words does it change anything if instead of having male cancer cells we have female cancer cells? The question is how do we fight the cancers which are plaguing our societies and not how to change the sex of cancer cells. Are women more competent to deal with these cancers?

Well atleast women are less responsible for creating these cancers and that is a good enough qualification to begin with. But I go a little further. I believe women ARE more equipped to save the world and I say this for the following reasons.

My first reasons is - because they are at the bottom of all hierarchies. Women know what harm inequality can do, how it can maim, kill, destroy. Because they are at the bottom, if their energies are released they can shoot up. Like ordinary loaf of bread they are capable of rising. They have led the feminist movement which talks

of inequality in every home, dictatorship and violence in every home. Women are the ones who have disrobed the institution of family to show how much inequality, injustice, violence exists there; they are the ones to expose all ISMS which have left half of humanity out of their purview. Women are the ones who have given us the potent slogan "Personal is the political". They are pleading against dualities like inside - outside, private-public, body-mind, nature-culture, subjective-objective, emotional-rational. They are asking for integration, for ecological and integrated ways of thinking and being. They are the ones who are pleading to internalise struggles against all hierarchies. Women have been saying let us all begin with ourselves; let us all start fighting the patriarch, dictator, exploiter sitting in each one of us and we will see rays of light entering, forcing their way from all sides.

Women are more equipped because they create, feed and nurture with their own bodies. Because they give birth from their own blood and flesh they speak and act passionately against violence, against war. No wonder they have led the peace movement everywhere.

Women are more equipped to lead us out of the present ecological crisis, because through their personal experience and their history they are closer to nature and therefore they are more likely to protect nature. The very survival of billions of peasant families is intertwined with the survival of nature. No wonder women have also been in the forefront of the environment movements the world over. In India, it was illiterate woman who led to Chipko movement. Amongst the women it is the working class women, the indigenous women who are more capable of showing us the way. We educated, middle class women have lost the passion. Many of us have become honorary men.

Women are more equiped because purity, goodness nurturing, caring for others has been thrust upon them. Atleast for the last 2000 years they have more experience of practicing these values. They have picked up the pieces after all wars, have healed after and during all killings, have forever cleaned the mess.

Men have more physical strength, but women have much more resilience and resistance. This is what we have seen in many people's struggles in South Asia. This resistance of women has the potential to transform the world.

Women do not have an aggressive mind, a conquering nature, this desire to subdue to control. This was the cause of their disempowerment. This is why women and feminine principles were dethroned by patriarchy, they were both enslaved, locked up in the ZENANA or the female chambers. As society became patriarchal it suddenly started talking about male creators. The world over, goddesses were replaced by male gods. This very quality of not being possessive, aggressive can now become our strength. Our backwardness can make us forward. The biggest threat to the 21st century is violence, violence of all kinds, and it is women, those women who retain and practice feminine qualities, who are best equipped to show us the way. Mahatma Gandhi and Vinoba Bhave said decades ago that the future, the new age must be based on non-violence and love and therefore it must be led by women.

A long time ago Buddha said you cannot win animosity with animosity, violence with violence. The world did not listen to him. Perhaps the time was not ripe for it then. But today, at the beginning of the 21st century the time is ripe, because of excess of violence, competition, power games, money games. We have enough bombs today to kill the entire globe several times over. We have had two world wars killing millions. We have had thousands of economic wars making it impossible for billions to live with dignity. Today we need to listen to the sane voices of women, indigenous people, gentle men, I mean truely gentle men.

That fifty percent of humanity which was not consulted, which did not participate in creating the present world, needs now to take the lead to create a humane world. Today, we women face the challenge. Unfortunately so far we have either been completely enslaved, husbanded, or we have been trying to compete with men, beat them at their own games. When we want to be like men it means we accept them as our model, as our superior. This is yet another kind of slavery, a rebillious slavery no doubt, better than being a total slave, but slavery neverthless. Women need to go beyond both these kinds of slaveries if we want to make a new beginning. We need to find our own DHARMA, our own essential nature, refine it, strengthen it, and radiate in it. We have to believe that we can help in the creation of a new culture, a new civilization which is bio-philic, which loves life, which is based on love and compassion, not on competition, a civilization which is not dying to be victorious but which is keen to live. We have to make men practice these qualities and become our partners in creating a new world.

My question is, as adult educators what can we do to promote feminine values, what can we do to devalue male values, to devalue power, aggression, consumerism, violence?

Today, let us dare to say that those who oppress are inferior, those who dominate and kill are inferior, those who hog all the resources are inferior, those who live in palaces in the middle of slums are inferior, those who pollute with their big cars are inferior. These people are not developed, they are anti development, anti-life. They are not rich. They are poor - poor in compassion, poor in sensibilities, poor in fair play. They are not super human as they are often projected on our T.V. screens, they are inhumane, they are dehumanised. Only dehumanised people can sell Coco Cola in villages which have no safe drinking water, only dehumanised people can produce and sell weapons, pronography, violent films.

Can all of us gathered here initiate a movement to devalue power, domination, consumerism so that the rich feel ashamed not the poor, the rapist feels ashamed not the raped, those who always want to be first are ashamed not the non-firsts? If we create such an atmosphere then things will change, then we can hope for a 21st century which belongs to all those who have been marginalised and brutalised in the name of development.

Perdita Huston

Invisible Agents for Change

If sustainable development is the latest challenge to the international development community, then women, more than ever before, should be at the front and centre of all action strategies. This is not a matter of social justice, nor a feminist issue; it is simple common sense. Sustainable development, according to the Brundtland Commission, "is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.''

The complexities of sustainability suggest an equation with three essential components: wise use of natural resources and eco-systems + equitable development strategies + population policies and family planning service = sustainability of natural systems and socioeconomic productivity. But if one of the three is eliminated, the chances of achieving sustainability are threatened. And if we examine the roles (productive and reproductive) that women play - on a daily basis - in most societies, women's involvement in all three components is clearly essential to success. The interaction of women with the natural resources upon which family livelihood are dependent (soil, water, forests), their role in family sanitation and waste disposal, and their contribution to natural resource management far exceed those of men in the non-commercial sector. In the case of energy consumption, women's role as fuel gatherers, tree planters and users of fuel-efficient stoves are critical elements in national energy policy and planning. And if 80 per cent of family food in Africa is produced by women, the implications for agricultural policy are also evident.

But what about the third component of the equation - population policies and family planning? Very simply, without control over their health and fertility, women will not be able to participate fully in development efforts. Recent data demonstrate the enormous health benefits for both mother and child - of family planning. One out of five infants' deaths in developing countries would be prevented if all births were separated by an interval of at least two years. The World Bank estimates that 500 million couples who do not want more children do not use modern contraceptive methods, due mainly to the unavailability of family planning services.

Over one-third of the 140 million women in the developing world who have become pregnant in the last 12 months did not want to have another baby; 200 000 among them have died in that period from unsafe abortions. Millions more suffer from permanent disabilities or chronic illnesses. Malnourished, married too early, bearing children too soon after giving birth or too late in life and without adequate maternal health services, women continue on their tragic course.

At the same time, with population growth rates overtaking economic growth and productivity, the government services are over-streched, unemployment soars and natural systems are over-exploited. At the individual and national levels, family planning thus becomes an essential element of development, social justice and the well-being of human and natural resources.

Development strategies in the past, which relied heavily on measurements of gross national product (GNP), ignored the silent partners of development. Mother Nature's bounty had no monetary value; it was there to be exploited, sold, ploughed up, cut down or polluted. Until her wounds became visible to the naked eye or her despoliation resulted in natural disasters, we paid little attention to her sustainability.

The other silent partners, the women, have also remained invisible. Worse still, they have been deprived of equitable participation in development and its benefits.

In our search for sustainable development all partners become essential to success. Women, as productive agents for change must be empowered as equal partners. Empowerment means recognizing the value of women's work - as well as their right to, and need for, family planning services.

- World Health
(WHO)

Adult Education News

Annotated Bibliography on Population Education

The Documentation Centre on Literacy and Population Education (DCLPE) of the Indian Adult Education Association has recently brought out an annotated bibliography of books on population education. It also contains list of books on population education which are available in other libraries of Delhi like Institute of Economic Growth, Ratan Tata Library, University of Delhi and the National Council of Applied Economic Research(NCAER).

The first bibliography was published by the DCLPE in February this year.

Extension - The Third Dimension of Higher Education
Report of the Seminar

A two-day All India Seminar on Extension was organised by the Centre for Adult, Continuing Education and Extension, Lucknow University on March 25-26, 1995.

It was an attempt to look at Extension and to explore the scope and fields of Extension in different disciplines being taught in Universities and Colleges.

The Seminar was inaugurated by Shri M Ramchandran, Secretary, Higher Education, U.P. Government. Introducing the theme Dr. JV Vaishampayan, Director, CACEE, Lucknow University, said that the traditional approach was to keep the Universities confined to two activities only: teaching and research but these kept the universities secluded from the community at large. He said that at any time, the number of students going to the universities had always been less than one per cent while only five per cent of the Population had the privilege to go in for higher studies. Thus, it meant that a large section of the society was deprived of higher education. He emphasised that Extension in education was an attempt to take knowledge to the community. It was also mentioned that scope for extension exists in many disciplines being taught in the universities.

Mr. Ramchandran, in his inaugural address stressed the role of regular teaching in the universities. Dr. RP Gangurde, Additional Secretary, UGC, Prof. DD Sharma, Pro-Vice-Chancellor, Lucknow University and Shri JL Sachdeva, Director, Indian Adult Education Association, New Delhi, also spoke on the occasion.

The Seminar was divided into four sessions. The papers presented were from diverse fields like management, philosophy, education, psychology, home-science, adult education, law etc.

The valedictory address was delivered by Prof. MP Singh, Proctor, Lucknow University.

Post Literacy Education and Training Project (PET), Pune

The Indian Institute of Education, Pune with assistance from Unesco, Paris undertook Post-Literacy Education and Training Project (PET) in four selected development Blocks in four districts in different agro-climatic regions of Maharashtra in 1994. The thrust was towards laying down the foundation of community action to plan, conduct and manage post literacy programmes related to the people's socio-economic needs and possibilities of meeting them.

The PET programme visualised the following functions:

1. Remediation : For adult learners having fragile literacy
2. Continuation : For taking literacy achievers beyond literacy norms
3. Using literacy for acquiring four basic skills viz. (i) life skills (ii) survival skills (iii) communication skills (iv) vocational and entrepreneural skills.

The overall objective of the project was to explore the extent to which programmes visualised in APPEAL(Asian Pacific Programme of Education for All) can be tried out in the sample population groups in the four regionally different districts included in the PET project. The APPEAL classification of post-literacy and continuing education programmes is as follows : (a) Post Literacy Reinforcement Programme(PLP); (b) Equivalency Programme(EQP); (c) Income Generation Programme(IGP); (d) Quality of Life Improvement Programme(QLP); (e) Individual Interest Programme(IIP); and (f) Future Oriented Programme(FOP).

The districts which were selected under PET were (a) Ratnagiri, (b) Pune, (c) Jalana and (d) Wardha. One block in each district was selected.

In Ratnagiri, Jalana and Pune the literacy phase had just ended and the post literacy phase has been launched. Through PET volunteers were persuaded to take up remedial work and continuation of literacy through a post literacy Reader. In Wardha, however two years had elapsed between the completion of TLC and launching of post-literacy activities.

It was observed that it would be beyond the capacity of most of the literacy volunteers to undertake instructional activities visualised at the post-literacy stage. But the local officials and non-official agencies involved in TLC showed enough readiness to organise new modalities of education and training in the list of Appeal requirements.

There was lack of coordination of different departments for the cause of the people with the result that quite a good number of schemes do not reach people. The PET project exhibited how dissemination of information of such schemes of rural development reach people and that they are eager to receive them for their own benefit. Through the efforts of PET project, the concerned agencies at government level, voluntary organisations, primary teachers responded well.

PET Workshop

A three day workshop to discuss the outcome of PET Project was held in Pune on April 5-7, 1995. The workshop organised by Indian Institute of Education discussed various facets relating post literacy education and training.

38 delegates representing Bangladesh, Nepal, Unesco(Bangkok) and Governmental and Non-Governmental organisations and Universities in India participated.

Smt. Chitra Naik, Member(Education), Planning Commission, Government of India inaugurated it. Mr. TM Sakya, Educational Adviser and Coordinator, Unesco Appeal, Bangkok spoke on "Role of Appeal in the Promotion of Education for All".

The Workshop discussed the following sub-themes:

a) Post literacy Education and Training : Relevance for Rural Development
b) An APPEAL Perspective on Continuing Education and its links with PET
c) Decentralisation of Educational Administration and Supervision : Curriculum and Resources
d) Continuing Education - Formal, Non-Formal, Institutional and Open Education
e) Rural Employment and Quality of Life Programmes
f) Mobilising Panchayats for Post Literacy Programmes

Conference on Post Literacy Campaign

A two-day Conference on Post Literacy Campaign was organised by the Department of Continuing Education and Extension Work, South Gujarat University, Surat and Dang District Literacy Committee at Ahwa, Dist. Dang on April 22-23, 1995.

The major thrust of the Conference was to plan the post literacy programmes in the West Zone. About 50 delegates from Gujarat, Maharashtra and Rajasthan participated.

Recommendations

The major recommendations were:

1. For propagating the programmes of PLC, Jana Shikshan Nilayam, population education etc. the programmes of Continuing Education based on quality of life should be organised for target group such as community leaders, Sarpanchs, Panchayat members, Talati, Gram Sewaks etc.

2. To strengthen the PLC programme at village level, community centre-cum-library should be opened so that people could make use of it for stabilising their literacy and to continue their education.

3. The materials for TLC/PLC programmes should be as for as possible in local language/dialects. The content should also be based on local surroundings.

4. The existing staff working in the community like Anganwadi workers, Balwadi workers etc. should be involved in the programme as volunteers.

5. There should be provision of some honorarium for volunteers working in the programme along with some incentives like certificate, appreciation letter, etc.

Poverty Leading Cause of Death : WHO

Poverty is the biggest single cause of death, disease and suffering world-wide, the United Nations said in its first survey on the state of the world's health.

More than a fifth of the world's 5.6 billion people live in extreme poverty, almost a third of children are undernourished and half the global population cannot get the most essential drugs, officials said in summarising the 120-page world health report.

Hiroshi Nakajima, Director-General of the World Health Organisation, urged a global drive to wipe out the worst forms of poverty.

"The means exist to give everyone an equal chance of health," Mr. Nakajima said, "What we are lacking are the commitment and resources to apply them so that the goals can be achieved."

Poverty in developing countries means babies are unvaccinated, clean water and sanitation are lacking, medicines are unavailable and more mothers die in child birth.

In industrialised countries, poverty contributes to mental illness, stress, suicide, family breakups and substance abuse, the survey said.

"In some industrialised countries a widening income gap between rich and poor is accompanied by growing differences in mortality." Mr. Nakajima said people live longer in developed countries where income differences have narrowed, he said. Improving the health of nations therefore depends on reducing inequalities both between countries and between the rich and poor within a country, he stressed.

Life expectancy has reached 78 years in Japan, Iceland and Sweden and 76 in the United States.

Some developing countries have only $ 4 per person to spend on health care each year.

In rich countries, five babies out of every 1,000 die before their first birthday. In the poorest nations, 161 die, women in developing countries are 13.5 times more likely to die in child-birth.

Another worry is growing unemployment, it said. Long-term unemployment is creating a new underclass in rich nations, while developing countries lack a social security system for the unemployed.

Previous successes are encouraging, it said, noting a 25 per cent reduction in infant mortality since 1980 and extension of vaccination programmes to 80 per cent of the world's children in 1990. Worldwide, life expectancy has increased by four years to 65 since 1980.

WHO's health goals for the next five years include eradicating polio, measles and tropical guinea worm disease as well as ending tetanus in new born, leprosy and deficiencies in vitamin A and iodine.

International Conference on Adult Education

The Centre for Adult and Continuing Education(CACE), University of the Western Cape, South Africa and the Centre for Adult Education (CAE), University of Linkoping, Sweden will be jointly organising international conference on "Adult Education and Training and its Role in National Reconstruction and Development:Lessons from the North and the South" at Cape Town, South Africa on November 7-10, 1995.

The Conference aims are:

- To reflect critically on the role of adult education and training in the reconstruction and development of South Africa, using the experiences of different countries.

- To develop perspectives on adult education and training that promotes democratic forms of governance.
- To provide an opportunity for adult educators and trainers to network.
- To contribute to the current and future policy formulation and implementation process in South Africa.

Further information can be had from Joe Samuels, Centre for Adult and Continuing Education (CACE), University of the Western Cape (UWC), Private Bag X17, Bellville, South Africa.

Panicker is Dead

We regret to inform our readers about the said demise of Shri PN Panicker in Trivandrum on June 19, 1995. He was 85.

Shri Panicker was initiator of library movement in Kerala and was founder of Kerala Association for Non-Formal Education and Development (KANFED). He was Hony. Director, SRC, Kerala.

Impact of Nonformal Basic Education(NFBE) Programme - Consultation Meeting on Study Design

In almost all the developing countries of the world, including the least developed ones, the last few decades have witnessed a substantial expansion in schooling facilities - more schools, more teachers, more students, etc. Still a very large section of population remains out-of-school and adds to the problem of illiteracy. These persons are usually addressed by programmes of non-formal education, literacy, extension and continuing education, as per their requirement and need.

While provisions exist and opportunities are offered, data and information on the utilization pattern, effectiveness, impact, etc. are generally not available or are found to be not credible enough. Realizing the significance of such evidence, the Literacy and Adult Education Section of Unesco convened at its headquarters in Paris, a two-day meeting on May 11-12, 1995 to discuss a plan for country studies to be launched in African, Asian, Latin American & Arab regions. The meeting was attended by Research & Evaluation specialists from India, Lebanon, Mali, Namibia, Thailand & Zimbabwe. A number of international organisations like UNICEF, UIE, World Education, ILI, CIDA, DANIDA, DSE and distinguished educationists from academic bodies, universities and the Unesco faculty participated. Shri RS Mathur, Additional Director, Directorate of Adult Education, New Delhi attended the meeting.

The discussion and country experiences helped in formulating concrete methodological approaches that could be followed in the conduct of studies on impact of NFBE programmes. The meeting resulted in finalizing the conceptual framework, the operational details, the scope, the indicators, the work schedule and synthesis plan for wider dissemination of results.

It was noted during the meeting that while economic indicators constitute important bases to describe impact, one should highlight the value of social impact which has far greater relevance in bringing about social change. In countries like India where the National Literacy Mission was spearheading Literacy Campaigns on an unprecendented scale, several types of spin-off effects were already getting noticed. Examples were cited of higher enrolment of children in schools, immunization cases registering an increase; women getting organised to get a better deal through their own cooperatives; women succeeding in getting the production and use of ARRAC (country liquor) banned, greater communal harmony and sense of solidarity displayed where people became literate.

Similarly, in Thailand, Namibia and Mali, it was reported that after participating in non-formal education and literacy programmes, the participants felt that they gained 'self-confidence', they became 'empowered', they were now 'less dependent' and were more 'self-reliant' than before. These examples suggest that unless a systematic and planned effort is made to properly and scientifically document them, they may be heard, appreciated and forgotten as solitary and isolated success stories. Empirical evidence, with sound research orientation, would place NFE in good stead and hence the involvement of professional researchers was desired. The proposed studies would give greater meaning and depth to these types of effects and impacts.

When completed, these documents would provide the much needed, credible database and dependable research based evidence on the impact of NFBE programmes on the lives of learners, their families, in their neighbourhood and among their communities. The studies will also indicate the directions in which the programme should move to optimise and enhance impact.

It is expected tht the preliminary results from these eight studies (draft outlines of which are getting ready) will be available by the middle of 1996.

Education Strategies for Women

The four day UNICEF Conference on education strategies for women which ended in Bahrain has called for close partnership of various institutions in order to integrate more girls in basic schooling.

"Unless we organise a strong partnership of various non-governmental and governmental organisations we will not get the huge job done," said Frank Dall, education adviser of the West Asia and North Africa's regional office of the UN Children's Fund(UNICEF).

The data showed that the biggest missing group in education were girls. Mr. Dall said an alarmingly high percentage of girls were pulled out of primary education throughout the region.

Apart from poverty, that was still the main reason for the dropout, traditional values, particularly in rural areas, as well as poor teaching performances and poor curricula, were prime reasons for the problem, he said.

Some 70 experts from educational institutions of 17 countries, including the UN Educational, Scientific and Cultural Organisation (UNESCO) and Save the Children Fund, discussed country case studies as well as global strategies for girl's education.

An action plan was also issued including recommendations to regional governments.

They also recommended that school curricula be more gender sensitive, offer material that was relevant to children in their particular environment and hire more female teachers in the secondary level.

"Due to the fact that a lot of parents find that what their children are taught leads to irrelevance, the content has to reach a level that is broader than the traditional one," Mr. Dall said.

Satyen Maitra Honoured

Shri Satyen Maitra, veteran adult educator and Hony. Director, SRC, Bengal Social Service League, Calcutta has been conferred D.Lit. (Honoris Causa) by Rabindra Bharati University at the convocation held in the university on May 8, 1995.

Shri Maitra is the recipient of the Nehru Literacy Award (1972) of IAEA for outstanding contribution in the field of adult education. Shri Maitra is a member of the Executive Committee of the National Literacy Mission.

Shri Maitra is the founder-editor of Chalti Jagat, a Bengali news periodical for the neo-literates and of Janasiksha Prasange a journal for enhancing awareness about adult education among the educated people.

Roby Kidd Award for Algerian Woman

Mrs. Aisha Barki was awarded the 1993 J. Roby Kidd Award in recognition of her pioneering work in the Arab/Francophone region in North Africa; institution building; developing innovative projects in the field of literacy that have been gender focused; in building a critical mass in a relatively difficult location and context.

Mrs. Barki is founder and first president of the National Organization for the Eradiation of Illiteracy. She has been tireless in her work for the organization whose projects now cover 40 provinces including desert and rural areas. She currently oversees the work of 300 literacy centres for male and female learners of all ages.

She first started her work with a public and media campaign where she exposed the problems of illiteracy on radio, television and in the newspapers, and began recruiting volunteers to work in the organization.

Content

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Content

The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education visualized as a continuous and lifelong process. It directs its efforts towards accelerating adult education as a process, a programme and a movement.

The Association co-ordinates the activities of various agencies--Governmental and voluntary, national and international--engaged in similar pursuits. It organises conferences and seminars and undertakes surveys and research projects; it endeavours to up-date and sharpen the awareness of its members by bringing to them from all over the world expert views on, and experiences in, adult education. In pursuit of the policy, the Association has instituted the Nehru Literacy Award and Tagore Literacy Award for Women's Literacy, for outstanding contribution to the promotion of adult education in the country. It has also instituted the Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of eminence.

The Association has brought out many publications on themes relating to adult education, including the Hindi editions of several UNESCO publications. It brings out the Indian Journal of Adult Education, Proudh Shiksha, Jago aur Jagao and IAEA Newsletter.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers' Education Associations and the Asian-South Pacific Bureau of Adult Education. Its membership is open to all individuals and institutions who believe in the aims and objectives of the Association.

Its headquarters are located in the Shafiq Memorial at 17-B, Indraprastha Estate, New Delhi- 110002.

Indian Journal of

Adult
Education

- **Family Literacy : A Theory for Practice**

- **Community Integration**

- **Role of Social and Economic Awareness in Sustainable Development**

- **Education and Women's Empowerment**

- **Role of Literacy in Panchayati Raj**

प्रौढ़ शिक्षा

Indian Adult Education Association

Content

The Indian Journal of Adult Education, first published as a monthly in 1939, is brought out now as a quarterly by the Indian Adult Education Association. The Journal has special interest in the theory and practice of Non-formal Education with special reference to the relationship between Adult Education and Development. Contributions on a wide range of themes within this broad framework are welcome. The Journal is particularly interested in current experiments in the field.

Contributions should be accompanied by either a stamped, self-addressed envelope or by International Reply Coupons. The average length of a manuscript should normally be between 1500 and 2000 words; in exceptional cases, longer articles can be accepted. Mimeograhped, Zeroxed or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2" margin, on foolscap size paper. Footnotes and references should come at the end and not on every page.

Contributions and other correspondence regarding advertisements, subscription rates etc. should be addressed to the Editor, Indian Journal of Adult Education, 17-B, Indraprastha Estate, New Delhi- 110002, India .

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Editorial

Various efforts to reduce the gap between the haves and havenots, the educated and illiterates, the modern and traditional have not so far given the desired results. Serious efforts are needed to narrow the gap. For this, development programmes should aim at elimination of poverty, satisfaction of basic needs like food, shelter, drinking water, health and education. But these needs could effectively be met if science and technology are so geared that masses get benefitted. There are difficulties in interpretting science to the common men and women because of lack of direct contact with them. With the massive efforts being made in spread of literacy and post literacy, it is the right time to create scientific temper in the neo-literates and other members of the community.

It is a fact that science is benefitting selected pockets of people while the majority of the people still remain rooted in ignorance and superstitions with suspicious attitude to new advances. Adult Education can play a significant role in cultivating scientific temper so that an attitude of enquiry and curiosity is created.

In the post literacy and continuing education phase there is an urgent need to create a scientific climate so that peoeple get involved in various issues of science and technology which affect their lives. The promotion of science and technology can not be accelerated unless awareness of the importance of science and technology in modern life is created in the general public. There are many ways to create awareness. But an important and effective mean is to disseminate information through an easy and understandable reading material which could build an enquiring and rational mind.

The Indian Adult Education Association is committed to disseminate information on science and technology to the masses for creation of scientific temper so that the quality of life is upgraded.

The IAEA through its periodic and book publications is disseminating information and knowledge to the common man. It organised recently a Writers Workshop to orient the writers of neo-literate materials on principles, methods and techniques of poplarising science and technology among the people. The material produced by the writers and being published by the Association will be a useful addition to the literature on science popularisation.

The creation of scientific temper should be an important integral part in our endeavours to promote post literacy and continuing education. Though it is a difficult and long drawn process, yet it should be undertaken with determination. This is the need of the hour.

H.S. Bhola

Family Literacy :
A Theory for Practice

The decline of the family (1) and the prevalence of illiteracy (2) have been two of the most persistent concerns of nations in the world community in recent years. Perhaps it was inevitable that these two concerns should have combined into what has come to be called *Family Literacy*.

Family Literacy in the American Setting

While some forms of Family Literacy programs may have been unselfconsciously implemented at other times, in other places (3), the term Family Literacy seems to have been coined in the United States sometimes in the 1980s. In the American setting, several other concerns have come to intersect with the two original concerns of the family and literacy, among them: workforce training, the assimilation of new immigrants, women's empowerment, school restructuring, and some others.

The mission statement of The Barbara Bush Foundation for Family Literacy catches the spirit of the movement of Family Literacy in America, thus: "to establish literacy as a value in every family in America by helping parents everywhere understand that the home is the child's first school, the parent is the child's first teacher, and reading is the child's first subject; and to break the intergenerational cycle of illiteracy by supporting the development of literacy programs that build families of readers (4)." The status of theory and practice of Family Literacy in America, as of 1990, is described in an ERIC report written by Ruth S. Nickse (5). Family Literacy can be described as a movement that accommodates family literacy centers, intergenerational literacy and day care programs, parents reading programs, women's literacy, parent and child education, home and school programs, workplace literacy, library outreach, read together programmes, book discussion forums, home instruction programs, reading to children at bedtime, and several others.

Family Literacy: The International Scene

The World Symposium on Family Literacy (WSFL), a child of the International Year of the Family, was held at UNESCO House, Paris during October 3-5, 1994. It was meant to be an important opportunity for Family Literacy workers from around the world to come together to share experiences, discuss problems, increase understandings, reflect on possibilities and, in solidarity, build professional networks

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in furtherance of a movement of Family Literacy. It was clear from the presentations and discussions at the WSFL that the idea of Family Literacy, American-style, had no doubt travelled to Canada, Western Europe, Australia and New Zealand. It was also clear that the new label of "Family Literacy" was attractive to participants from most others nations, developed and underdeveloped, in Africa, Asia and Latin America. However, too many of the participants at WSFL were simply describing their long-established literacy programs from a new, though still ambiguous, framework of Family Literacy. Theoretical developments in the area of Family Literacy seemed to lie in the future (6).

Looking for a Theory of Family Literacy

All facts are, of course, theory-laden. All practice is guided by theory, howsoever, artless or artful. There had to be a theory or theories of Family Literacy, implicit or explicit, in the practices we have listed above.

Family Literacy: Living on Borrowed Theories

Theories to guide practices in Family Literacy have come from a multiplicity of sources, among these: cultural anthropologists and sociologists studying family systems and structures, cognitive scientists, adult educators, linguists and reading theorists, theorists of bilingualism and teaching of English as a second language, theorists of early childhood education feminists, and proponents of empowering and liberational literacy. This theoretical borrowing has been complemented by pragmatic understandings of the problems of the family, the school, the workplace and the community that were crying for solutions.

Todd's Model of Family, Literacy, and Development

Emmamuel Todd's study, *The Causes of Progress*, published in English translation in 1987 (7) can serve as an excellent beginning and a generative core for a promising theory of "family literacy for development." The Todd study was conducted in the tradition of historical anthropology of development. It is much more than merely insightful and intuitive, and the author does indeed find warrants for his theoretical assertions in extensive statistical data on literacy rates relating to several cultures around the world.

Todd begins by asserting that development is a process of cultural development, in other words, development is "intellectual rather than material (p. 2)." He asserts also that "cultural variables must be considered as independent of such economic indicators as national product, production of raw materials or output of energy (p. 7)." He roundly rejects the economic model under which economic transformation is supposed to bring political transformation, demographic transformation and rise in literacy rates. In its place, an anthropological model of development is offered

according to which the "family structure", as defined by Todd, is considered primary. Certain progressive family types, defined by rise in age at marriage (particularly of that of females in the family), take positive action towards rise in cultural development which correlates statistically with literacy rates in the society. Literacy then leads, first, to political transformation, second, to demographic transformation, and, third, to economic transformation -- in that order (p. 132). A "modernization of the mind" made possible by literacy, precedes economic development which is "nothing other than the effect of human intelligence applying itself to the transformation and improvement of its material environment (pp. 3-4)."

The family structure which is the core and the crux of Todd's model is actually the structure of authority within the family. The two dimensions of the structure of authority are (i) verticality (a more acceptable term for authoritarianism!) in relationships between parents and children and (ii) feminism -- not of the mid-20th century variety but rather an anthropological feminism, of equal relationships of brothers with sisters, and husbands with wives. Anthropological feminism means that women are not treated as children within the family and that they share authority within the family with males.

The defining condition for the existence or absence of anthropological feminism is the length of the period between birth and reproduction, especially for females, in the family. The longer this period is, the longer is the time available to female children and adolescents to learn and thereby to accumulate cultural capital to invest in their own lives as well as in the lives of the families in which they grow, and the families they will raise. In the process of actualizing cultural potential, literacy seems to be inevitably acquired as a universal tool. Literacy, of course, has significance not only for the individual and the family but also for the society. Indeed, the measurement of the spread of mass literacy which is, in a sense, a measure of "the advance of the average mind, rather than the evolution of advanced philosophical, religious or scientific techniques produced by the most gifted brains (p. 4)," is the best measure of development in a society.

Todd's Model and the Agency of the State. Todd's model emphasizes "elementary human relationship, of contacts between one individual and another, between parent and child, or among neighbours (p. 176)." In practice, his model eliminates the role of such social factors as, in Todd's words, "Society, the Nation, class structure, the economy, the State." Todd does qualify the above statement, however. The "autonomous" role of the State may have looked to him illusory not because it does not exist but because its effects are not always visible within the schedules of State-sponsored three- to five-year plans for socio-economic and political change. In a historical-anthropology analysis of causes of progress that covers, at least, intergenerational time, the doings of the State may seem inconsequential.

Towards a Systems Theory for the Practice of Family Literacy

In the following, we build on Todd's model of historical anthropology to develop a systems-theoretic model for the practice of Family Literacy.

In constructing this model, the central importance of the family is accepted. The family is seen to shape the personalities and identities of family members. Under the best conditions, it is seen as establishing the horizons for individual self-esteem and foundations for personal mental health. The family teaches right from wrong, and the graces of good behavior. It establishes the delicate balance between self-control and reckless abandon, mutual trust or paranoia, narcism and self-esteem, frugality and ostentation, between consumption of economic and cultural goods and between sexuality and sublimation. It socializes family members to acquire tolerance for difference; and it models roles for would-be fathers and mothers, as well as the patterns of relationships of power between genders and across generations. The persons and personalities shaped within families, in their practice of everyday relationships, then invent structures and cultures that determine the existential quality of communities and the character of the state and the civic society.

In our theory of Family Literacy for Development, Todd's concept of different family structures generating differential cultural potential and development is placed within the systems and structures of *Society, school*, and *workplace*. These four are indeed real social entities and they do engage in encounters and interactions with the family; and howsoever weak and ineffectual the results, these systems, and institutions do seek to create conditions that influence the inner structures of the family itself.

The above places us in disagreement with Todd in regard to the role of the State in social transformation. The State is not seen by us as completely ineffective, but is viewed as an important agency for promoting planned change in economic, social, political, educational and communication structures, though we fully see *the need for the State or any other agency engaged in promoting such structural changes to plant their initiatives for change in the fertile ground of cultures, involving development of the mind, and seeking formation of new mentalities*. The State will indeed be expected to create conditions in which family structures would change both by legislation and emulation.

One other aspect of the model presented below should be indicated: it combines literacy with nonprint media of radio and television which have become such important modes of dissemination in this global village where electronic reach has become a substitute for geographical contiguity in the dissemination of information and cultural norms and structures.
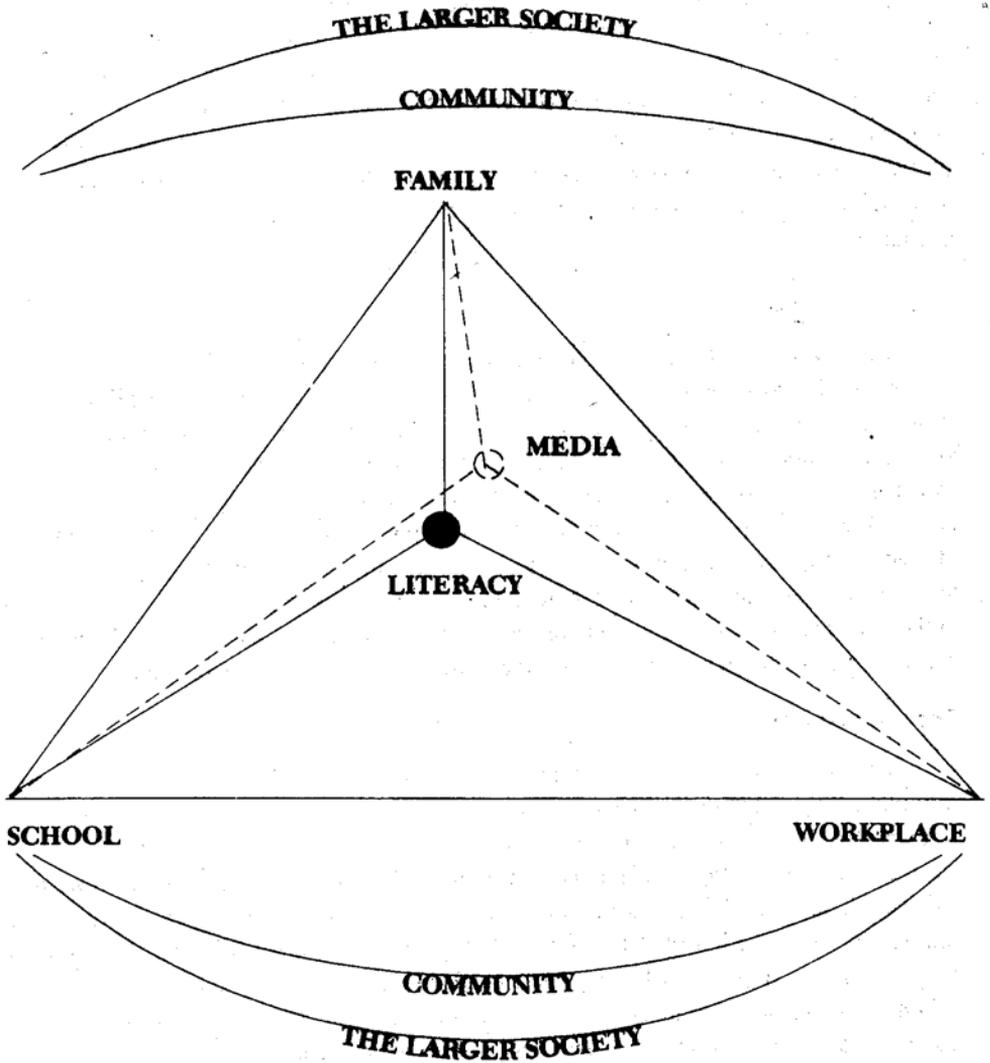
Figure: Family literacy for development: interrelations among family, school, workplace, and community. (Bhola, 1994)

The Substance of Systems; The Critical Curriculum

Too often in systems analysis, we analyze social systems as if they are no more than geometrical figures floating in some social space, but without social *substance*. We should, of course, pay attention to the substance of systems and structures -- their ideologies, political cultures, social structures, and to the network of economic relationships within them. Such interest in the substance of systems will also help us pay attention to curricular questions (in regard to the content of both instruction and ideology) as we design situation-specific systems models of education and extension.

The Larger Social Systems

In looking at the larger social-structural systems within which the family is placed, we have to realize that there are contradictory forces at play in all societies. While there may be several pro-family policies in place, there may be many more anti-family policies already entrenched within the system. Feudalism, colonization, and capitalism all, at various historical times, have unleashed forces that were highly destructive and abusive of the families of the powerless. Ironically, the entitlement offered by the welfare state had made the break up of the family relatively easier to take both by the male and the female. Low wages keep the family broken and unfixed. What is said here is not, of course, peculiar only to the West. The ongoing deconstruction and reconstruction of the family is a global phenomenon.

The Community

The conceptualization of interrelationships among family literacy, school, workplace, and community obviously makes, at least, an underdetermined communitarian assumption. It assumes a community, i.e., a group of people, living in the same geographical area, imagining themselves as a collectivity of shared norms, laws, and interests. There is also the assumption that families, schools, and workplaces in the community are all connected through and in open and organic relationships. Not all of this may be true and what is true may have to be severely qualified. It has to be understood that the locality (or the community) in the old sense has almost disappeared. The community today may be no more than a physical-geographical location. The family, the school, and the workplace may not be in mutual interfaces. The community may indeed be controlled by others outside the community who may be interested in perpetuating the status quo and not changing the cultural or economic environment of the community.

The Workplace

Today's workplace is not necessarily integrated into the community. All who work at the workplace may not live in the community. The work done at the workplace located in the community may not be work in anyway fulfilling the needs of the

community. The wages earned at the workplace may not all stay in the community either. Since only a small number of workers at the workplace may be local hires, the benefits from the workplace literacy program, if there is one, may accrue only to some families in the community. The lives of the school and the workplace as institutions may never intersect, and there may not be much of a possibility of making that happen.

The School

The modern-day school as a social institution itself has outgrown the locality and the community. The school curriculum is above and beyond the community, using textbooks published somewhere outside, employing teachers trained elsewhere and preparing children and youth for work far away from the community. That is why experiments with community schools has so often failed. The school does prepare children and youth for the workplace because the workplace like the school also serves general national purpose, but the school does not have to interact with the workplace on a day to day bases. The family is similarly neglected because the relationship between the school and the family serves no educational function. The parents typically are unprepared to be able to do much about the school curriculum. Some influence is possible at the margins, but that assumes highly educated middle-class parent who can deal with teachers in a status of mutuality.

Applying Theory in the Practice of Family Literacy

For a literacy program to be called a Family Literacy Program, we would suggest that it should approximate to the following criteria:

1. A Family Literacy program should be conceptually rooted in the social-structural model of Family Literacy presented above. This would mean, of course, that the assumptions of the Todd model of "family, literacy and development" are also accepted by practitioners of Family Literacy.

2. Family Literacy practitioners, in the process of program design, should look at the existing conditions of families in question, in the context of both history and race-and-class structures; and should as well take in view the functions, both latent and manifest, of local institutions -- particularly of the school, and the workplaces -- in relation to those families in the community.

3. Program actions, and curricular objectives and materials should include teaching, in commonsense language, of the meanings of family structures (as defined by Todd); of the necessity of gender equality, and of the consequences of early marriage and early child-bearing; and the advocacy of literacy as *the* tool of learning, and of the accumulation of cultural capital by families. This knowledge should, of course, be complemented by actual learning of literacy skills. Social amelioration should not be neglected: e.g., mending the breakdown of parenting, helping children succeed in

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school, renovation of the family, creating a learning culture in the community, bringing print into the home space through newspapers, almanac, the Holy books will be necessary. Curriculum development should work toward creating a knowledge-laden environment and multiply access to such knowledge for all. It should promote education rather than merely program learning.

4.   Family Literacy programs should address the concerns of the family as a unit rather than of males and females, parents and children separately. If at all possible, Family Literacy programs should be delivered to the family as a whole, making the family as the site for the delivery of services.

5.   Family Literacy programs should be evaluated in terms of the criteria of increments in the family's cultural capital, collective literacy achievements, and achievements of the whole family in various ways.

Saving Practice from Theory!

Practitioners of Family Literacy could say that what is demanded by this model and by the stringent definition of Family Literacy may be quite impossible to implement because of the high analytical and knowledge demands of the model and because of the political realities of working with schools and corporations in communities. "We have a good thing going," they may claim. "Let us save our successful practice from theory!" Some others may exclaim.

Indeed, if the practice of Family Literacy continued as it is, no great harm will come to cause of literacy for development. Those working under the "Big Tent" of Family Literacy have done not just acceptable work but significant work in taking literacy to the disadvantaged. Some people have become literate; some have found steady work where they are using their literacy skills; mothers are helping children with their home work; and some children are enjoying bed-side stories.

Nonetheless, as practitioners, Family Literacy workers have the professional obligation to engage in the dialectic between theory and practice to continue in the process of the mutual validation of theory and practice. Accountability to the publics demands that.

Bibliography

1.   The decline of the family is today a recurrent theme in social scientific literature around the world. The globalization of the family issue is evidenced by the fact that in 1989, the General Assembly of the United Nations proclaimed 1994 as the International Year of the Family, defining its central theme as: "Family: Resources and Responsibilities in a Changing World (Resolution 44/82 of December 9, 1989). See Jo Boyden, *Families: Celebration and Hope in a World of Change* (Paris: UNESCO Publishing / London: Gaia Books Limited, 1993), and the bibliography at the end of the book.

2.   For profiles of literacy/illiteracy around the world, see Geraldo Nascimento,"Illiteracy in Figures," *Literacy Lessons* (Geneva: International Bureau of Education, 1990), published in commemoration of the International Literacy Year, 1990. See also, UNESCO, *World Education Report* (Paris: UNESCO, 1993).

3.   The mass literacy campaigns of Burma (1960s-1980s), Cuba (1961) and Somalia (1973-75) may have had interesting "family" orientations built into their strategies for the delivery of literacy services. See H.S. Bhola, *Campaigning for Literacy: Eight National Experiences of the Twentieth Century, with a Memorandum to Decision-Makers* (Paris: UNESCO, 1984).

4.   *First Teachers: A Family Literacy Handbook for Parents, Policy Makers, and Literacy Providers* (Washington, D.C.: The Barbara Bush Foundation for Family Literacy, 1989).

5.   Ruth S. Nickse. Family and Intergenerational Literacy Programs: An Update of the "The Noises of Literacy". (Information Series No. 342). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education, 1990.

6.   The author had the opportunity of attending the *World Symposium on Family Literacy* (WSFL) organized jointly by United Nations Educational, Scientific and Cultural Organization (UNESCO) and Gateway Educational, Ltd. of USA to mark the International Year of the Family, 1994, and held at UNESCO Headquarters, Paris, October 3-5, 1994. The title of the paper presented by the author at the WSFL was, "Family Literacy for Development: Clarifying Conceptions for Appropriate Actions." The present paper is not a revision of the earlier paper but a completely new formulation.

7.   Emmanuel Todd (Translated by Richard Boulind). *The Causes of Progress: Culture, Authority and Change* (Oxford, England: Basil Blackwell, 1987).

K.D. Gangrade

Community Integration

"Diversity in unity" is a very popular slogan. But in India today "diversity" is more readily apparent than "unity". The most important goal of Indian society is community integration. But community integration is not something that is developed by itself, or by goodwill meetings, or by wishing and talking about. It is a quality of life that emerges in action, as people rub shoulders in common tasks, as people share consciously in common projects, and they seek common goals. And it appears that the more important these latter tasks and goals are to the people concerned, the more intensely they share in the project, the more significant the process of sharing becomes, and the deeper the "feeling" for the community that results.

Consensus v/s Conflict

One may ask what holds community together? What keeps it steady? Or one may ask: what pulls community apart? What makes for change. These alternatives as starting points may appear natural enough. They contain the seeds of controversy. No body can deny the importance of conflict in community. But some take conflict for granted and give their main attention to what they consider the fundamental sources of social cohesion: shared ideas, shared tradition, shared ways of perceiving and understanding the world. These ingredients of social order are in the assumption that every group is held together by tacit agreement on basic rules and values.

The consensus model gives considerable weightage to the persistence of shared ideas. A community forms a cohesive whole to the extent to which its members share a common facticity and a common *ethos* and a common *eros*. To be sure the two do not always coincide. Community ethos is essentially conservative, seeking to preserve a common facticity. Community eros, on the other hand, is essentially progressive, seeking to reach a common goal. A given individual may share fully in the one and reject the other. Each can find concrete expression in a potentially infinite number of forms and symbols. Yet ultimately *ethos* and *eros* are the principles of the integration and criteria of participation in the life of a community. Major social change comes rather slowly and depends on large-scale shifts in attitude and belief. Hence an appreciation of consensus have a somewhat conservative overtone. It seems to suggest that many proposals for change are unrealistic because they do not take into account the underlying structure of community beliefs.

The conflict approach, on the other hands, holds that the most important aspect of social order is the dominance of some groups by others, that community is best understood as an arena of actual and potential conflict, and when things look peaceful,

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it is only because someone is sitting on the lid. Conflict theorists do not ignore consensus and belief, but they emphasize that popular attitudes are often sustained and manipulated by groups in power. They focus attention on who controls the communication media or the education system, and how these controls are used to induce official doctrines.

Two Reasons

A conflict model appeals to proponents of change for two reasons. First, it identifies the potential for change, especially the rise of new groups capable of challenging the existing institutions. Second, the conflict model suggests that strategic shift in power can decisively affect social history. The conflict model also serves as a corrective to over emphasis on consensus. In fact, both the models are two sides of the same coin. It is difficult to identify exclusively with one or the other to achieve goal of community integration.

Three Elements

There are three elements which define the identity and integration of a community. Community, like existence, is a human act, something men do and are. Its identity is again structured in terms of a past and a future and in terms of their fusion in the social perception of the present. To understand the principles of participation and exclusion in a community we need to understand these three elements.

The community integration is based in part on its past, or, more accurately, its facticity. This broad term includes a broad variety of a community's common givens. It does not matter whether the community is one of three men remembering an hour spent together in a group meeting discussing political situation in the Uttar Pradesh or of Indian nation remembering its past suffering or glory. In all cases it is the common facticity which makes a man part of a group, which makes him accept the authority as legitimate, and which leads him to support the acts which perpetuate its common heritage. To participate means to share common memories.

But to participate means also to share common hopes. An individuals identity is constituted not only by his past but also by his aims and goals. The same is true of communities: the cohesion of a community is based not only on a common ethos but also on a common eros, common striving, common aims, common deals. On all levels, to be a member of a community means to give allegiance to a common goal, to accept its demands as normative, and to support the acts of the community which tend to realize it.

Memories and anticipations are building blocks of identity of men and communities alike. The marginal members of a community need not only become aware of the common ethos and eros, but to appropriate them. The difference is a

difference of perception. The out castes see the community memories and hopes as alien, as belonging to others. They are outsiders because they do not see the community ethos and eros as extensions of their individual memories and anticipations, even if they acknowledge them abstractly. The third moment is a community's identity. It is precisely the element of appropriation.

We are aware of the extent and the ways in which human communities through the ages not only articulated common ethos and eros, but also generated techniques of appropriation. This broad category would have to include many and varied educational techniques which communicate the common stock of memories and hopes to the young and marginal members of a community, as well as the acts and the rituals which earn the individual the right of participation.

In the community all three elements: commitment; interpersonal relationship and rationality assume high values. Commitment is high because the individual is bound into a network of social relations. Interpersonal experience is high because the community stimulates and builds upon friendships, informal groups, and family ties. Rationality is high because the individual is largely free to pursue to his own interests. Rational participation in a community differs from interest group rationality, since the community participation strike a balance among a number of goals and values. This is the primary way by which community integration can be brought out. Otherwise, struggle for power divide people and very rarely conflict brings them together despite the fact that "divided they can not stand and even if united they fall". This is so because individual aspirations do not either merge in the party or national goal. Individual must rise above their narrow interests of party politics in the ultimate goal of building the nation.

Amrit Kaur

Social and Economic Awareness as Components of Sustainable Development

The role of social and economic awareness in sustainable development has been discussed under the following four subheads in this paper:

1. Concept of Awareness
2. Determinants of Social and Economic Development
3. Impact of Adult Education Programmes on the Social and Economic Awareness of Adults
4. Strategies for Sustainable Development.

Concept of Awareness

The term awareness has been variously defined. According to Oxford English Dictionary (1961) awareness means, "the quality or state of being aware." As defined by Good (1959) awareness means "the state of being aware; consciousness of a situation or object, without direct attention to it or definite knowledge of its nature." Rao (1979) has defined conscientization as a process of awakening and it refers to learning to perceive socio-economic and political contradictions and to take action against oppressive elements. It promotes in learners a sense of self assertion and self confidence, and is created by posing problems that are actually faced by the people. The Review Committee on National Adult Education Programme (Ministry of Education and Social Welfare, Government of India, 1978) has aptly observed that inspecting the work done in some projects, there is, generally speaking, a lack of clarity, among the workers regarding the meaning and concept of awareness.

According to Rao (1978) "Awareness has got various dimensions like psychological awareness, economic awareness, political awareness and above all physical awareness of surroundings of our ecological nature."

As defined by English and English (1957) awareness means being conscious of something the act of "taking account of an object or state of affairs", or "a parallel activity or process, not directly inspectable and known only by inference, that nevertheless influences a person's behaviour as if it were a conscious process."

Social awareness means knowledge and understanding of social rituals, importance of social gatherings, social customs and desirable and undesirable aspects of these customs. Economic awareness means knowledge and unders-

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standing about better ways of living, readiness to take to new ways of production and cultivation or a commercial or economic view of one's activity.

Determinants of Social and Economic Development

Broadly speaking the economic development of a country depends on two factors – the human factor and the non-human factor. Rao (1970) the then Union Minister of Education and Youth Services stressed that it is the human factor which contributes a little more than 50 per cent of the economic growth. The elements which promote the efficiency of the human factor include awareness, skills and attitudes of all those who are expected to participate in the process of economic development.

In the recent past the economy of all countries of the world has undergone rapid development. An analysis of the economically developed countries makes it quite clear that the human factor has played a much more significant note in their development than those of material resources. The economic advancement of these countries has developed more on human skills and organisational ability than on physical or natural resources. The four stages of the developmental process are awareness, interest, trial and adoption. As a first step the prospective beneficiary is to be made aware of the benefits of the programme, then he is to be made interested, then he is motivated to try and finally to adopt the new practice or technique. Awareness, skills and attitudes of the prospective participants in the programme play an important role. The participants are also the prospective beneficiaries. To ensure their optimum involvement they need to be aware about the economic and social aspects of the development programmes and also that they need to become active for shaping their own destiny. Awareness enhances their level of participation.

According to the Report of the Review Committee on NAEP (Ministry of Education and Culture, Government of India, 1980) the important aspect of awareness is that the poor should become conscious about the fact that, to a great extent, they can shape their own future through the inter-linking of learning, reflections of concrete action. It should also mean that an understanding of laws and a realization that unless organized action is taken, they may continue to be deprived of the benefits implied in the policies and programmes.

As Sujatha (1993) observed the socio-economic development depends not only on the plans, programmes and resources but also on the positive response and full participation of people which in turn depends on their awareness, attitudes, aspirations and perception towards the developmental agencies and the programmes. Mehta (1988) has very cogently stressed that sustainable development requires awareness on the part of the participants about realities regarding the problems and also potentialities which can be explored by individual and collective efforts for solving the problems.

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For social development it is important that there is an awareness of social obligations, an awareness of the fact that being born in society one should not think wholly of oneself. Khajuria and Rahi (1985) emphasized that social awareness can be created among the adults by making them conscious about the values which may be social, economic, moral or religious.

In India, the importance of imparting awareness among the masses was fully realized by the adult education planners in 1978. While formulating the National Adult Education Programme (Ministry of Education and Social Welfare, Government of India, 1978) social awareness was included as one of the three components. The NAEP visualized that mere literacy was not enough. In addition, functional upgradation of adults as well as raising the level of awareness among the poor and the illiterate regarding their predicament was also important. The NAEP visualized that awareness about individual and social problems and development oriented scheme is necessary in order to bring the masses into the centre of developmental activity rather than keeping them at its fringe as passive spectators. An individual can solve his problems and organize planned action only if he has an understanding of social, economic and political millieu which surrounds him. Later, the University Grants Commission (1982) in their Guidelines on Adult and Continuing Education stressed the need of developing awareness generating and general interest programmes with a view to (i) help people become increasingly aware of the social problems in the contemporary world and (ii) promote social, economic, cultural and intellectual enrichment of the community.

In addition to awareness, and the necessary skills, the participants need to have desirable attitudes towards knowledge, towards education and various components of the development programmes. Economic development entails not only investment but also utilization of the facilities created as part of the programmes. If the participants do not have a favourable attitude towards the facilities created under the development projects, the goals of development will not be fulfilled. The role of awareness and attitudes is even more important for social development which may be conceived of as a condition in which people are progressively integrated by means of common values as well as sharing evenly their rights and privileges and also where they are mobilized and motivated. Social awareness is an important contributor towards sustainable development because social awareness and attitudes of the participants involved in the development process play a unique role. Sustainable development can take place only if those involved in the development process not only have relevant knowledge and skills but also have the needful readiness to take to new ways of cultivation and production. Social dimension of development is very critical. Because non-utilization or poor utilization of the fruits of development programmes means a sheer wastage of resources. For example, in India the economic gains which accrued due to Green Revolution have led to more social evils such as drinking

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and drug addiction among the farmers. In the absence of knowledge about proper utilization of increased financial assets, economic development has, in a way, led to social degradation. Over population in the developing countries is to a large extent due to lack of social awareness. The masses are ignorant of the fact that economic resources cannot cope with the increasing number of people.

A large number of policies and plans for economic development have not yielded the desired results because of apathy on the part of the beneficiaries of the various developmental projects. Even in the community projects the involvement of the community is lacking. Inspite of a realization on the part of the planners about the need for collaboration and cooperation of all involved, full involvement of the community members is lacking and several of the so called community projects have remained only government projects.

Although the main thrust of the paper is on the role of social and economic awareness in promoting planned and sustainable development, several other aspects of awareness are also important. For example, political awareness including awareness about rights and duties, legal awareness i.e. the legislations affecting the life of the adults, health and hygiene awareness including awareness about various diseases, nutrition, are also important components of a developmental strategy.

Education is an important determinant of development. Education keeps the man in a state of constant intellectual and technical alertness to face the emerging changes in nation building task. Social scientists have found a direct correlation between level of education and development. The effectiveness of an individual depends upon his level of education and his understanding of the environment which surrounds him. An analysis of the factors which hauled to economic advancement shows that human skill and organizational ability have played a more significant role though even the physical and natural resources and this ability is the result of education of those involved in the productive process. Gunnar Myrdal has also emphasized that advances in literacy and advances in economic development are inter-connected and that the influence of these two factors on each other must be mutual and cumulative. Saxena and Sachdeva (1990) have emphasized that literacy is an essential tool for communication and learning. It is an indication of human progress towards modernisation. In fact literacy is a pre-condition for an individual's own growth and for participation in the process of development. Shirur (1994) has pointed out that to awaken the consciousness of people for working towards social development, it is essential to raise the educational level of the people. The World Education Report, 1991 (Chand, 1992) shows that while adult literacy rate for the world as a whole was 73.5 per cent in 1990; it was 96.7 per cent for the developed countries and only 65.1 per cent for the developing countries. The two continents Africa and Asia with adult literacy of 49.9 per cent and 66.5 per cent are lagging behind both in economic and

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educational development. The South Asian region with an adult literacy rate of only 46.1 per cent is only next from below to the group of least developed countries having a literacy rate of 39.6 per cent. Literacy is only the first step on the long and winding road of development. The long range aim of imparting literacy is to enable the participant to use their newly acquired knowledge and skills for solving their basic economic, social, political and cultural problems. Literacy is recommended because it is a powerful tool for acquiring knowledge and enabling effective participation of the workers of the society in the development process. The Report of the CABE Committee (Ministry of Human Resource Development, Government of India, 1992) has acknowledged the fact that literacy is a powerful tool for acquiring knowledge and enabling effective participation in a democratic set-up. As visualised in the Policy Statement on Adult Education (Ministry of Education and Social Welfare, Government of India, 1978) eradication of illiteracy enables the masses to play an active role in social and cultural change.

The World Development Report (1991) states that by improving people's ability to acquire and use information, education deepens their understanding of themselves and the world, enriches their minds by broadening their experiences and improves the choices, they make as consumers, producers and citizens.

Impact of Adult Education Programmes on the Social and Economic Awareness of Adults

The basic objective of adult education is to promote competencies in adult learners so as to enable them to participate effectively in the new social order. The main task of adult education is to make all adults conscious of their role, rights and responsibilities in the contemporary society. In India the role of adult education in promoting awareness has been fully realized. Social awareness was included as one of the three components in the National Adult Education Programme launched in 1978. More recently, the National Policy on Education (Ministry of Human Resource Development, Government of India, 1986) has stressed the promotion of awareness among adult learners. The Policy Document states that the mass literacy programme would include in addition to literacy, functional knowledge and skills, and also awareness among learners about the socio-economic reality and the possibility to change it. While inaugurating the World Assembly of Adult Education in January, 1986 the President of Argentine stressed the role of adult education in awakening and developing human beings for self realisation and peaceful happy life.

Pillai (1972) found that as a result of the participation in the adult education programme adults had started saving something from their earnings. Reddy (1973) found that literate farmers were more aware about modern agricultural practices than illiterate farmers.

As found by Singh (1977) the farmers who had participated in the Farmer's

Training Programme and Farm Broadcasting Programme were superior in terms of awareness, knowledge and adoption of improved agricultural practices. The results of Venketaiah (1977) showed that participants in adult education programme changed the attitude of the participants towards modern agricultural practices. Parkash (1978) found that functional literacy component of Farmers Training and Functional Literacy had a positive impact on knowledge, attitude and adoption behaviour towards high yielding varieties and that in general Functional Literacy Programme had brought about a positive and significant overall change in the knowledge status, attitudinal level and adoption behaviour with respect to high yielding varieties. Lakshmi and Kalaimathi (1992) found that adult education programme had an economic impact and participation in the programme had enhanced employment position of the participants.

Singh (1993) has reported that participation in the adult education programme increases the economic and political awareness of rural adults and participation had a more facilitating effect in the case of males than females.

The above mentioned studies show that participation in the adult education programme not only enhances the social and economic awareness of adults but also enhances their economic status.

Strategies for Sustainable Development

The main thrust in any planning strategy is to seek full cooperation of prospective beneficiaries in economically viable activities. As pointed out by Singh (1983) a successful development programme is that which is able to create awareness among clients and unite them to solve their problems collectively. Such a programme should enlighten them about their worth as citizens.

While commenting on the strategies of development Dutta (1988) has rightly remarked that the GNP – centered strategy of development envisaged the initial concentration of development effort on modernization and industrialising the urban areas of developing countries. But this development effort did not trigger a spontaneous, self-sustaining process of rural development, as was expected by the economists. This led to critical re-examination of the existing development concepts, theories and practices and resulted in the acceptance of a much broader, people-oriented notion of the nature and objectives of development.

The basic objective of development is to improve the quality of life of all people, fair distribution of the fruits of development, prevention of human exploitation and deprivation and equitable distribution.

Development is lop-sided and inequitable and has resulted in disparties. As early as 1973 Robert McNamara, President of the World Bank said that the benefits of developmental efforts have not reached the people for whom they were meant.

Unless the beneficiaries perceive that a given programme is useful, they do not feel involved in it. Experience has shown that in a developing country like India even very comprehensively planned development programmes have ended up in utter failure because beneficiaries have failed to find them useful in terms of economic gains. It was especially this realization that Farmer's Functional Literacy Project (FFLP) was launched in India in 1968. This programme aimed at linking literacy to development particularly agricultural development.

Promotion of social and economic awareness among the masses is necessary to ensure optimum use of available resources. In fact social and economic awareness is a pre-requisite for sustainable development. If the masses are ignorant of social and economic issues and schemes for their uplift their involvement will not be optimum. Mohsini (1987) has pointed out that illiterate adults are ignorant about all these issues. In the developing countries community support has to be mobilized to compensate for the shortage of resources. To fully exploit the potentialities of the community, all members of the community have to be fully made aware about their own needs and problems, then the various development programmes, the utility of these programmes for them, the various resources of the community and finally the ways in which the members of the community may contribute.

A large number of studies relating to the factors which motivate adults to participate in the adult education programme have revealed that attainment of knowledge and awareness about economic factors is one of the main sources of motivation for the adults. Chahal and Kaur (1991) for example found that knowledge about agriculture was an important source of motivation for participating in the adult education programme and this was more so in the case of males than females. This means that the masses are keen to become aware and especially gain knowledge about the economic aspects of the programmes. To sustain their interest and motivation the planners should in-built this component as part of the development strategy.

In any development strategy development of human resources is a must. The Human Development Reports (1991-1993) have considered human development as the 'process of enabling people to have wider choices. Income is one of those choices, but it is not the sum total of human life; health, education, a good physical environment and freedom of action and expression are just as important'.

One of the pre-requisites of sustainable development is to enable the masses to organize themselves, fight against the growing poverty and strive for an equitable and just social and political order. Unless the masses are aware of the role they can play in shaping their own destiny, the planners can undermine their potentialities. Paulo Freire's concept of education (1985) highlights the fact that the elite necessarily determine what education will be, and the objectives of education

cannot be opposed to their own interests.. Similarly, development programmes are designed not on the basis of the felt needs of the masses but the needs of the masses as perceived by the elite.

To ensure a sustainable development the unit or area selected should be manageable. If the area is too small adequate physical and manpower resources for development may not be available. On the other hand, if the area is too large, it may not be possible to integrate the communities. Serrano (1992) has suggested that to ensure sustainable development the area should be the size of a district or a small province. The existing development paradigms may have to be discarded. Serrano (1992) has further highlighted that the development strategy should ensure that (i) the beneficiaries of development should be the citizens of the area having a common cultural integrity and needs where limits of their environment should be the starting point, (ii) organization should bring about democratization of control and management of resources and the benefits arising therefrom, (iii) development should embrace the whole community, (iv) there should be pluralism and diversity and (v) transformation in one area should be linked to similar processes in other areas.

To be sustainable the development programmes should be based on their needs and problems, progressively integrate all members of the community, where they equally share their rights and privileges, tap the resources of the community and aim at developing the individual as well as the community as a whole.

The strategies for sustainable development should not lose sight of the fact that technology has entered every sphere of life of the individual. The programmes of development should keep in view the existential realities of life of the prospective beneficiaries.

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J. S. Apte

Education and Women's Empowerment

20th century will go down in history as a century of two Great World Wars, of two explosions - atomic explosion and population explosion, of a number of inventions in the field of physical, medical, engineering sciences. The last quarter of this century is marked by a series of efforts towards raising women's status, enhancing their quality of life, bringing about gender equality and gender justice.

1975 - International Women's Year

The first effort on the global level was made in 1975 the year which was observed as the International Women's Year and it had its motto - Equality, Development and Peace. During the year meetings, rallies, seminars, symposia, and conferences were held in all the States of India and in almost all the countries of the world. The main focus of these programmes was on 'The problems of women and long term programmes for their solution'. As a part of the IYW programmes on International Conference on women was held at Mexico in 1975. As a follow-up of the conference that United Nations declared 1976-1985 as the International Decade of Women. A mid decade conference was held at Copanhagen in 1980 to review the programmes undertaken by different countries during the preceding five year period 1976-1980.

Concept of Empowerment

The mid-1980s saw the term empowerment has become popular in the field of development especially in reference to women. As Srilatha Batliwala observed, ''In grass roots programmes and policy debates alike, empowerment has virtually replaced terms such as welfare, upliftment, community participation, and poverty alleviation to describe the goal of development and intervention''. Empowerment has become the key solution to many social problems like high population growth rates, environment degradation, low status of women. The concept of women's empowerment appears to be the end result of a number of important critical discussions, dialogues and debates generated by the women's movement throughout the world and particularly by Third World feminists. The interaction between feminists and the concept of ''popular education developed in Latin America in the 1970s with its roots in Freire's theory of 'conscientization' and influenced by Gramacian thought - ''need for participating mechanism in institutions and society in order to create a more equitable and non-exploitative system''.

Women were considered as a weaker sex. They were given a subordinate status in the Hindu Society, 'She is protected by the father in her childhood, by the husband in her adulthood and by the son in her old age.' The male - dominated the paternal system make

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her survive as secondary member of the family and lower citizen of society. K. Young in his book 'Gender and development: A relational approach' has clearly defined condition as the material state in which poor women live - low wages, poor nutrition, and lack of access to health care, education and training. Position is the social and economic status of women as compared with that of men. Young states that focusing on improving the daily conditions of women's existence curtailed women's awareness of, and readiness to act against, the less visible but powerful underlying structures of subordination and inequality. While receiving material benefits women should not be deprived of their urge to achieve a better role, their will power to reach a higher quality of life and their commitment to an enhanced status in family, community and society.

And its Meaning

'Power' is the key word of the term 'Empowerment' which means 'control over material assets, intellectual resources, and ideology'. The material assets over which control can be established may be of any type - physical, human, financial, such as land, water, forests, people's bodies and agencies, labour, money and access to money. Knowledge, information, ideas can be included in intellectual resources. Control over ideology, signifies the ability to generate, capacity to propagate, capacity to sustain and institutionalize specific sets of beliefs, principles, values, attitudes, actions and behaviour - 'virtually' determining how people perceive, think, and function in a given socio-economic and political environment.

In the developing countries in general and in South Asia in particular, women in general and poor women in particular are 'relatively powerless, with little or no control over resources and little decision making power'. This does not necessarily mean that women are, or have always been, totally powerless. There are a number of incidents, occasions and events in the pre-independence and post-independence India where women have shown their physical power, mental strength, political dominance and decision making capacity. The Chipko movement in Uttar Pradesh, the anti-liquor agitation in Andhra Pradesh, the all women member panchayats in some parts of the country are just a few examples to illustrate the point.

Empowerment in Action

The State of World Population Report 1994 states very clearly, "Empowering women means extending choices, choice about if and when to get married, choice about education, employment opportunities, controlling the social and physical environment: choice about if and when to get pregnant, and ultimately about family size. Empowerment requires that husbands, partners, family members, and communities help to promote a healthy environment free from coercion, violence or abuse, in which women are free to use community services on a basis of equality''.

Role of Women's Education

The need and importance of women's education can hardly be emphasized. It is

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often said that if you educate man you educate an individual and if you educate a woman you educate an entire family. Literacy, formal education, professional education are the different stages of education. A literate women is ready to learn more about the world beyond her home and is willing to interact with neighbours, relatives and friends on matters of her health, her children's education and income generation and saving. Most of women's work in home, field, forest all over the world is unrecognised, unpaid and unmentioned. It is of immense importance that women in the rural, semi-urban areas should have access to economic and labour opportunities through work and career choices. Women will become self-dependent and economically secure. There will be enhanced status for these women. There are a few examples of all female member panchayats, of banks run by women, of small industries managed by women entrepreneurs and of voluntary agencies fully administered and run by women. It is the income generation by women, economic freedom for women which will give an important role for women and a better status for them. 30 per cent seats are reserved for women in village panchayats, municipal councils and municipal corporations. This reservation has to be fully supported by periodic training and workshops for the newly elected and aspiring candidates for these bodies. There has to be a corresponding change in men in general and in male political workers in particular.

Education, employment and empowerment are the three E's for the advancement and progress of the 'decisive half'.

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P.J. Joseph

Role of Literacy in Panchayati Raj

The institution of Village Panchayat is known to India from times immemorial. An autonomous village community was a special feature of the social structure of ancient India. The Kings would interfere as little as possible in the functioning of the Panchayats and thus the autonomy of this peculiar institution was preserved for a very long period until it was destroyed during the period of invasions by the Turks and Afghans.

The duties and powers of the panchayats of ancient India were prescribed in the 'Smrithies' and in Chanakyas's 'Arthashastra' and Shukracharya's 'Nitisara'.

When the British established their rule in India the Panchayats lost their importance and identity and the Panchayat system ceased to exist.

The first attempt of the British Government to revive local self government was made in 1869 when a district Fund Committee was established by the Government of Bombay. It was a nominated body. In 1882, Lord Rippon established local self government in India. District Boards and District Councils were established in Marathwada and Vidharbha. In 1889, The Local Self Government Act was passed.

The next piece of legislation passed by the British Government was The Bombay Village Panchayat Act 1920. Under this Act the Panchayats were constituted into elected bodies.

The British Government appointed Hatch Committee in 1925 and on the recommendation of the committee the Bombay Village Panchayat Act 1930 was passed. That Act empowered the Panchayats to take up various activities.

Although the Panchayats were revived by the British Government, the Panchayats did not in any real sense represent the will of the people and they were vested with little power. The opinions of the Panchayats had no value in the administration of the village by the government. Its sources of finance were very limited. Mahatma Gandhi criticised the role of the British Government in 'Young India' of May 28, 1931. There he wrote "Panchayat has an ancient flavour; it is a good word. It literally means an assembly of five elected members by the villagers. It represents the system by which the innumerable village republics of India were governed. But the British Government...almost destroyed the ancient republics."

Gandhiji was a firm believer in self-sufficient and self-governing villages. 'Under the influence of Mahatma Gandhi, democratic decentralisation with full blooded Gram Panchayats at the grass roots became an integral part of the credo of the Indian National Congress. So the framers of the Constitution could not ignore the role of village

Panchayats. In article 40 of the Indian Constitution, in the Directive Principles of state policy, it is laid down that "the state shall take steps to organize village panchayats and endow them with such powers and authority as may be necessary to enable them to function as a unit of Government."

In spite of the specific provision in the Constitution, the periodic high-minded exhortation of the political leaders and the recommendations of two high power committee, no state took sincere steps to introduce effective democratic decentralization. The laws enacted fell far short of policy pronouncement. The deficient laws were further watered down in the course of implementation. In almost all cases only some of the limited powers and functions were transferred to Panchayats. Some of the powers thus transferred were subsequently taken back by the State Governments.

As India is a very vast country of continental proportions with bewildering diversity, effective democratic decentralization is essential for the efficiency of administration. Centralised planning, quite often, upsets the very purpose because of the diversity of our country.

As the responsibility of organizing the Panchayats was vested with the state governments, different states had different laws and there was no uniformity of pattern in different states of India regarding the Panchayat laws. The states in India were very reluctant to part with powers and so the powers parted with in many states were nominal. After forty years of our Federal Constitution the system of government remained to be centralised. The common people did not have any participation in the government. So their needs were seldom taken care of. The vast majority of the people of India remained poor and illiterate. The dreams of the people of India enshrined in the constitution were not materialised. As given in the preamble of the constitution, our dream was to create a society that is based on justice, social, political and economic. But this remained always a dream. Our determination to introduce free and compulsory primary education for all within a period of ten years was enshrined in the constitution. But ever after four decades of independence the vast majority of the people remain illiterate. Mahatma Gandhi's dream of making the villages self dependent, self sufficient with powers of self governing was also not taken care of. It was in this context that our late Prime Minister Rajeev Gandhi thought of amending the constitution to make the Panchayat Raj a reality. His proclaimed goals were to create a parallel people's democracy at the village level with the intention of having a responsible and responsive government by imparting power to the people. He told, "We can have a responsive administration only if that administration is representative and responsible – representative of the people and responsive to the people." He held that only an insignificant portion of the money set apart for the rural development reaches the hands of the poor beneficiaries. Though Rajeev Gandhi introduced the constitution amendment bill in the Parliament, it could not be passed as there were not sufficient supporters in the Rajya Sabha.

Later when Narsimha Rao became the Prime Minister, he got the 73rd Amendment

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to the constitution passed in April 1993. The passing of the 73rd Constitutional Amendment is a great landmark in the history of Local Administration in India.

The very purpose of constituting Panchayat Raj institution is to make the common people participate in the administration of the villages. So literacy becomes all the more relevant in the context of the 73rd amendment of the constitution and the consequent formation of the Panchayat Raj institution. Before going into that let us discuss the salient features of the Panchayat Raj, envisaged through the constitution amendment.

Hereafter Panchayat elections have to be held every five years. So far state governments used to postpone the Panchayat elections indefinitely for political reasons. In Kerala the term of Panchayats were once extended upto sixteen years and in Tamil Nadu it has been extended to fourteen years. Hereafter the holding of the elections to the Panchayats, every five years, becomes a constitutional obligation of the State Governments.

According to the constitution amendment every state having a population of 20 lakhs or above, should have three layers of Panchayats - one at the village level, one at the intermediate level and one at the district level. The states having a population less than 20 lakhs need to have only village level and district level Panchayats.

One of the most important benefits of the constitution amendment is the formation of Gram Sabhas. Gram Sabha consists of all the voters of a village. Gram Sabha can discuss the development programmes of the village and give guidance to the Panchayats. Here now for the first time all the voters get an opportunity to express their views regarding the development schemes of their villages at a formal meeting. This makes the people's representatives at the Panchayat level more accountable to the people. This will help to form a responsible and responsive administration at the village level. This indeed is a very welcome change. But this very useful provision will become ineffective unless the people are educated and enlightened. In the villages where the majority of the people are illiterate, Gram Sabhas can not function effectively. The illiterate lack self confidence and feel a sense of inferiority and so they are likely to remain silent spectators at the Gram Sabhas or they may not even participate in Gram Sabha meetings. So what is important in this context is to educate and enlighten the common masses who are to be made aware of their duties, rights and responsibilities. They are to be educated and integrated into the mainstream of the society. Then only we will have a responsible and responsive administrative system at the village level.

Another very important provision of the constitutional amendment towards the empowerment of the common people is the rules regarding the reservation of seats at the Panchayats for the weaker sections of the society. The people belonging to the scheduled castes and scheduled tribes shall have seats reserved for them at all the levels of the Panchayats. The number of seats reserved for them will be in a proportion to their population. The offices of the chairpersons of the Panchayats are also reserved for the people belonging to the scheduled castes and scheduled tribes. Here also the number of

offices will be in proportion to their population. One third of the total seats of the Panchayats at all levels are reserved for women and one third of the elected offices of chairpersons at all levels are also reserved for women. The women and the people belonging to the scheduled castes and tribes were always a neglected class who seldom have had chances of holding many positions of power. Now for the first time, key offices of the Panchayat Raj institutions have been reserved for them. This is a provision for empowering the weaker sections of the society. But illiteracy rate is the highest among the women and the people belonging to the scheduled castes and tribes. This can be a hindrance on the way of empowering the weaker sections of the society. The constitutional amendment envisages the transfer of power under twenty nine heads to Gram Panchayats and the chairpersons of the Panchayats will have greater executive powers. So hereafter more of people from the weaker sections will come to occupy more responsible positions. In this context eradication of illiteracy and continuing education become more relevant and significant. Unless illiteracy is eradicated the empowerment of the people envisaged by the formation of the Panchayat Raj institutions will remain just a dream. Only by the eradication of illiteracy and continuing the education of neo-literates we can realize Mahatma Gandhi's dream of Gram Swaraj. Illiterate people can easily be manipulated and exploited. All the educated people in the country have a moral responsibility in trying to liberate the illiterate and the poor and thereby fulfill the dream of the Father of our Nation.

Savita Kaushal

National Open School:
From Concept to Reality

The idea of introducing Open Schooling in the country was first considered in the early seventies. In August 1974, a working group was appointed by the National Council of Educational Research and Training (NCERT) to examine the feasibility of setting up an Open School. At its meeting held on November 15, 1974, it was agreed in principle that there was a great scope for an open school at secondary level as it recognised that the country is facing a persistent problem of school drop-outs. It was also realised that problem of education of girls and children belonging to rural and economically backward communities also deserves special attention. Hence it was felt that an open learning system was essential, where the children as well as adults could take advantage of the opportunities for continuing education at their own convenience and at their own pace.

In November 1978 the Central Board of Secondary Education organised an International Seminar on Open School which was attended by experts on Distance Education of international repute. Consequently, the Open School first of its kind in India was set up by C.B.S.E., New Delhi, in July 1979. The National Open School was established in pursuance of National Policy on Education, 1986 by the government of India in November, 1989 as an autonomous organisation. The Open School of Central Board of Secondary Education was subsumed in the National Open School.

The actual registration in Open School started in 1981-82. In the first session, only 1672 candidates were registered. Taking note on this meagre figure, the Indian Express, though highlighting and appreciating the Scheme gave a headline in its editorial as "Open School an Empty School". From its humble beginnings the National Open School grew tremendously. Currently it has an active enrolment of over 2.0 lakh students literally from each state and union territory of India.

The National Open School (NOS) offers three type of courses namely the: Academic Courses, Vocational Courses, and Life Enrichment Courses. The Academic Courses are offered at three levels - the Bridge or Foundation Course, Secondary Course and Senior Secondary Course. Subjects offered at the Foundation Course level are Hindi, English, Mathematics, Science, Social Science. The subjects offered at Secondary level are Hindi, English, Mathematics, Science, Social Science, Economics, Commerce, Typewriting and Home Science. At Senior Secondary level the subjects offered are Hindi, English, Mathematics, Physics, Chemistry, Biology, History, Geography, Political Science, Economics, Commerce, Accountancy, Typewriting, Stenography, Secretarial Practice, Home Science.

Under the Vocational and Life Enrichment Programmes the courses provided are : Stenography and Typewriting, Secretarial Practice, Electrical Trade, Electronics, Cutting, Tailoring and Dress Making, Refrigeration and Air Conditioning, Library Science, Plumbing, Health Care and Beauty Culture, Jan Swasthya and Paripurna Mahila.

The NOS provides Student Support Services through a network of study centres known as Accredited Institutions (AIs) for academic courses and Accredited Vocational Institutions (AVIs) for vocational courses. The National Open School has 300 AIs located all over India, including remote areas like Nagaland, Mizoram and Sikkim. These institutions carry out activities related to enrollment of students to various courses, distribution of study material, conduct of personal contact programmes, providing counselling and guidance services and assistance in the conduct of examinations and distribution of marksheets, certificates etc. They run classes for the National Open School students on Sundays and holidays. These have proved as a boon to the students as their difficults are removed, they can conduct practicals and their own personal problems bearing effect on their studies are solved at AIs. The AVIs are located in 16 States and UTs and numbered 39 (1993-94).

The transaction of the courses take place through multi-media learning packages. The learning package consists of the curriculum outline, printed self instructional material and the support material. These include essential learning materials such as self instructional material, audio cassettes in languages and student assignments, practical manuals and practical kits in Science subjects.

The NOS was vested on 20th October, 1990 with the authority to examine and certify students registered with it upto pre-degree level courses. Prior to this, examinations for National Open School students were conducted by Central Board of Secondary Education. It offers a flexible scheme of examination. Examinations are held in May and November. A learner can take the examination in one or more subjects (upto four). A student can appear in four subject papers simultaneously or he can appear in parts. The students have to pass four subjects within a maximum period of five years from the date of enrolment. A student is deemed to have passed secondary school examinations, if he secures at least 33 per cent marks in each of the four subjects. Apart from this, Computer Marked Assessment has been introduced from July 1990 onwards. The main objective of Computer Marked Assessment (CMA) is to monitor levels of registered students and to serve as an instrument of continuous assessment which also contributes to the final award for secondary and Sr. Secondary students. The minimum pass marks in computer marked assessment is 25 percent. The students of the bridge course after passing the CMA with at least one language, Mathematics, Science and Social Science become eligible to seek admission in Secondary Course of National Open School.

The profile of the registrants in academic courses indicating course-wise registration, Male-Female ratio, Category-wise distribution, age-wise distribution (session 1992-93) is depicted in the table (Nos. I-IV) given below:

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Table I : Course-wise Registration

Course	Number of Students	Percentage of Students
Bridge	1,260	2.35
Secondary	31,375	58.57
Sr. Secondary	20,932	39.08

Table II : Male/Female Ratio

Male	33,593	62.71
Female	19,974	37.29
Total	53,587	100.00

Table III : Category-wise Distribution

Women	19,974	37.29
Scheduled Caste	7,017	3.10
Scheduled Tribe	3,044	5.68
Ex-Servicemen	207	0.39
Handicapped	337	0.68
Total	30,579	57.09

Table IV : Age-wise Distribution

14-16 years	13204	24.65
17-19 years	22877	42.71
20 years	17486	32.64
Total	53,587	100.00

Source : (Table I-IV) : National Open School, Annual Report, 1992-93, p. 15-17

From the Table (I-IV), it can be seen that of total enrolled students, highest enrolment was in Secondary Course (59%) followed by Senior Secondary Course (39%). The enrolment in Bridge Course was low (2%). Proportionately it can be seen that more male students are getting the benefits of NOS as the ratio of male and female entrants is 63% and 37% respectively. Deprived sections of the society are also aware of the National Open School and are availing its benefits. This is evident from the fact that of the total students 57.09% are women, scheduled castes, scheduled tribes, ex-servicemen, handicapped. Those who are not in a position to join regular schools and do not have the liking

for some subjects like Science and Mathematics have passed secondary school examination through National Open School under its flexible scheme of studies. Now that an Accredited Institution has been set in Tihar Jail, its inmates can also avail benefits of the schooling. It gives them an opportunity to improve their careers within the four walls of the jail. Thus it can be said that National Open School has been successful in reaching out to those who really need its services.

The largest percentage of beneficiaries of National Open School are in the age group 17-19 years (42.7%). These are the people who are, in the real sense, drop outs of the formal system. 32.64 percent candidates are in the age group 20 and above. They are mostly working adults. 24.65% of the learners are in the age group 14-16 years. They may be those who are either denied admission to formal schools or are not in a position to join formal schools or have no facilities of formal schooling.

Students from all states and union territories excepting Dadar & Nagar Haveli and Lakshdweep get enrolled for the NOS courses. The highest number of students enrolled is from Delhi (36%), followed by West Bengal (13%), Haryana (11%) and Uttar Pradesh (8%). The National Open School is also reaching those segments of population where their is real demand for a non formal system of education. The remote areas such as Arunachal Pradesh, Nagaland, Manipur, Sikkim have an active enrolment of 2.33, 2.16, 1.78 and 1.59 per cent respectively (Session 1992-93).

In Vocational Courses 2,887 students (session 1992-93) got enrolled for NOS vocational courses. The highest number of students enrolled for vocational courses is from Delhi (30%), followed by Andhra Pradesh (26%), Kerala (17%) and Uttar Pradesh (8%). Of the total number of students enrolled for vocational courses, 1880 (68%) are male and 1,002 (32%) are female students. There is a good job market for electrical mechanics. This is also evident from the trend of enrolment in these courses. Highest enrolment is in Radio & TV repairing and Refrigeration & Air Conditioning (504 each). This was followed by House Wiring & Electrical Appliances (394).

Thus the National Open School, with its establishment in 1979, infused a new hope and confidence in millions of dropouts, working adults and others living in the remote areas of the country that nothing is lost and they can fulfil their expectations by excellent services rendered by it. It is hoped that with its unique approaches the National Open School will be able to help us in fulfilling our long cherished goal of 'education for all' without physical, social and economic constraints.

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S.K. Jha

B.B. Singh

Interpersonal Communication Behaviour of Terai Farmers of Uttar Pradesh

Oral communication is still regarded as an effective channel of information, as it used to be in the ancient days, especially in rural areas. The village *haat* and the *chaupal*, largely, continue to be the places for exchange of views and news amongst villagers.

Inadequacy of mass media channels, like television, video, films, newspapers, magazines, etc. is still posing a serious problem in the communication of ideas in the Indian condition. Because of low literacy rate in our country, particularly in the rural areas, about 93 per cent of the total sales of the daily newspaper is confined to only 10 per cent of the population. Hence, the obvious course of action open to majority of the people is to gain information through interpersonal communication.

Available researches indicate that personal cosmopolite channels serve as primary sources of information, followed by personal localite channels, and mass-media, respectively as interpersonal channels of communication have established their credibility over other channels.

Similarly, it has been observed that interpersonal channels are widely used sources of information in Indian rural communities, because these channels enjoy the confidence of fellow-farmers to a great extent.

Keeping these things in view, the present study was carried out by the researcher in order to have the knowledge about interpersonal communication behaviour of farmers with the following main objectives:

(a) To assess the extent of use of interpersonal channels of communication, and their credibility.

(b) To find out the relationship between profile of the farmers and the use of interpersonal communication channels.

Hypotheses of The Study

(a) Farmers are heavily dependent on interpersonal channels of communication for gaining information.

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(b) Interpersonal channels of communication are credible among farmers for receiving latest agricultural and developmental news and information.

(c) Farmers of lower socio-economic status group are mainly dependent upon interpersonal channels of communication.

(d) As the literacy rate is very low among the rural people, the farmers are unable to subscribe to any newspaper, magazine or any other form of print media. As a result, they are mostly dependent on the interpersonal channels of communication.

Methodology

The study was conducted in Haldwani block of Nainital district in the state of Uttar Pradesh. Two villages, namely, "Dungarpur" and "Haldichaur Deena" were selected for this purpose. A sample of 100 respondents, 61 from Halduchaur Deena village, and 39 from Dungarpur village was drawn out from the total population of the selected villages. This sample-size constituted 14 per cent of the total population.

Exploratory research design was used for the study. An interview-schedule was structured, and the data were collected through person-to-person contact. Before interviewing the respondents, the interview schedule was pre-tested among 20 farmers having similar background. After pre-testing, necessary modifications were incorporated in the schedule.

FINDINGS AND DISCUSSIONS

I. Communication Skills

Some statements regarding communication traits were asked for the purpose of measuring the communication skills of the respondents, and their responses were measured on a 4-point scale, ranging from rarely (o) to very often (3), which has been presented in the Table 1.

Use of vocal-characteristics, viz. pitch, tone, gestures and postures were found to be good (as reported by majority of farmers). In general, they were found to be good listeners while talking with others; and they frequently encouraged others to raise questions while talking. Similarly, most of them took the help of examples and antecedents to support their views while dealing with others. They also tried to analyse as well as evaluate the problems occurring during conversations.

The respondents, in general, tried to justify their view points logically, besides trying to dominate the proceedings, while talking with others.

Table 1. Responses of respondents regarding the communication-skill being possessed by them (N=100)

Sl. No.	Statement concerning communication skills	Responses			
		Very often (3)	Often (2)	Sometimes (1)	Rarely (0)
1.	Partially listens to what others say?	19	81	-	-
2.	Encourages others to raise questions?	04	85	11	-
3.	Initiates discussions?	06	66	28	-
4.	Illustrates the points by examples and antecedents?	26	46	26	02
5.	Summarises the points being raised??	01	25	50	24
6.	Analyses and evaluates the problems?	58	36	06	-
7.	Justifies logically?	56	21	21	02
8.	Tries to dominate the proceedings?	05	07	49	39
9.	Feels nervous while talking to others?	01 (0)	03 (1)	29 (2)	67 (3)
10.	Proper use of tone, pitch, gestures and postures is done, when required?	-	40	30	30

II. Utilization of Interpersonal Communication Channels

Interpersonal communication channels, in this present study, were categorised into "personal localite channels" (viz. family members, relatives, friends, village-pradhan, neighbours and fellow progressive farmers) and "personal cosmopolite channels" (viz. V.D.O., A.D.O., B.D.O., village-panchayat, co-operative society, university scientists and fertilizer shops).

Almost all of the personal localite sources were utilized by majority of the farmers; but of all the personal localite channels, family members, relatives, and the village-pradhan were found to be the most utilised sources of interpersonal communication.

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Distribution of respondents on the basis of extent of use of various channels of interpersonal communication has been given in Table 2.

Among the personal cosmopolite channels, the V.D.O., the fertilizer shops and the university scientists (in the same order) were found to be the most utilized sources.

Table 2. Distribution of responses with regard to utilization of interpersonal communication channels (N=100)

Category	Sources of information		Extent of use		
			Frequently (2)	Some time (1)	Rarely (0)
Personal	(1)	Family members	100	-	-
Localite	(2)	Relatives	100	-	-
Channels	(3)	Friends	31	69	-
	(4)	Village-pradhan	90	19	-
	(5)	Neighbours	40	60	-
	(6)	Fellow progressive farmers	29	41	30
	(1)	V.D.O. (Village Development Officer)	79	11	10
	(2)	A.D.O.	-	5	95
	(3)	B.D.O.	-	4	5
Personal	(4)	Village-panchayat	-	36	64
Cosmopolite	(5)	Co-operatives	-	9	91
Channels	(6)	University scientists	36	51	13
	(7)	Fertilizer shops	49	49	2

III. Credibility of Interpersonal Communication Channels

Table 3 clearly indicates that out of various channels of interpersonal communication, family-members and relatives have been perceived as "most credible sources" by cent-per-cent respondents followed by the village-pradhan, neighbours, friends and fellow progressive farmers, in that order — as far as personal localite channels were concerned.

In case of personal cosmopolite channels, the "most credible" sources (being perceived by the farmers) were V.D.O., university scientists, and fertilizer shops, respectively.

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Table 3. Credibility of interpersonal communication channels as perceived
by the respondents (N=100)

Category	Sources of information	Degree of credibility			
		Most credibile (3)	Credibile (2)	Somewhat credibile (1)	Non-Credibile (0)
Personal	(1) Family members	100	-	-	-
Localite	(2) Relatives	100	-	-	-
Channels	(3) Friends	13	67	20	-
	(4) Neighbours	19	49	32	-
	(5) Village-Pradhan	90	10	-	-
	(6) Fellow progressive farmers	15	37	36	12
Personal Cosmopolite	(1) V.D.O. (Village Development Officer)	69	17	11	3
Channels	(2) A.D.O.	-	3	7	90
	(3) B.D.O.	-	-	5	95
	(4) Panchayat	-	6	24	70
	(5) Co-operative Society	-	-	7	93
	(6) University Scientists	27	35	30	8
	(7) Fertilizer shops	5	17	56	22

IV. Relationship between Profile of The Farmers and Interpersonal Communication Behaviour of The Farmers

The education-level of the respondents was found to be positively and significantly correlated with their communication skill as well as overall communication behaviour. So was the case with their occupation, social-participation, and the mass media exposure. But, interestingly, the size of the land holding (being possessed by the respondents) was found to be negatively and significantly correlated with the possession of communication skill and overall interpersonal communication behaviour of the respondents, which becomes quite clear from Table 4.

Table 4. Correlation coefficient between independent and dependent variables

Sl. No.	Dependent variables	Independent variables							
		Age	Education	Occu-pation	Land holding size	Family	Social partici-pations	SES	Mass media exposure
1.	Extension contacts and visits	-0.083	0.207*	0.187	0.189	0.183	0.198*	0.258*	0.167
2.	Communication skill	0.198*	0.289*	0.168	-0.198*	0.097	0.201*	0.207*	0.219*
3.	Utilization of various IPC channels	0.187	1.191	0.198*	0.098	0.187	0.219*	0.277*	0.182
4.	Credibility of different IPC channels	0.193	09.197*	0.213*	0.067	0.183	0.223*	0.217*	0.190
5.	Overall interpersonal Communication behaviour	0.203*	0.217*	0.207*	-0.199*	0.189	0.237*	0.314*	0.201*

* Significant at 98 degrees of freedom (at 5% L.S.) at which the value of the correlation coefficient (r) equals to 0.197

Conclusion

The overall development of the villages can be accelerated if the developmental programmes are supported with a sound communication planning and strategy. Communication, especially the interpersonal communication breaks the barrier of isolation, and provides opportunities for popular participation in developmental programmes.

Since the farmers do not have easy access to the modern means of mass communication; and at the same time, interpersonal channels of communication being more credible as compared with mass media channels, it has been found that the farmers are more inclined towards the use of interpersonal channels of communication.

Due to lack of knowledge about the interpersonal communication behaviour of the farmers, the extension workers or the change agents engaged in various developmental projects are not getting the desired result. Therefore, to obtain better results, the extension workers should have adequate knowledge about interpersonal communication behaviour of farmers.

U.P. Adult Education Council
Not a Branch of IAEA

The U.P. Adult Education Council is not a U.P. State Branch of Indian Adult Education Association. The Association has not established any Branch so far.

K.C. Choudhary
General Secretary

J. P. Dubey

Gender Bias and Sustainable Development

Though India is the 3rd largest nation having scientifically and technically quali-fied manpower in the world, the growth has tended to benefit selected pockets of population leaving the rest of the country remaining steeply rooted in superstitions and non-scientific behaviour. A glaring gap is perceived when these achievements are assessed in the perspective of Women as the inventions made so far fail to reduce the age old subordination and drudgery of half of the population that is women in the country. The case of 'Pottery Artisan' provides a suitable example of the bias that is being discussed.

The development approach considers women as beneficiery rather than recognising their role of active participation, planning, management of resources and environment. The strategy of making women a receipient in every developmental effort, may it be household, office, production, health or population issues. This passivity was reinforced in the family welfare strategy again where efforts were made for improving maternal and child health programmes by making available better health facility, nutritional provi-sions, good sanitary conditions for women in order that child survival rate is improved.

The recognition of the fact that a close link exists between the increasing incidence of poverty and deterioration in human environment at Stockholm in 1972 paved the way for correcting the worsening situation through a pattern of sustainable development in 1983. And in 1992 when world leaders met at the United Nations Conference on Environment and Development – an action plan i.e. Global Action for Women towards Equitable and Sustainable Development found expression in full force. This notion of sustainability is controversial because it challanges the basis of traditional development theories and attempt to reconcile human activities with the demands of nature and natural systems.

Sustainable development, as defined by the World Commission on 'Environment and Development', is the development that meets current needs without compromising the ability of future generations to meet their own needs – implies many responsibilities, most important of which is achieving a satisfactory balance between people, food & energy, ecosystems and natural resources. The notion of sustainability, therefore, embod-ies the concept of managing finite resources to ensure access by current and future generations. It is obvious that this concept is in fact practiced by some women and their families in many communities all over the world – as they manage proscribed resources on a daily basis for their families needs. In the reality of their daily lives, some women perpetuate their families and communities by providing them with sustenances – food, water and energy.

Post Nairobi era and Earth Summit 1992 provided the basis for establishment of a vital connection of gender poverty, development and environment. It is of critical importance that gender be addressed in a new paradigm of development with a focus on the human and environmental impact of development policies. The linkages between women, development and environment have to be clearly understood so that in the implementation of sustainable development goals past mistakes due to gender blindness and bias are not repeated. This can be done by examining women's roles in the much broader concept of 'gender' as a socio-economic variable to analyse different gender roles and responsibilities. In such an analysis, a clearer understanding of the different but significant roles played by women (especially in agriculture, forestry, etc) will be attained. Women's roles as managers of natural resources, as farmers, artisans, water and energy suppliers and health providers in many communities can then be fully understood within the socio-economic and ecosystem contexts.

The pattern worldwide shows that the developmental pattern has a relative-bias in favour of men in political, economic and social field. This is perpetuated due to women's unequal access to opportunities either due to low level of education and training or traditional subordination of women. Through the cases of dish-washers, maid servants, colouring labourer in the unorganised textile sectors, potters etc where women are the principle functionary, link of gender-environment and development can be studied.

A Case Study of Two Distant But Occupationally Identical Villages

Two villages, which have been taken up for the study, are in several ways the manifestation of the present day technological advances, women's access to it, consequent lopsided result and further stresses on women's status. One village, that is Panchadeori entirely a countryside, a primary sector subsistence economy, set in the eastern part of Uttar Pradesh with a picturesque sorrounding of nature and less environmental disturbances. The village has a habitation of 150 families and 1040 population of which 300 are women, 240 men and 500 children. The difference in the male-female population is due to large scale migration of rural men towards cities in search of gainful employment and in no case a symbol of favourable sex-ratio. 91 families of the village are engaged in the production of clay pots of various shapes and sizes.

The other village, Bindapur, is an urbanised one in Delhi with a habitation of 1000 families and people are of diverse occupation. Majority of them are migrants from Rajasthan, M.P. and U.P. They are engaged in clay-pot making on a large scale as they have a ready market in the city. Being close to an easily available market has given them a leverage in planning and economising their effort and products to the best of their ability. Since villagers are left with little arable land, in the face of urban expansion, they have to tailor their energy in designing their products to be competitive in market which could fetch enough money and a good quality of life. It's an heterogenous village unlike the other which is endemic.

The process of pot making starts with collection of suitable soil from the far of areas

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as the pressure of food production has increased the arable land in the nearby areas. In the survey it was found that majority of the potters family i.e. Prajapatis, Women are the principle agent of soil collection. Soil, hence collected is broken into smaller bits, to be mixed with water in order that it soaks a good amount of water and moistened to the extent that it is doughed properly through hand and feet. This work has also been found to be not a male domain. No technological input has so far made these tasks simple and less dreary one. The soil, thus, prepared is used either for making clay-tub (Nand) a slow and entirely manual process completed by women and children or put over the wheel for preparation of toys, pots, models etc by the male artisans. Earthen wares thus prepared are put in the open space for drying. Dry pots are given colour, the solution for colouring the pots are again prepared by women and children. Then the pots are put in a small temporary furnace with precaution where locally available energy resources are used. These mainly comprises of fire-wood collected from far off areas, cow dung, dried leaves, husks, straw etc. The furnace is sealed off with a solution of water and cow-dung. In this temporary furnace a huge amount of heat is dissipated and lost for ever. This burning is completed in three days and the pots are recovered from the furnace from the sixth day as it is allowed natural cooling. Now pots are ready for marketing.

In the urban village of Bindapur furnaces has been sophisticated by erecting this structure four to five feet deep inside the earth with a small opening which minimizes heat loss.

Women and children perform 80% of the work which are entirely manual and pose various health hazards. Collection of soil, and energy resources make them to travel long distances as the naturally available forests in the village area has shrunk to almost none and had to depend on sporadically scattered cow dung in the nearby river banks and mango orchards covering bare footed upto six kilometers and spending five to six hours of day. Only the month of July, Aug, Sept, which is primarily a monsoon season they had a respite from this but have to do the marketing in local bazars.

The problems emanating from the application of modern technology has largely been against the women. In case of women of two villages, there are two fold disadvantages to them.

A.   Traditional where women folk of the villages in general are suffering due to religious sanctions, steep poverty, ignorance and forced age old subordination and;

B.   Technological where the development, upgradation of technology has been found to be against them, in form of absence of development of appropriate technology which could be women based, lack of information, declining energy resources, information and time management and sustainable practice   d lack of organised behaviour. More than that they have to do more accessory work in order to keep the supply of mud and fuel to match the increased production of pottery on electric machines which has found acceptance in one of the two villages.

Points of Observations

Development of appropriate technology suitable to the needs of the women artisans in various sectors of economy and other women which constitute half of the territorial population and are victims of both progressive upgradation of technology and regressive effects of its use, and misuse and by products is lacking.

Creating an atmosphere conducive to a healthy communication of information and extension of technologies in order that the gain at one point is not off set by the losses at other which inhances the community participation without a gender bias and promote praxis (knowledge and action).

Access to education and training on a sustainable basis in form of short-term, non-evaluative, problem-solving intervention education can be an effective catalyst in promoting participation in the civic and developmental process, which will ultimately lead to leadership, decision making and empowerment.

The skill based and safe environmental practices education at the local level can equip the women in the better management of their resources and economy which they have already found to be performing with relative accuracy.

Increased access to information on social development, technology, health practices, legal literacy, environmental education, in the form of non-formal educational pattern and intervention of functional literacy can strengthen their skill and empower them to understand their plight and seek solutions on their own.

Establishment of a link, at the level of village, suburbs, town, urban conglomerates, districts, states, nation and global, between gender, environment and sustainable development is the need of hour. Understanding this linkage would provide a basis for planning for an integerated answer to problems, of accelerated uneven pace of development, depleting resources and consequential environmental disturbances.

Modernisation through technology in its accelerated pace had tried to change the society towards a more mechanical, productive and economy based which leaves its scar at various developmental joints and this process is unabated and if not given a proper understanding it could even technolise the human face rather than humanising the technology for a balanced, equity and equality based society.

Adoption and upgradation of technology suitable to the images of women of rural areas and accommodating their voices on the choice and methodology of adoption is a must. A timely intervention by establishing technology transfer centres suitable to the images and voices of the local areas is the answer. And time is not to wait and watch and allow the women folk to suffer and then organise a social protest to stall this developmental process. The cases of Alaknanda disaster and Arrack movement of Andhra Pradesh should always be in the mind of planner and implementor of the developmental programmes.

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Adult Education News

Writers Workshop on Creation of Scientific Temper

The Indian Adult Education Association organised a Writers Workshop on Creation of Scientific Temper in New Delhi on July 18-21, 1995. 20 writers form Hindi speaking areas attended. They represented SCERT, DIET, ICMR, Media, Teachers. Some freelance writers of neo-literate material also attended.

Inaugurating it, Prof. B.S. Garg, President, Indian Adult Education Association said that scientific temper had been there in this country. But, it had been mixed with religion at some places. It had to be taken out of religion and urge in the people to think rationally has to be developed. Prof. Garg said that books on science and technology prepared as a result of his workshop would not only stabilise the reading and writing knowledge of the neo-literates but also provide the needed know how to use science and technology in day to day life. He said that books were better than the audio-video material because they could be referred again and again.

Smt. Nishat Farooq, Director, SRC, Jamia Millia Islamia said that the books on scientific temper should develop curiosity in readers. They should be equipped to put questions to anything told to them.

Shri B.R. Vyas, former Additional Director (AE), Delhi Administration and Member, Executive Committee, IAEA said that the books on science and technology should develop clarity in thinking of the neo-literates.

Earlier, Shri J.L. Sachdeva, Director, IAEA in his welcome address said that fruits of science and technology have reached only to the selected inspite of India being third scientific power in the world. He said that superstition and non-scientific behaviour is very much prevalent in various parts of the country. He said that efforts would be made in this workshop to orient the writers to prepare books which could convey right information to the right people.

Shri K.C. Choudhary, General Secretary, IAEA in his vote of thanks said that science is a systematic knowledge and endeavour should be made to provide that knowledge to the masses. He said newspapers at present were not catering to the needs of neo-literates and the books for them on scientific temper will create the needed curiosity in them.

During the four-day workshop the following topics were covered: Basic Level of Science Knowledge among Masses – A Study at Allahabad Kumb Mela; What is Scientific Temper and Its Contents; Why Popular Science Writing Needed; Writing for Neo-literates – Some Do's and Don'ts; Astronomy for the Common Man; New

Trends in Agriculture; New Trends in Science and Technology; Information Sources for Popular Science Writing and New Trends in Health for the Masses; Biotechnology; Material for Neo-literates - Its Presentation; Chemistry for the Common Man; and Use of Physics in Daily Life.

The resource support was provided by Dr. Gauhar Raza, Scientist, National Institute of Science, Technology and Development Studies; Shri P.K. Madhu, Producer, Times Television; Dr. Biman Basu, Editor, Science Reporter, PID, CSIR; Dr. Dilip Salwai, Editor, CSIR News; Dr. N.C. Jain, Secretary, Indian Science Writers Association; Dr. Manoj Pataria, Scientist, National Council for Science and Technology Communication, Deptt. of Science and Technology; Dr. Varsha Das, Editor, National Book Trust; Dr. Deeksha Bist, Editor, Vigyan Pragati, PID, CSIR; Dr. Sukh Dev, former Head of the Chemistry Deptt., IIT, Delhi; Dr. P.K. Srivastava, Centre for Science Education and Communication, University of Delhi and Shri J.L. Sachdeva, Director, IAEA.

Valedictory Address

Dr. G.P. Phondke, Director, Publication and Information Directorate, CSIR was the chief guest at the valedictory function on July 21, 1995. In his address Dr. Phondke said that the difference between scientific temper and scientific literacy should be clearly defined. He said the scientific temper is to develop rationality and objectivity. The information provided to the neo-literates should have no scope for subjectivity. In science, he said, nothing was adopted without experimentation and asked the writers to verify the authenticity of the material which they wirte for neo-literates.

The Indian Adult Education Association will produce 10 books as a result of the writers workshop.

Nehru & Tagore Literacy Awards for Satya Narayan Pareek and Malati Devi Choudhury

The Nehru and Tagore Literacy Awards for 1995 have been awarded to Shri Satya Narayan Pareek of Rajasthan and Smt. Malati Devi Choudhury of Orissa respectively.

The awards instituted by the Indian Adult Education Association are announced every year on the eve of the International Literacy Day to help the cause of eradication of illiteracy from the country.

Shri Pareek, President, Bikaner Adult Education Association (BAEA) has been selected for 29th Nehru Literacy Award for his outstanding contribution for over four decades in promotion of literacy education among farmers and workers through

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night classes. He founded Bhartiya Vidya Mandir in 1948 to enable workers, government employees to continue higher education. Shri Pareek is actively associated with action research and is Editor of the quarterly "Vaichariki"

Freedom fighter, historian and educationist, Shri Pareek was founder secretary, BAEA (1965-66). He has actively participated in a number of national and state level adult education conferences.

Smt. Malati Devi Choudhury, freedom fighter and social activist, Utkal Navjeevan Mandal, Angul has been selected for Tagore Literacy Award for her pioneering role in promoting education and awareness among women of SC and ST communities for over five decades.

Inspired by Tagore and Gandhi, she has conscientized and empowered women about their rights and responsibilities. Recipient of Jamnalal Bajaj and National Child Welfare Awards Smt. Choudhury established Utkal Navjeevan Mandal (UNM) in 1948 to organise development programmes for women and children. Under the auspices of UNM, the SRC, Orissa functioned during 1978-87.

Smt Choudhury is the ninth recipient of Tagore Literacy Award.

Literate India by End of Century, says Scindia

By the turn of this century India will be made totally literate. This was stated by the Human Resource Development Minister, Mr. Madhavrao Scindia, at the International Literacy Day celebrations in New Delhi on September 8, 1995. Prof. UR Anantha Murthy, President, Sahitya Akademi presided.

Shri Scindia said that 46 million out of 110 million illiterates in the age group of 15-35 years have already been educated through the literacy campaigns. Reiterating the commitment to spend six per cent of GDP on education by the turn of the century, Mr. Scindia said that while IITs and IIMs in the country are second to none in the world, we have to strengthen the base of the pyramid. The thrust area, therefore, is to strengthen the elementary education with an aim that no child in the age group of 6 to 14 years is deprived of education.

In his address, Mr. Scindia said that the various campaigns of the Government like the universalisation of elementary education, total literacy campaign, vocationalisation of education and mid-day meal programme do not only help the children to find their way to school but also make the parents aware of the benefits of schools. He said that in all the literacy campaigns, the main focus is on the female literacy.

Mr. Scindia released a book "Excellence in Literacy" on the occasion. The

Literacy Awards were presented by Mr. U.R. Anantha Murthy to 17 winners of various competitions organised by the Directorate of Adult Education on topics related to literacy. Prof. Murthy in his address emphasised the need to institutionalise adult education and not entirely depending on the campaign approach. He said elementary education will get a boost if education is provided in same set of schools to all children. There should not be different schools for children, he stressed.

A colourful dance programme by school children and ballets on the theme of literacy by Ananda Shanker Production Group and another by Kala Jatha Group, Andhra Pradesh, marked the cultural functions. The Kala Jatha Group from Uttar Pradesh presented the skit "Aadmi Ka Ka".

Second phase of DPEP to be launched

The government will soon launch the second phase of the district primary education programme (DPEP). The states of Himachal Pradesh, Orissa and Gujarat, will be covered by this programme, being funded by the International Development Agency (IDA) to the tune of $425 million.

The three states will choose four or five districts each for the programme, on the criteria that was evolved when the first phase of the DPEP was launched in December last year. Those districts where the female literacy rate is below the national average of 39 per cent and where the total literacy campaign (TLC) was successful and has generated demand for primary education for children will be chosen.

The DPEP is essentially meant to universalise primary education, beginning with 110 districts to be covered by the end of the Eighth Plan. It will seek to improve the standard of textbooks, improve teacher training, build schools and provide educational aids like blackboards and other things. More importantly, its stress is on building capacity at the local level, which in other words means decentralising planning and implementation structure. In this way local officials and participants can be equipped to work without any imposition on them from outside.

The second phase will also involve increasing the number of districts covered in states where this programme was launched last year. Forty two districts in the seven states of Assam, Haryana, Maharashtra, Madhya Pradesh, Karnataka, Tamil Nadu and Kerala, were covered then. West Bengal and Andhra Pradesh, joined a little later with five districts each.

Mission set up to Provide Education for All below 14

A National Elementary Education Mission (NEEM) has been set up in the Ministry of Human Resource Development, Department of Education with the District

Primary Education Programme (DPEP) as its core.

The Mission aims at achieving the constitutional objective of providing free and compulsory primary education to all children below the age of 14 years at least by the turn of the century.

A number of sub missions will be established under the scheme to address critical areas of elementary education such as non-formal education, teacher training, school effectiveness, learner achievement, community participation and management of education.

The NEEM has a general council and a project board and will also have such other bodies and task forces as determined from time to time.

Girls Victim of Gender Bias : Study

Despite being biologically stronger than males, 3,00,000 more girls die annually in India and an estimated one in every six female deaths is due to gender discrimination and gross neglect.

Every year 12 million girls are born in India. Of this, 25 per cent do not live to see their 15th birthday, according to a study undertaken by the National Council of Educational Research and Training (NCERT).

Girls, as compared to boys, are at a greater risk of dying during infancy in the states of Haryana, Bihar, Gujarat, Jammu and Kashmir, Rajasthan, Punjab and Uttar Pradesh, it says.

Higher female mortality rates can be linked to the neglect of females as infants, as children, as adolescents and as mothers. Household distribution of food, health care, education and leisure time are highly attuned to favour males.

Cautioning that female foeticide is a growing menace in the country and could assume significant demographic imbalances if unchecked, the study points out that 40,000 female foetuses were aborted in Bombay in 1984. Of this, 16,000 were aborted in one clinic alone, it adds.

In a particular hospital only one out of 8,000 abortions was performed to terminate a male foetus, the study says. Stating that preference for son was a trans-cultural phenomenon, particularly in Asian countries, it says "the land ownership and concomitant lineage system would be an important factor in high fertility rates and low status of the girl child."

Sex ratio is a powerful indicator of women's overall status. India is one of the few countries in the world where sex ratio is adverse to females. Though the

sex ratio is favourable to males at birth, women outnumber men in most countries on account of being genetically stronger. Biologically, 102 to 107 male babies are born per 100 female babies. However, by the age of 20 the male advantage is neutralised on account of higher male mortality.

But in India, the sex ratio is not only adverse but has declined tremendously since the beginning of the present century, says the study. The 1991 census has registered the lowest ever sex ratio of 929 since 1901.

In 1991, only Kerala had a ratio of 1,040 females to 1,000 males. As per the latest census, only eight states and three Union territories have sex ratio of more than 950.

Of the 44 districts with sex ratio of less than 850, half are in Uttar Pradesh alone. The highly urbanised districts of Greater Bombay, Calcutta, Delhi and Chandigarh also fall in this group. Barring Jaisalmer and Jind, all other districts of Haryana, Uttar Pradesh, Rajasthan and Madhya Pradesh form a continuous belt of sex ratio of 850, says the study.

Jamaica National Literacy Survey

The 1994 National Literacy Survey has been undertaken to measure the extent to which the Jamaican population is literate. The survey found that the literacy rate stood at 75.4%. The level is higher among females (81%) than males (69%). Literacy rates are highst in Kingston, St. Andrew and St. James - the predominantly urban areas. There is an inverse relationship between age and literacy, with literacy being highest (86.5%) amongst the youngest age cohort (15-19). The levels of literacy were highest amongst those people who attended secondary schools, and especially so for those who completed the cycle. Parental background, interest and attitude constitute an important determinant of literacy. The survey established that there is a relationship between the level of literacy and quality of life. Literacy level was also found to vary with income. Jamaica Movement for the Advancement of Literacy (JAMAL) has played a pivotal role in reducing illiteracy since its inception. The discussion focuses on the importance of a 'supportive home environment', addresses the issue of sex differentials in literacy levels and note the incalculable economic cost of illiteracy or low literacy levels at the workplace.

UNESCO World Conference, Hamburg, July 14-18, 1997

The fifth UNSECO sponsored International Conference on Adult Education will be held in Hamburg, Germany on July 14-18, 1997.

The theme is ''Adult Learning in the Perspective of Lifelong Education''.

The first World Conference on Adult Education was held in Elsinore, Denmark (1949), the second in Montreal, Canada (1960), the third in Tokyo, Japan (1972) and the fourth in Paris, France (1985).

Human Rights for All : New Book in Hindi

The Asian South Pacific Bureau of Adult Education (ASPBAE) has recently brought out a publication in Hindi titled **Manavadhikar Sab Ke Liye** (Human Rights for All) edited by Shri GS Chaudhary. It has been brought out in cooperation with Lok Chetna Sansthan, Jaipur.

The book priced at Rs.150/- can be had from Shri GS Chaudhary, Secretary, Lok Chetna Sansthan, 120/129 Sector 12, Mansarovar, Jaipur - 302 020 (Rajasthan).

I.A.E.A. BOOKS IN ENGLISH

The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education visualized as a continuous and lifelong process. It directs its efforts towards accelerating adult education as a process, a programme and a movement.

The Association co-ordinates the activities of various agencies--Governmental and voluntary, national and international--engaged in similar pursuits. It organises conferences and seminars and undertakes surveys and research projects; it endeavours to up-date and sharpen the awareness of its members by bringing to them from all over the world expert views on, and experiences in, adult education. In pursuit of the policy, the Association has instituted the Nehru Literacy Award and Tagore Literacy Award for Women's Literacy, for outstanding contribution to the promotion of adult education in the country. It has also instituted the Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of eminence.

The Association has brought out many publications on themes relating to adult education, including the Hindi editions of several UNESCO publications. It brings out the Indian Journal of Adult Education, Proudh Shiksha, Jago aur Jagao and IAEA Newsletter.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers' Education Associations and the Asian-South Pacific Bureau of Adult Education. Its membership is open to all individuals and institutions who believe in the aims and objectives of the Association.

Its headquarters are located in the Shafiq Memorial at 17-B, Indraprastha Estate, New Delhi- 110002.

Indian Journal of

Adult
Education

* **Participatory Evaluation in
  Adult Education**

* **Analysis of Literacy by
  Social Groups in India**

* **Problem of Dropouts among
  Women Learners**

* **Content Analysis of
  Continuing Education Materials**

* **Problems of Literacy Mission in
  Hindi Heartland**

प्रौढ़ शिक्षा

Indian Adult Education Association

Content

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The Indian Journal of Adult Education, first published as a monthly in 1939, is brought out now as a quarterly by the Indian Adult Education Association. The Journal has special interest in the theory and practice of Non-formal Education with special reference to the relationship between Adult Education and Development. Contributions on a wide range of themes within this broad framework are welcome. The Journal is particularly interested in current experiments in the field.

Contributions should be accompanied by either a stamped, self-addressed envelope or by International Reply Coupons. The average length of a manuscript should normally be between 1500 and 2000 words; in exceptional cases, longer articles can be accepted. Mimeograhped, Zeroxed or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2" margin, on foolscap size paper. Footnotes and references should come at the end and not on every page.

Contributions and other correspondence regarding advertisements, subscription rates etc. should be addressed to the Editor, Indian Journal of Adult Education, 17-B, Indraprastha Estate, New Delhi- 110002, India .

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Editorial

With the enactment of the 73rd and 74th amendments to the constitution, the country has given constitutional sanction to Panchayati Raj Institutions (PRIs). The amendments intend to give empowerment to people and to make them active partner in the development of the country. But mere constitutional provisions can neither make the system effective nor can it bring out new leadership from among the weaker sections. It is the political will and determination of the people that ultimately matter.

The important aspect of the 73rd amendment is reservation of one third seats for women and proportionate reservation for weaker sections. Though women are enthused about their role in PRIs, but they find it difficult to assume leadership role. Women can participate effectively if they are educated, well informed and properly oriented towards the leadership role.

But their meaningful participation would only be possible if they participate actively in their own organisations like Mahila Mandals. The existing women organisations should be strengthened. In areas where they do not exist, the women should be provided necessary support to form their own organisations. Their active involvement in these organisations will increase their confidence and will enable them to participate effectively in the functioning of the PRIs.

Likewise, rural poor should also be encouraged to form their own organisations. The organisations of the poor will develop their personality and promote in them self-confidence to solve their own problems. They will also act as pressure groups to take benefit of various development schemes launched by the Government for their betterment. These organisations will help in developing leadership from amongst the rural poor themselves to participate actively in day to day functioning of the PRIs.

Panchayats should be given responsibility to promote literacy, post literacy and continuing education work. They should be provided funds with due accountability to achieve the desired results. The Village Education Committee (VEC) has an important role in micro-level planning in the village through house to house surveys and periodic discussion with parents. The VECs would have to ensure participation of every child in primary education. The Panchayat can also suitably link literacy with developmental programmes as they have with them funds for development work.

Rajesh Tandon

Participatory Evaluation in Adult Education

Limited Concern

Perhaps the most important starting point in evaluation of adult education programmes is to look at the experience of evaluation itself. The bulk of this experience seems to indicate that evaluation of development programmes in general, and adult education programmes, in particular, has so far been the concern primarily of programme managers and donors. Programme managers are "Worried" about evaluation as a way of defining the nature of programmes, assessing their impact and justifying the use of resources in support of those activities. It is, therefore, not surprising that as part of their responsibilities, many programme managers feel obliged to undertake systematic evaluation efforts.

Another constituency which is concerned about evaluation is that of the donors. There is an increasing demand on donors to demonstrate effective ways of utilizing resources in support of development programmes, in general, and adult education initiatives, in particular. In many cases, these donors are themselves intermediaries, either receiving support from their governments or from the public at large. And in the current context of international relations, there is an increasing trend towards questioning the validity and usefulness of international aid. As a result, it has become obligatory on the part of donors to systematically examine the impact of resources being applied to a variety of adult education programmes worldwide.

Expanding concern

The existing concerns of evaluation have not really translated to the concern of either field educators themselves working in the adult education programmes or to the learners who are directly the "beneficiaries" of such development interventions and adult education programmes. This is the first and perhaps the most crucial challenge in the field of evaluation at this stage. How to encourage educators in the field to look at evaluation as an integral and ongoing part of their own work? How can educators look at their educational efforts in a manner that incorporates in an ongoing way, the process of reflection, analysis, assessment and evaluation? Much of the reality on the ground seems to indicate that this is not the case. Educators in the field participate in evaluation because their programme managers and donors feel obliged to conduct evaluation exercises.

Likewise, the learners themselves in an adult education programme are not actively engaged in an ongoing evaluation of their own experience, their own learning and the impact that learning makes in their lives. Even though learners participate in the evaluations conducted by programme managers, it is more as information providers and respondents than as active agents of their own learning. This is a particular dilemma in adult education programmes. The purpose of that adult education intervention is to promote the learning of such groups and of the community of learners. The real issue, therefore, is how evaluation can be separated from an ongoing process of learning. In the final analysis, evaluation itself is expected to contribute to that ongoing process of learning. Viewed in this sense, participatory evaluation in adult education programmes is the basis of ensuring effectiveness of adult education itself. The purposes of both participatory evaluation and an adult education programme is to support the learning of the group of learners in order for them to transform their own life. This trend of participatory evaluation of adult education programmes can only be promoted and practiced if concrete efforts are made to encourage conditions which will support the active role of the learners and of their field educators in integrating evaluation as an ongoing part of the adult education effort. It is because of this gap, both in conceptualization and in practice, that much of the evaluation efforts in adult education programmes remains

a mechanical exercise of reporting the results of the delivery of the programmes itself. Even though the progress of learners is evaluated, it remains a mere mechanical exercise. It fails to establish the links between that learning and the improvements in the life of the learners themselves.

Purposes

This is the next important issue in the field of evaluation in adult education programmes. It has to do with the definition of the roles and functions of an adult education programme itself. If we look at a broader purpose of adult education then it has to go beyond the learning of the 3R's and another set of skills (in relation to health care or enlargement of economic enterprise, or whatever). Mere learning of the skill of acquiring information as the immediate objective of any adult education programme does not define the broader purpose of intervention in the life of that group of learners, particularly when such adult education interventions are made with the disadvantaged sections of the community. They have to carry a broader purpose with them of improving the lives of the members of that section. How acquisition of new information or skills contributes to those improvements in the life and work of disadvantaged communities through the provision of an adult education programme is rarely explicated or assessed. As a result, the essential delivery of the adult education programme becomes the main focus of any evaluation exercise. It does not help to answer the question whether that adult education intervention itself was appropriately conceptualized and utilized in the ongoing life of the members of the disadvantaged community. Where an adult education programme is seen as a component of professional training and re-training of practitioners, development workers, and adult educators themselves, it may be possible to stop at evaluating the actual learning acquired by the participants. But that is not the case when adult education interventions are aimed at improving the life of disadvantaged sections of the community. In order for evaluation to address this purpose, the planning of an adult education programme must explicitly state the assumptions underlying the design of the programme in relation to its potential impact on the lives of the learners. Many a time programme design makes a set of assumptions. For example, it is assumed that learning of the 3R's will improve access to development resources of that acquisition of new information and skills will result in empowerment of the community. But it is rarely explicated how that new knowledge or skill seems to be resulting in improvements in their life or empowerment, as defined by the programme itself.

Threats

Assuming that an adult education programme is able to make such broader purposes explicit and define the assumptions on which the design of the programme is made, even then there are problems associated with promoting the active role of learners and field educators as agents of evaluation. From our experience several threats to

authentic reflection and evaluation by learners and field educators operate on the ground. The first set of threats relates to the external context in which the programme is implemented. This context comprises the socio-political and cultural aspects of the situation in which the adult education programme is being implemented. By and large, the conditions obtaining in the socio-political and cultural context in a developing country are such that they promote greater reliance on technical expertise and a general develuation of indigenous capacity. As a result, professionally trained and certified evaluators are viewed by people at large as the only competent authority to conduct systematic evaluation. Even when there is an interest in using the results of such an evaluation in improving programme design and delivery, there is an implicit assumption that an evaluation carried out by "experts" is far more valid and authentic than a participatory evaluation exercise which makes the learners and field educators the primary agents of the process of evaluation.

The second set of threats to such an authentic reflection arises from the resource providers. By and large, donors are interested in narrow technical aspects of evaluation which relate to efficient delivery of programme activities and appropriate utilization of resources. In this view, evaluation is seen as an exercise that is conducted after the programme has been implemented, within a narrow time-frame, so that the result of the evaluation can be utilized to prepare the proposal for the second phase of the programme. It then assists the resource providers and donors in justifying continued support to the programme itself. Such an approach on the part of the donors constrains the process of evaluation itself in two significant ways. Firstly, it makes the evaluation exercise a separate event following the programme delivery, thereby discouraging its integration in the planning and actual implementation of the programme itself. Secondly, the time constraint guided by the need to apply the result of the evaluation to the decisions on further funding of the programme necessitates mere examination of efficient delivery and outcome of the delivery of programme itself. It does not provide for the space and the time needed to witness, record and analyse the impacts of the adult education programme.

The third set of threats to authentic reflection and evaluation arises from the nature and the culture of the organization which is implementing the adult education programme. It is our experience that participatory evaluation requires a culture and style of functioning in the organization which encourages questioning, reflection and analysis on an ongoing basis. Many development agencies are not designed in this fashion. Their internal organizational culture and hierarchy tend to reduce the possibility of openness with regard to analysis, questioning and reflections, particularly at the field levels. In such a hierarchical and rigid organizational context, it is not easy, if not impossible, to energize and catalyze a process of authentic reflection and evaluation of ongoing programmes and activities which makes the field educators and the learners themselves the primary agents of such an assessment.

Lastly, the fourth set of threats to authentic reflection arises from the personal

condition of the educators and learners themselves. In our experience, learners coming from the disadvantaged community have a sense of low "self-esteem" to begin with. They consider themselves, as a consequence of decades of domination, incapable of critical reflection and analysis. In fact, they look at their educators and programme managers as the "depository" of all knowledge and thereby the only experts to conduct such evaluation. This is the common characteristic of such learners; in fact, it provides one of the rationales for implementing adult education programmes with them. Therefore, special efforts are needed to help the learners acquire a sense of comfort in becoming agents of their own evaluation and feeling confident to comment on the processes and mechanisms of the adult education programme in which they are participating.

A similar situation obtains with most field educators who, in our situation, are similar in their background and context to many of the disadvantaged learner communities themselves. The only difference in many situations is that field educators are somewhat more literate and have had a little more exposure to the outside world than the learners themselves. But they also have a rather low sense of self-esteem and feel inadequate in undertaking systematic and critical assessment of their efforts and of the programme in which they are involved.

The above issues seems to suggest that a major challenge in promoting participatory evaluation in adult education programmes in our kinds of situation is to demystify the concept of evaluation, and to create favourable conditions for making evaluation an integral part of any adult education programme design and implementation. A promotional role among programme managers, donors, field educators and the learners themselves becomes extremely important as an early step before specific skills or tools of participatory evaluation can be utilized. This is a major adult education project in itself which may help in demystifying evaluation and helping its integration in programme design and implementation. It is this challenge that adult educators need to face as a starting point. If any programme design automatically includes a budget statement of how the resources will be utilized and generated, then it should be possible to make a similar automatic component of programme design, the manner, process and tools by which ongoing and integral evaluation of adult education will be conducted.

M. Thangaraj

Analysis of Literacy by
Social Groups in India

Indian society is arranged in a hierarchical social order. The persons belonging to the Scheduled Castes (SCs) and the Scheduled Tribes (STs) occupy the lowest rung in the caste hierarchy. They are socially and economically exploited by upper castes. Most of them are working as landless agricultural labourers. Physically, Indian villages are divided into two parts. Usually in the main part of the village the upper caste people live with all basic amenities like school, post office, panchayat office, etc. The SCs live separately in a colony away from the main village without such facilities. Total population of SCs was 13,82,23,277 persons; STs was 6,77,58,380 persons and the Non-SC/ST was 63,26,02,331 persons excluding Jammu and Kashmir where Census could not be conducted in 1991. It is significant to note that about one-fourth of the population belongs to SCs and STs in India in 1991.

Literacy rate is an important feature for socio-economic development. No country or nation can become prosperous without high level of literacy rate. Illiteracy is rampant among the down-trodden, viz., the SCs and the STs as compared to the non-SC/ST in India. The main reason for the low literacy among the SCs and the STs was due to the fact that they were forbidden to enter into the school in those days.

Objectives and Methodology

The first objective of this paper is to study the literacy of the SCs, the STs and the Non-SC/ST in India. The second objective is to examine the literacy by sex. The data have been collected from the Population Censuses of 1971, 1981 and 1991. The data on Non-SC/ST have been obtained from the Census tables on a) all population, b) Scheduled Castes and c) Scheduled Tribes. The data with regard to all-India and State levels are also presented in this study. It has been hypothesized that the hitherto socially neglected sections viz. the SCs and the STs are in the process of acquiring education.

Findings

In the analysis of literacy rates, we have to bear in mind that the census authorities have changed the definition for the age of population to be considered for literacy rates. In the previous Censuses, i.e. till 1981, the population aged five years and above was considered for this purpose. The literacy status of each individual was ascertained whether one could read or write with understanding in any of these languages. The ability to read and write with understanding is not ordinarily achieved until one had some schooling or had atleast sometime to develop these skills. Hence the population aged seven years and above was classified as literate or illiterate in 1991 census (Census of India, 1991, Series-1, India, Final population totals, Part-2 of 1992, p. 49).

The distribution of literacy rate as given in Table 1 shows that there is an increase in all social groups in 1991 as compared to 1971. The increase in the literacy rate is high for the SCs and low for the Non-SC/ST. The state level analysis also shows that the rate of literacy has also increased in all states. The literacy rate is low for both the SCs and STs as compared to Non-SC/ST. The state level analysis further shows that the literacy rate is quite high in Kerala for the SCs and the Non-SC/ST; and in Nagaland for the STs. The literacy rate for the SCs and the Non-SC/ST is low in Bihar (15.12 for SCs and 34.36 for the Non-SC/ST); and for the STs in Andhra Pradesh (13.63).

The state level analysis clearly shows that there is no positive relationship between the proportion of population and the literacy rates for SCs. The states like Bihar, Rajasthan and Uttar Pradesh have low literacy rates and high proportion of SCs population to the total population. On the contrary, the states like Assam, Gujarat, Kerala, Maharashtra, Manipur and Sikkim have high literacy rates and low proportion of

the SCs population to the total population. No such clear-cut pattern is observed for the STs and the Non-SC/ST.

The literacy rates have increased for both males and females in all states in 1991 as compared to 1971. The literacy rates have also increased for all social groups. The rate of increase in literacy is faster in the case of females than the males. The literacy rate for males is higher than the females both at the all-India and the state levels for all social groups. The rate of literacy for females is less than half of that of males for the SCs and the STs both at the state and all-India levels. In 1991, the rate of female literacy is too low in Bihar (5.44), Rajasthan (6.49) and Uttar Pradesh (8.31) for the SCs; Andhra Pradesh (6.88), Madhya Pradesh (8.41) and Rajasthan (3.46) for the STs. Although, the literacy rate is high for the Non-SC/ST, yet the difference between male and female literacy rates still persists and the difference is less for the non-SC/ST than the SCs and the STs.

The data given in the table clearly support the hypothesis that the 'hitherto neglected section of the society viz. the SCs and the STs are in the process of acquiring education than the Non-SC/ST. The data also show that the increase in the rate of literacy is much higher for the neglected sections than the Non-SC/ST.

Conclusion

The main reason for low literacy among the SCs and STs in the post-independence era is due to the fact that their children have to take-up some jobs to supplement their family income. However, the literacy rates for the SCs and the STs is increasing at a very high rate after independence due to protective discrimination, such as, free hostel, free supply of books, scholarships, etc. The results of the study indicate the down-trodden sections are in the process of acquiring education at a faster rates and in another 20 years, the difference in the literacy rates by social groups will be reduced sharply. It is hoped that the social inequalities will also come down in the future, as increase in the literacy level will help to break the socio-economic barriers of the oppressed sections in India.

Efforts are being made to achieve total literacy in India through several measures. It is impossible to achieve total literacy rate in India and to eliminate drop-outs without simultaneous eradication of poverty. The government has to pay sufficient attention to rural development to eradicate poverty. In order to achieve high literacy rates and to eliminate drop-outs, the children of all social groups should be given free (both food and shelter) and compulsory education.

Table: 1 Literacy Rates by Social Groups

Persons

Sl No.	India/State	Scheduled Castes			Scheduled Tribes			Non SC/ST		
		1991*	1981	1971	1991*	1981	1971	1991*	1981	1971
	INDIA	30.07	21.38	14.67	23.63	16.35	11.30	47.69	41.30	33.81
1.	Andhra Pradesh	25.89	17.65	10.66	13.63	7.82	5.34	40.94	33.91	27.68
2.	Assam	43.33	-	25.79	39.12	-	26.03	42.91	-	29.36
3.	Bihar	15.12	10.40	6.53	21.39	16.99	11.64	34.36	30.17	23.34
4.	Gujarat	50.49	39.79	27.74	29.67	21.14	14.12	55.34	48.14	40.31
5.	Haryana	30.79	20.15	12.60	-	o	-	-	-	-
6.	Himachal Pradesh	43.73	31.50	18.82	38.74	25.93	15.89	57.87	47.37	36.82
7.	Jammu & Kashmir	-	22.44	11.97	-	-	-	-	-	-
8.	Kerala	69.38	55.96	40.21	48.62	31.79	25.72	79.28	72.50	62.76
9.	Madhya Pradesh	27.72	18.97	12.49	16.88	10.68	7.62	44.22	36.15	28.41
10.	Maharashtra	45.93	35.55	25.27	29.42	22.29	11.74	57.70	50.90	41.95
11.	Manipur	46.81	33.63	26.44	44.76	39.74	28.71	52.78	42.11	35.01
12.	Meghalaya	35.46	25.78	20.38	35.96	31.55	26.45	52.07	44.97	42.42
13.	Karnataka	30.71	20.59	13.89	29.21	20.14	14.85	50.97	42.95	34.36
14.	Nagaland	-	-	-	50.04	40.32	24.01	-	-	-
15.	Orissa	30.19	22.41	15.61	18.10	13.96	9.46	51.77	44.22	35.02
16.	Punjab	33.36	23.86	16.12	-	-	-	-	-	-
17.	Rajasthan	20.57	14.04	9.14	15.28	10.27	6.47	36.05	29.31	23.38
18.	Sikkim	41.16	28.06	17.42	48.41	33.13	-	46.32	34.84	-
19.	Tamil Nadu	39.47	29.67	21.82	23.35	20.46	9.02	58.27	51.01	43.58
20.	Tripura	45.54	33.89	20.51	32.26	23.07	15.03	60.94	53.93	41.06
21.	Uttar Pradesh	21.08	14.96	10.20	28.39	20.45	14.59	36.41	30.45	24.79
22.	West Bengal	34.27	24.37	17.80	22.37	13.21	8.92	54.46	48.12	39.19

Table: 1 (contd.)

Males

Sl India/State No.	Scheduled Castes			Scheduled Tribes			Non SC/ST		
	1991*	1981	1971	1991*	1981	1971	1991*	1981	1971
INDIA	40.24	31.12	22.36	32.50	24.52	17.63	57.59	52.35	44.49
1. Andhra Pradesh	34.39	24.82	15.89	20.11	12.02	8.47	50.57	44.03	37.10
2. Assam	51.62	-	35.00	47.04	-	34.62	50.30	-	37.74
3. Bihar	23.96	18.02	11.92	30.76	26.17	18.45	46.38	43.07	35.34
4. Gujarat	62.32	53.14	39.89	39.37	30.41	21.83	64.94	58.81	50.83
5. Haryana	41.05	31.45	20.88	-	-	-	59.79	-	40.68
6. Himachal Pradesh	53.41	41.94	27.43	51.54	38.75	26.25	67.10	58.09	48.89
7. Jammu & Kashmir	-	32.34	19.17	-	-	-	-	-	25.51
8. Kerala	73.87	62.33	47.07	53.69	37.52	32.01	81.90	77.17	68.91
9. Madhya Pradesh	40.03	30.26	20.58	25.23	17.74	13.05	56.48	49.20	40.77
10. Maharashtra	57.39	48.85	37.02	39.33	32.38	19.06	67.16	62.47	54.07
11. Manipur	53.96	41.94	36.02	52.12	48.88	38.64	64.10	55.17	49.64
12. Meghalaya	44.57	33.28	27.98	38.29	34.19	30.11	58.64	51.86	48.98
13. Karnataka	40.11	29.35	20.73	38.93	29.96	21.71	60.29	53.62	40.99
14. Nagaland	-	-	-	55.06	47.32	30.17	65.59	-	-
15. Orissa	43.03	35.26	25.98	27.93	23.27	16.38	63.50	58.15	49.35
16. Punjab	40.56	30.96	22.94	-	-	-	60.63	-	-
17. Rajasthan	33.23	24.40	16.35	26.27	18.85	12.03	49.71	42.14	34.23
18. Sikkim	47.63	35.74	23.96	55.15	43.10	-	54.43	44.83	-
19. Tamil Nadu	49.23	40.65	32.16	29.50	26.71	13.34	67.72	62.69	56.40
20. Tripura	54.18	43.92	30.32	42.36	33.46	23.60	68.21	62.87	50.40
21. Uttar Pradesh	32.27	24.83	17.13	40.02	31.22	22.51	48.07	42.51	35.32
22. West Bengal	44.45	34.26	25.78	32.34	21.16	14.49	62.44	57.82	49.33

Table: 1 (contd.)

Females

Sl No. India/State	Scheduled Castes			Scheduled Tribes			Non SC/ST		
	1991*	1981	1971	1991*	1981	1971	1991*	1981	1971
INDIA	19.03	10.93	6.44	14.50	8.04	4.85	36.98	29.43	22.25
1. Andhra Pradesh	17.12	10.26	5.29	6.88	3.46	2.13	31.05	23.55	18.05
2. Assam	34.30	-	15.74	30.93	-	17.16	34.85	-	19.89
3. Bihar	5.44	2.51	1.03	11.75	7.75	4.85	21.07	16.40	10.61
4. Gujarat	37.71	25.61	14.95	19.65	11.64	6.15	45.01	36.73	28.97
5. Haryana	18.86	7.06	3.09	-	-	-	36.12	-	17.54
6. Himachal Pradesh	33.73	20.63	9.74	25.70	12.82	5.53	48.43	36.40	24.22
7. Jammu & Kashmir	-	11.70	4.18	-	-	-	-	-	8.43
8. Kerala	65.03	49.73	33.43	43.54	26.02	19.40	76.77	67.98	56.71
9. Madhya Pradesh	14.27	6.87	3.88	8.41	3.60	2.18	30.83	22.01	15.06
10. Maharashtra	33.78	21.53	12.85	19.19	11.94	4.21	47.51	38.50	28.88
11. Manipur	39.45	24.95	15.96	37.08	30.35	18.87	40.95	28.63	19.92
12. Meghalaya	24.37	16.30	11.91	33.62	28.91	22.79	43.18	36.09	33.60
13. Karnataka	20.93	11.55	6.74	19.10	10.03	7.67	41.24	31.85	23.26
14. Nagaland	-	-	-	44.73	32.99	17.68	45.32	-	-
15. Orissa	17.03	9.40	5.17	8.29	4.76	2.58	39.54	29.84	20.37
16. Punjab	25.11	15.67	8.16	-	-	-	48.93	-	-
17. Rajasthan	6.49	2.69	1.25	3.46	1.20	0.49	21.02	15.31	11.41
18. Sikkim	34.27	19.65	9.65	41.02	22.37	-	36.91	22.37	-
19. Tamil Nadu	29.50	18.47	11.32	16.94	14.00	4.48	48.57	39.04	30.47
20. Tripura	36.43	23.24	10.06	21.79	12.27	6.04	53.14	44.41	31.10
21. Uttar Pradesh	8.31	3.90	2.46	15.66	8.69	5.58	23.17	16.80	12.75
22. West Bengal	23.35	13.70	9.18	12.04	5.01	3.09	45.69	37.38	27.62

* Excludes figures of Jammu & Kashmir where 1991 census was not taken.

Sources:

1. Census of India 1991, Series-1, Paper-2 of 1992, Final Population Totals

2. Census of India 1971, Series I-India, Part II-A(ii), Union Primary Census Abstract.

3. Census of India 1991, Series-1, Paper-1, Union Primary Census Abstract for Scheduled Castes and Scheduled Tribes.

4. Census of India 1971, Series-1, Part 1 of 1975, Scheduled Castes and Scheduled Tribes.

5. Census of India 1981, Series-1, India, Part II B (i), Primary Census Abstract, General Population.

6. Census of India 1981, Series-1, India, Part II B (ii), Primary Census Abstract, Scheduled Castes.

7. Census of India 1981, Series-1, India, Part II B (iii), Primary Census Abstract, Scheduled Tribes.

Vandita Singh

Learning and Practice :
A Linear Relationship

Learning and the memory of experience fill our mind with thoughts or cognitions, which give meaning to our existence and purpose to our actions. There can be no mind without memory and no sense of human consciousness without mind. For memory is the mental capacity to store and later retrieve, events that were previously experienced.

Different psychologists have proposed their own methods of learning. One such study method was devised by F.P. Robinson for the maximum utilization of memory. He named it SQ3R method abbreviating Survey, Question, Read, Recite, and Review. The first four steps help in learning the new information, it is through the last step that the memory traces formed earlier are stored permanently and later retrieved whenever required.
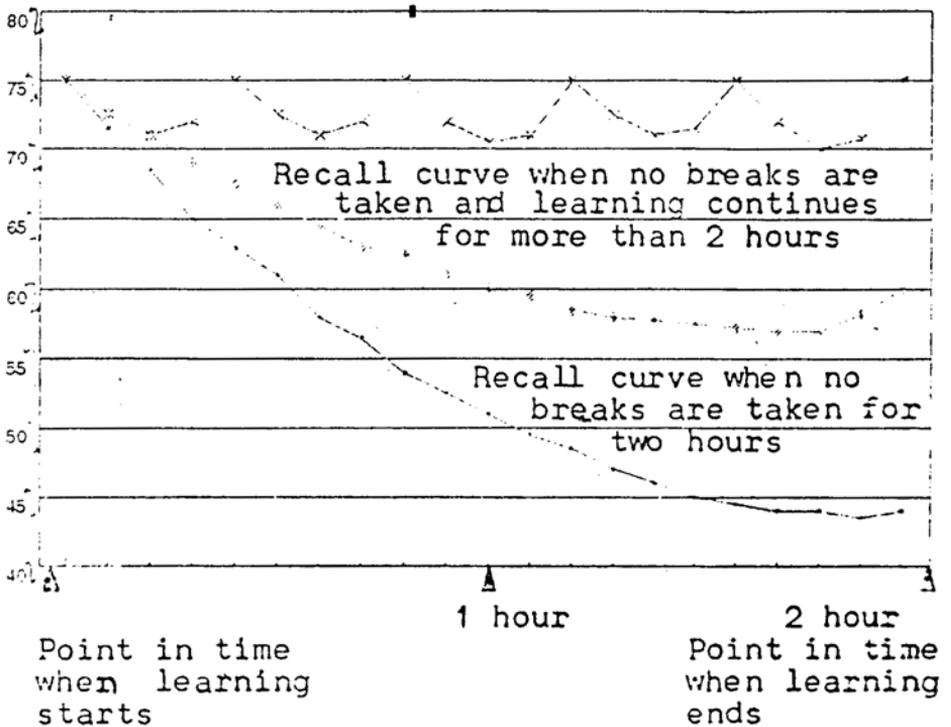
Just as actors learn their parts by frequent rehersals, which require recitation. Similarly a Basket ball player learns to make baskets by shooting them over and over – not by watching others. The same logic goes for any subject, that we study. Reading the book and listening to the teacher are not enough. Something active has to be done in order to fix the material in ones nervous system.

Since long back importance of revision or practice was realised. Hermann Ebbinghaus (1885) has the credit of scientifically exploring the relationship between practice and learning. In this regard a *total time hypothesis* was proposed; it states that the amount learned is a direct function of the time devoted to learning. The second principle states that distributed practice is more effective than massed practice. It doesn't mean that with double the amount of practice would lead to twice as much learning, the relationship between the two is not a simple linear one. It depends upon the quantity of time that is actively spent in learning. Good deal of evidences suggest that learning is better if it is spread over many days, rather than crammed into a few.

While learning we often forget; matter that is not in the beginning or end of the learning period, or that is not in any way outstanding. Thus the entire bulk of the middle section of the learning period is not remembered, while studying a difficult text for forty minutes, it is often experienced that, understanding which was earlier poor, tends to improve in the last ten minutes of reading. At this point one of the two course of action may be opted by the person. Either to stop your studying; concluding that since you have started doing well you can better have a break or to continue with your studies so as to utilize the smoothly flowing understanding.

Many people choose the latter of these two alternatives assuming that if their understanding is doing well all other things will also be going well, but as a matter of fact understanding and recall are not the same. As the time progress while you learn, you will recall less and less of what you are understanding if you do not in some way solve the problem of the large dip in recall that occurs during the middle of the learning period. This memory Rhythm applies no matter what you are learning. By organising the time and through proper revision pattern, a situation can be created which can enable understanding to remain high without giving the memory a chance to sag too deeply in the middle. A break of two to ten minutes after every 30-50 minutes of learning period helps to increase the efficiency. During each break you can allow your mind to rest by going for a short walk, making yourself a light non-alcoholic drink, doing some form of physical exercise, auto-suggesting, meditating or listening to quite music.

Graph No.1

Recall curve when no breaks are taken and learning continues for more than 2 hours

Recall curve when no breaks are taken for two hours

1 hour

2 hour

Point in time when learning starts

Point in time when learning ends

A break after every 40 minutes increases the efficiency. The graph shows the effect of breaks on learning. It shows that if you have four learning periods in a 2 hour sessions, then there are 4 beginnings and 4 ends which corresponds to higher learning and higher memory. Since there are four learning periods the middle drops will be smaller as compared to the drop for single two hour learning period without any breaks.

To consolidate and improve your memory even further, it is advisable at the beginning and end of each learning period to perform a very quick review and preview of what you have learned in the previous learning periods and what you are going to learn in the coming ones. This continuing review/preview cycle helps to further consolidate the information you already have, gives you growing confidence and success as you progress, allows your mind to direct itself toward the next learning target, and gives you a birds-eye view of the territory you are going to explore mentally during your entire learning session.

The pattern of recall after learning contains two surprises: first you retain more of what you have learned after a few minutes have passed since the end of your learning period; Second you loose 80 percent of the detail you have learned with-in 24 hours of having learned it. The rise is beneficial, so you want to make use of it; the decline can be disastrous, so you usually need to make sure that it does not happen. The method for both maintaining the rise and preventing the decline is Review by Repetition.

If you have been studying for one hour, the high point in your recall after learning will occur approximately ten minutes afterwards. This high point is the ideal time for your first review. The function of your review is to imprint the information you already have in your mind, in order to make it more "solid". If you manage to review at the first high point, the graph of recall after learning changes, and instead of the detailed information being lost to recall, it is maintained, as shown in the graph:

Graph No.2
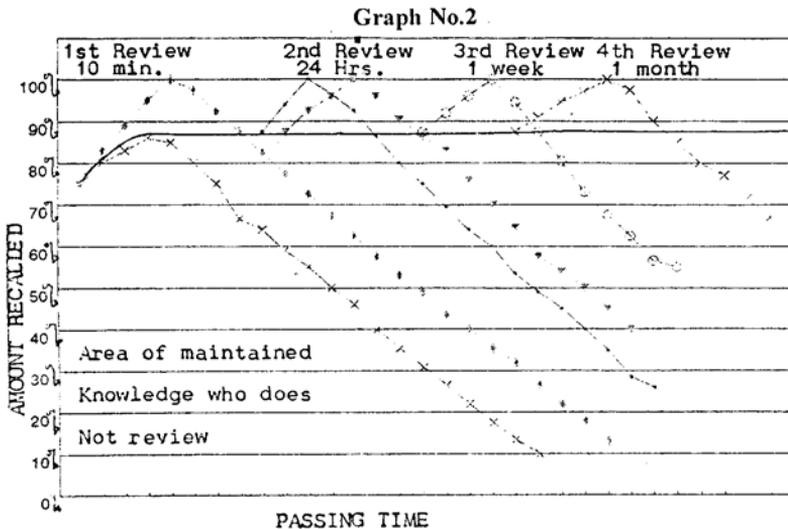
On average, these reviews occur over units of time that are based on calendar elements, i.e. days, weeks, months, years. After the first detailed review each subsequent review should consist of a quick jotting down of basic information in your area of interest and then a comparision of your quick notes with basic notes.

It is often found that people who do not review are continually putting information in and letting that some information drain out. These people will constantly find it difficult to take in new information because the background knowledge they need to understand that new information is lacking. People who do review will find that with the constantly available store of increasing information, new information will slot in more easily.

Human beings are blessed with memory whose capacity is invariably infinite. It is through a well planned efforts that such a disguised treasure can be put to use. However, it has been proved that the task of learning new material becomes easier if it is memorised in association to the material that is already stored. Rehearsal is critical for the permanent storage of information as it leads the learner to establish a rich network of potential paths for later retrieval. Retrieval of required information at a suitable place makes the learning, as a process, complete. It has thus been found that retrieval after learning is maximum in a relaxed state of mind. Thus for efficient learning and retrieval, an intermittent relaxation break should follow as learning period.

Sita Vanka

Education for All — The Problem of Dropouts among Women in the Hyderabad District

In the modern world which is characterised by a vast array of human achievement in diverse fields of knowledge and action, the instrumentality of education as the prime mover of change and development has been obvious. The most critical challenge of the new vision is to reduce gender gaps in learning, especially in countries where female illiteracy rates are much higher than those for males. India is a classic example where the educational status of a vast majority of women is particularly grim. Though there has been a steady increase in the female literacy rates since Independence, the fact that the female literacy rate stood at 39.29% (Census of India, 1991) explains the gravity of the problem. The total number of illiterate women in .the country (age group 7 & above) increased from 182.91 million in 1981 to 200.53 million in 1991 as against the increase in the number of illiterates men from 120.90 million in 1981 to 128.36 million in 1991. The statistics clearly reveal that the increase in the number of female illiterates is more than double that of men. The fact that the female illiterates constituted 60% of the total illiterate population and 193 districts in India have a female literacy rate of less than 20% and the coverage of women through adult education centres is only around 41% is evident of the acute situation.[1] Moreover, the rural-urban, category-wise, and regional variations compound the problem. Andhra Pradesh, with a female literacy of 32.72% (Census, 1991) presents an equally challenging situation.[2]

The government of India has been initiating and implementing various programmes to ameliorate the situation. The NAEP of 1978, the NPE of 1986, the NLM of 1988, the ongoing Total Literacy projects in the context of Education for All by 2000, are all efforts in this direction. Special emphasis is being placed on the coverage of women in all these programmes. Taking clue from the policies and programmes, the state of Andhra Pradesh, is taking an active part in the eradication of illiteracy, laying special emphasis on women's literacy. Unfortunately, many people are not availing the facilities provided under the adult education programmes and even the learners are dropping out from the adult education centres (AEC's). These segments of illiterates are posing a threat to the success of the project. Hence, special efforts are needed in this direction to make the non-participants to participate and to sustain the participation of dropouts in the programme.

Psycho-technical and psycho-sociological studies indicated that the attainment of literacy is primary to the revolution in mental structures and the development of

attitudes and perceptions which a modern citizen needs. Literacy brings about a "mental revolution" of the kind needed in the modern society. The role of attitudes and beliefs in affecting the human behaviour is thus undisputed. An unfavourable attitude stops them from participating in the programme, as is evidenced in the adult education programmes through the dropout phenomenon. Hence a need arises to carry out studies in order to understand and set right their disbeliefs, negative attitudes and misconceptions. The present study is an attempt in this direction and seeks to examine the reasons for their withdrawal from the AEC's in three implementing agencies of the Hyderabad district. An attempt was also made to understand their attitudes and perceptions towards the programme, their motivation to rejoin the AEC's, etc.

Methodology

The sample was drawn from three implementing agencies – the Government centres, the UGC sponsored Osmania University's "Centre for Adult, Continuing Education and Extension" (CACE&E) and a voluntary agency to the cause of women- MARPU. Care was taken to see that the selection of centres was done to facilitate comparison among the agencies. The centres were selected on the basis of three criteria; a) that all centres were in operation for atleast three months continuously; b) that all the centres are in proximity to each other in distance, so that the programme is administered in the same environment and facilities. c) That all the agencies agreed upon a broad understanding of the programme objectives within a given time-frame. In all, 70 centres were selected. It was decided to cover atleast two dropouts from the environs of each of the AEC. However, at the time of the data collection, only 101 dropouts could be contacted, as most of them have migrated. Thus, 41 from the Govt. centres, 40 from the CACE&E and 20 from MARPU formed the sample. The results of an informal interview with the respondents is analysed in two sections: personal and social background and their reactions and opinions.

Personal and Social Background

A significant personal factor which influences women's participation is "age". The distribution of the dropouts by age reveals that a majority of them belonged to the 21-30 age-range. (Table-1)

Table-1: Agency-wise Distribution of the dropouts by age

Sl.No.		Govt.	CACE&E	MARPU	Total
1.	20	13(31.7)	11(27.5)	6(30.0)	30(29.7)
2.	21-30	18(43.9)	21(52.5)	9(45.0)	48(47.5)
3.	31 & above	10(24.3)	8(20.0)	5(25.0)	23(22.7)
	Total	41	40	20.	101

(Figures in parenthesis indicate percentages)

The programme aims at educating the backward communities. The study indicates that a majority of the sampled dropouts were women from the backward communities. (Table-2)

Table-2: Agency-wise distribution of the dropouts by Caste/Category

Sl.No.	Caste	Govt.	CACE&E	MARPU	Total
1.	S.C.	9(21.9)	11(27.5)	8(40)	28(27.7)
2.	S.T.	4(9.7)	--	6(30.0)	10(9.9)
3.	B.C.	14(34.1)	13(32.5)	4(20.0)	31(30.6)
4.	Others	14(34.1)	16(40.0)	2(10.0)	32(31.6)
	Total	41	40	20	101

(Figures in parenthesis indicate percentages)

One of the frequently pointed out reasons for dropping out from the AEC's is the "occupational" factor, which makes a demand on the time and energy of the women to attend the AEC's. The occupational distribution of the sampled women revealed that they were engaged either as casual labour (39.6%) or had either petty trades or business (37.6%). (Table-3)

Table-3: Occupational distribution of the sampled dropouts

Sl.No.	Occupation	Govt.	CACE&E	MARPU	Total
1.	Casual labour	12(29.2)	16(40.0)	12(60.0)	40(39.6)
2.	Industrial "	2(4.8)	4(10.0)	1(5.0)	7(6.9)
3.	Business/Trades	19(46.3)	14(35.0)	5(25.0)	38(37.6)
4.	Housewife	8(19.5)	6(15.0)	2(10.0)	16(15.8)
	Total	41	40	20	101

(Figures in parenthesis indicate percentages)

The personal-social background of the sampled women, thus indicates that they belonged to the target group in terms of age, caste/category, and they were engaged occupationally in something or the other.

Opinions and Reactions

Since the dropouts were those learners, who were exposed to the AEC for sometime, it is but natural for them to have joined the AEC with some expectations. In

response to a question relating to the reasons for joining the AEC and the perceived benefit from the programme, a majority of them (77.2%) indicated that they had joined the AEC with the objective of learning reading and writing skills. Table-4 lists the reasons as reported by the sampled dropouts for joining the AEC.

Table-4: Reasons as reported by them in the three agencies to join the AEC

Sl.No.	Reasons	Govt.	CACE&E	MARPU	Total
1.	Reading/Writing	34(82.9)	32(80.0)	12(60.0)	78(77.2)
2.	Persuasion	3(7.3)	4(10.0)	2(10.0)	9(8.9)
3.	Gen. Knowledge	2(4.8)	1(2.5)	4(20.0)	7(6.9)
4.	Other reasons	2(4.8)	3(7.5)	2(10.0)	7(6.9)
	Total	41	40	20	101

(Figures in parenthesis indicate percentages)

The reasons possible for the phenomenon of dropping out could be deduced from their responses. Four major reasons, which are more personal in nature could be accounted for their dropping out from the programme. Lack of time for educational activity due to the compulsions of labour outside home for their livelihood (29.7%) appeared to be the major reason for their withdrawal from the AEC. Social inhibitions and discouraging environment in the family (23.7%) also prevented them from attending the AEC. The household drudgery which caused tiredness, allowed no time for the women to learn (19.8%). Having learnt to cope without literacy, a significant portion of the women withdraw due to the non-utility of learning (12.8%).

No reasons were, however indicated, excepting inconvenient timings (0.9%) which related to the AEC's. It could also be seen that the responses were uniform, if the reasons were taken agency-wise too. (Table-5)

The dropouts withdraw from the programme on account of a variety of reasons, but they cannot be allowed to stay away from the AEC's. They should be motivated to rejoin the AEC's. As for their conditions and expectations to rejoin a majority of them ruled out the possibility of attending the AEC's in view of their compulsions (79%). The rest, however indicated such factors as co-operation from the household; income-oriented programmes; relief from the household drudgery; useful learning material; etc. It could be thus understood that atleast some are willing to rejoin the AEC's under satisfactory conditions.

Conclusion

The personal-social data of the sampled dropouts reveals that they were well

Table-5: Reasons as reported by the women for dropping out from the AEC's

Sl.No	Reasons	Govt.	CACE&E	MARPU	Total
1	Family problems	12(29.2)	8(20.0)	4(20.0)	24(23.7)
2.	Domestic work	8(19.5)	7(17.5)	5(25.5)	19(19.8)
3.	Ill-health	2(4.8)	1(2.5)	1(5.0)	4(3.96)
4.	Shyness	2(4.8)	6(1.5)	1(5.0)	9(8.9)
5.	Non-utility of learning	6(14.6)	7(17.5)	..	13(12.8)
6.	Labour outside home	10(24.3)	11(27.5)	9(45.0)	30(29.7)
7.	Inconvenient time	1(2.4)	--	--	1(0.9)
	Total	41	40	20	101

(Figures in parenthesis indicate percentages)

within the target group in terms of age, caste/category and their exposure to the AEC would certainly enrich them occupationally as a majority of them were engaged in some activity or the other.

Absence of proper environment building and unawareness of the benefits of the programme has affected their motivation to continue their learning process[3]. The study revealed that the dropouts' perception of the benefits of the programme was restricted to literacy skills alone. If education is for the empowerment of women the "literacy" approach to education will not help the women.

The socio-economic[4] and personal reasons[5] hindered their participation in the AEC's. The time consuming responsibilities of women – at home and in supplementing the income of the family – resulted in lack of time and energy for any educational activity. The result is, literacy was neither a felt need of the poor women nor it was perceived as a central skill to help improve their lives. The motivation and interest to continue the learning process was lost due to their immediate socio-economic burdens. The implementing agencies' failure to offer powerful motivating factors for their continuance against the heavy odds suffered by them, demotivated them. Proper motivation helps reduce dropout rate, promotes their participation in the programme and helps in the better performance of the agency.[5(a)] However, it has been established that motivation and interest for education can be sustained only when the learners realise the "welfare" equivalence of the programme and its outcome. The role of the implementing agency in

creating a learning environment conducive to such realisation that they demand education rather than forced or persuaded to learn, appears to be the only alternative, to motivate and guarantee their participation. This task does not appear to be impossible in view of the success stories of groups of women, who not oflly successfully organised themselves for participation in learning, but also initiated and implemented social action programmes. The anti-arrack campaign in Andhra Pradesh, the mass cycle rally in Tamil Nadu, the Mahila Samakhya Project of Karnataka and Gujarat, Panipat ki chouthi ladai in Haryana, are all but a few examples of women's power and involvement in social revolutions. The study reflects the total failure of the agencies concerned to mobilise the women, (as some of them were housewives) and make them participate in income-generating activities through their co-operative effort, which would solve their economic problems. Finally, the efforts of the voluntary agencies and the university students in mobilising the women should also be considered not only to reduce the gender disparities in education, but more so to realise the dream of "Education For All" by the year 2000.

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M. Soundarapandian

Total Literacy Campaign and Drop-outs in Primary Schools

Introduction

In countries with large scale adult illiteracy such as ours, mass literacy campaigns are most effective method, to tackle the problem in a short time frame. This is the experience of mass literacy campaigns all over the world. Mass Literacy Campaigns in India, known as Total Literacy Campaigns (TLC) were taken up, starting in Ernakulam district in Kerela in 1989 and few other states in 1990. At present, in Tamil Nadu, the first phase of the campaign was completed in 19 districts. The Tamil Nadu would become the second major 'Total Literate State' in the country by the end of 1996.

Increased access to primary schools and reducing dropout rate in India are the targets for elementary education in the Eighth Plan (1990-95). The plan underlines the importance of reducing dropout rate between I to V and I to VIII from the existing 46 per cent and 60 per cent to 20 per cent and 40 per cent respectively. The All India School Dropout rate has been higher among girl students than boys for the past three years though there has been a decrease in the overall dropout rate.

Tamil Nadu had a dropout rate of 20.32 at the primary school level against 44.37 which was the national dropout rate for 1990-91. The corresponding dropout rate for girls was 22.68 for Tamil Nadu against the all India rate of 47.61. At the primary school level, Tamil Nadu's dropout rate was the third lowest during the three years (1990-91 to 1992-93) with only Goa and Kerala performing better than Tamil Nadu.

The National Literacy Mission (NLM) had taken efforts to motivate the parents not to take their kids out of school through the TLC and Post-Literacy Campaign (PLC). In the Total Literacy Districts, there has been a reduction in the dropout rates in primary schools. A report of the District Collector/President of Arivoli Iyyakkam (1992) showed that after the implementation of TLC in Kamarajar District of Tamil Nadu, there is a considerable reduction in the school dropout rate. This is significant because the district has a number of child labour working in match and fire works industries. Therefore, it is necessary to study the impact of TLC in Kamarajar District. The present study attempts to analyse the rate of dropout among school children from I standard to V standard in Kamarajar District before and after implementation of TLC i.e., from 1990-91 to 1993-94.

Methodology

Kamarajar District was purposively selected for the study. The district has 1167 primary schools, 162 middle schools, 67 high schools and 71 higher secondary schools. For the administrative convenience, the district was divided into three educational divisions, namely, Aruppukottai, Virudhunagar and Sivakasi. The study was conducted in the Aruppukottai Division. Of the 5 Blocks in the Aruppukottai Division, 2 Block – Trichuly and Aruppukottai were selected, since these two blocks are economically developed blocks.

The study aimed to collect the primary data from the all 151 primary schools in two blocks. Due to non-availability of records in schools and unwillingness of Headmasters, the primary data were administered from 120 rural and TLC dominated area schools. These 120 schools were considered as sample schools.

Secondary, data regarding the school details, strength of teachers, strength of students etc., were collected from the office records of Chief Educational Officer, Virudhunagar, District Educational Officers, Aruppukottai Division and Inspector of Girls Schools, Virudhunagar. Primary data was collected from the primary school Headmasters through interview method in the Aruppukottai Educational Division of Kamarajar District.

The study covered the period of four years 1990-91 to 1993-94. The TLC was implemented in the Kamarajar District during the period 1991-92. In order to compare the school dropouts in primary schools before and after implementation of TLC, the study analysed the four year performance of the primary schools. The field survey was conducted with the school Headmasters during the period of December 1993 to January 1994.

RESULTS AND DISCUSSION

Schools in Aruppukottai Division

Aruppukottai Educational Division administers 3 taluks (Trichuly, Aruppukottai and Sattur) school administration and it covers the 5 blocks. The School details of this division are presented in Table 1 and 2.

The Aruppukottai Division includes more than 80 per cent primary schools (435) of the total schools. Of the 435 primary schools the panchayat union/municipalities administer the 323 schools in this division. The domination of private aided schools are comparatively low in Aruppukottai Educational Division.

Students' strength in Aruppukottai Division

The total strength of students in primary schools and middle schools of Aruppukottai Division in 1993-94 are exhibited in Table-3.

Table-1 – School details in Aruppukottai Division (No. of Schools)

S. No.	Schools	Govern- ment	Panchayat Municipal	Private Aided	Private Unaided	Total
1.	Primary Schools	3	323	109	-	435 (80.71)
2.	Middle Schools	-	39	22	-	61 (11.32)
3.	High Schools	17	-	3	1	21 (3.89)
4.	Higher Sec. Schools	13	9	-	-	22 (4.08)
	Total	33	371	134	1	539 (100.0)

Note: Figures within parenthesis denotes percentages.

Table-2 Primary and Middle Schools in Aruppukottai Division

Sl. No.	Blocks	Govern- ment		Panchayat		Private Aided		Private Unaided		Total
		P	M	P	M	P	M	P	M	
1.	Aruppukottai	-	-	6	6	26	5	87	11	98
2.	Kariapatti	-	-	70	9	28	4	98	13	111
3.	Trichy	1	-	39	2	24	7	64	9	73
4.	Narikudi	1	-	74	9	12	4	87	13	100
5.	Sathur	1	-	79	13	19	2	99	15	114
	Total	3	-	268	39	109	22	435	61	496

Note : P - Primary   M - Middle

Table-3 : Strength of students in primary school of Aruppukottai Division (No. of students)

Category	Government School		Panchayat Municipality School		Private aided School		All Schools		Total (Percentage)
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	
Primary School									
Boys	172	-	13,300	1,218	8,010	12,882	21,482	14,100	35,582 (51.30)
Girls	160	-	13,701	1,162	7,103	11,652	20,964	12,814	33,778 (48.7)
Total	332	-	27,001	2,380	15,113	24,534	42,446	26,914	69,360 (100.00)
Middle School									
Boys	-	-	15,272	1,757	2,177	3,939	17,449	5,696	23,145 (57.07)
Girls	-	-	10,380	1,740	1,513	3,777	11,893	5517	17,410 (42.93)
Total	-	-	25,652	3,497	3,690	7,716	29,342	11,213	40,555 (100.00)

Note: Figures within parenthesis denotes percentages.

The study found that, due to poor facilities in panchayat union schools, the students strength was lower than the private aided schools i.e. 57.16 per cent of the students are studying in 109 private aided primary schools, whereas the 42.36 per cent are studying in 323 panchayat union schools.

Table-4 Details of the sample schools

Area	Status of Schools		Type of Schools		Strength of teachers (Percentage)			Teachers' Strength in Schools (No.)	
	Primary	Middle	Private aided	Panchayat	Male	Female	Total	Adequate	Inadequate
Trichuly	54	6	21	39	168	279	447	32	28
Aruppukottai	51	9	27	33	113	168	281	51	9
Total	105	15	48	72	281 (2.34)	447 (3.73)	728 (6.07)	83	37

Note: Figures within parenthesis denotes the average number of teachers in a school.

Details of the sample schools

The survey was conducted in 120 schools in Trichuly and Aruppukottai blocks. Of the 120 schools, 105 are primary schools and 15 are middle schools.

The sample covers 48 private aided schools and 72 panchayat union schools. The average number of teachers employed in a school are 2.34 male and 3.73 female teachers. The strength of the teachers are also inadequate in more than 30 per cent of the sample schools. These figures are given in Table-4.

Drop-outs from Primary Schools

The Tamil Nadu average drop-outs rate in 1993-94 was 20.32. The rate of dropout students from schools in I to V standard in Aruppukottai division during the period from 1990-91 to 1993-94 are analysed in Tables 5 & 6. It is clear that of the 120 sample schools, the number of schools having drop-out students decreased from 91 in 1990-91 to 73 schools in 1993-94. Similarly the average dropout rate of students also decreased from 32.04 student per school in 1990-91 to 16.41 students in 1993-94. It is inferred that the average dropout rate of students per school has gradually decreased during the TLC (29.78) and after (28.2) and a sudden decrease in the year 1993-94 (16.4)

due to the various reasons. The reasons for the reduction in the dropout rate are discussed below:

The opinion of the respondents about the reasons for the dropout of students are exhibited in Table-7. The study found that the major reasons for the dropout of students are the problem of child labour (23.33 percent), poor facilities, lack of discipline in panchayat schools and town attachment of parents to study in town/cities (23.33 percent) and migration of agricultural workers, drought and poverty (20.83 percent) in this study district.

Table-5 : Drop-outs from primary and middle schools in study districts

Year	Aruppukottai Standard						Trichuly Standard						
	I	II	III	IV	V	Total	I	II	III	IV	V	Total	
Before TLC 1990-91	418	409	295	523	476	2121	276	186	183	204	102	951	3072
During TLC 1991-92	323	403	189	375	334	1624	283	201	238	245	219	1186	2810
After TLC 1992-93	354	342	276	462	345	1779	264	206	165	193	185	1013	2792
1993-94	153	195	153	264	162	927	58	58	41	45	69	271	1198

Table-6 Drop-outs from I to V standards in primary and middle schools in Aruppukottai Division

PERIOD	Trichuly				Aruppukottai				Total			
	Boys	Girls	Total (Percentage)	No. of schools having dropout	Boys	Girls	Total (Percentage)	No. of schools having dropout	Boys	Girls	Total (Percentage)	No. of schools having dropout
Before TLC 1990-91	547	504	1051	48 (21.90)	1119	1002	2121	51 (41.59)	1666	1506	3172	99 (32.04)
During TLC 1991-92	603	583	1186	46 (25.78)	876	648	1524	45 (33.87)	1479	1231	2710	91 (29.78)
After TLC 1992-93	535	478	1013	48 (21.10)	1014	765	1779	51 (34.88)	1549	1243	2792	99 (28.20)
1993-94	139	132	271	34 (7.97)	555	372	927	39 (23.77)	694	504	1198	73 (16.41)

Note: Figures within parenthesis denotes the average drop-out students rate in a school during the period (one year)

Table-7 : Opinion of the respondents on the reasons for drop-outs

Sl. No.	Reasons	No. of respondents viewed			
		Tri-chuly	Aruppu-kottai	Total	Percen-tage
1.	Match factory and child labour	8	20	28	23.33
2.	Poverty, drought and migration	17	8	25	20.83
3.	Poor facilities, discipline in village school and attachment of parents	11	17	28	23.33
4.	Child sibling and family problem	9	5	14	11.67
5.	Ignorance and illiteracy of parents	2	3	5	4.17
6.	Girl child help to parents	4	3	7	5.84
7.	Shortage of teachers	9	4	13	10.83

Participation of teachers and students in TLC

The participation of teachers and students from the sample study schools in this district are given in Table-8. Of the 120 sample respondents 31 participated in TLC as resource persons and co-ordinators. In Trichuly and Aruppukottai study schools, 689 students were involved in TLC. The average number of students of a study school participated in TLC was 5.74. These figures show that large number of teachers and students had participated in TLC of Kamarajar District.

Table-8 Participation of teachers and students in Kamarajar District TLC

Area	No. of teachers participated	No. of students participated			
		Boys	Girls	Total	Average
Trichuly	14 (23.33)	132	116	248	4.13
Aruppukottai	17 (28.33)	276	165	441	7.35
Total	31 (25.83)	408 (3.56)	281 (2.98)	689 (3.30)	5.74

The TLC and PLC in this district tried to influence the students to continue the studies in schools. A large number of students participated in the TLC in this study district and they also created the awareness about literacy to the student friends.

The study shows that the opinion of 44.17 per cent of the school headmasters is that TLC eradicated illiteracy and provided writing and learning practice for the age group of 15-35 people. The opinion regarding the school enrolment of 15.83 percent respondents is that TLC motivated the students and parents for school enrolment and 19.16 percent accepted that TLC created awareness about the importance of literacy. From these results, it is clear that the view of the sample respondents that the TLC had played a major role in the eradication of illiteracy rather than for the awareness about literacy and motivation to parents.

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Rajani R. Shirur

Content Analysis of Continuing Education Materials

Introduction

Learning materials are produced normally on a presumption that we know what is good for the target learners and we are the better judges to decide how it should be presented. We also consider that material production is a professional task and has to be entrusted to specialists like writers, illustrators and visualizers. It is good to keep in mind that writing for neoliterates is an extremely difficult task and therefore requires an objective study of the socio-economic and cultural milieu which operate in their lives.

Contents of learning materials

The contents of any learning material, be it a primer or supplementary reader, comprise key messages which require not only clarity and specificity but also should break the monotony of learning. The contents should help learners gain a clearer understanding of the concepts and ideas and make them accept the same more readily. For bringing about attitudinal or behavioural changes, it is empirically established that a direct approach to the "do's" and "don'ts" will seldom yield the desired results.

With regard to learning materials content, every unit of reading passage or a lesson has some specific message to communicate to the learners. What messages are communicated, how significant are these messages and how well received are these messages constitute important determinants of the efficacy of reading materials. In other words, the reading/learning materials for neo-literates are prepared always with specific objectives. How wide-ranging or idea-specific the individual units are in any supplementary reader is a point worth examination while making a review.

As for the awareness creating component presented in the lesson units, a large scale analysis is required to observe the frequency with which key messages are presented and the format in which presented i.e. whether the ideas and concepts are directed towards permissiveness or leniency, moderately or highly objectionable or prohibitive or neutral. For example, messages on 'small family norm', or 'girl child' or 'age at marriage' can be presented in any of the above three forms.

How far the intentions of communicators are evident and create an impact on the target learners or how well the new concepts, themes and ideas reflect the values of the clientele group and how much of departure is there between their current values and the changed values that are being emphasised in the learning materials are all weighed

while scanning the materials for neoliterates. However, the latter aspect can be studied better by gathering data from the field studies while using the learning materials.

Content analysis

In the review of learning materials, the content analysis as a method provides ample scope for evaluation and revision. It is a highly valid and relevant empirical method which can be used as a means of studying the nature of materials prepared, the manner in which the ideas and facts are presented, the meaning they convey, the language used and so on. The method of content analysis primarily involves a conceptual analysis followed by confirmation sought through user (or learner) responses. The methodology commonly practised in making a content analysis is to categorize and count key words, themes, issues etc. presented and discussed in the materials under consideration.

The method

The plan and the method to be adopted for content analysis of reading materials of neo-literates should be explicit and organised for assemblage of data, classifying and quantifying them to measure the concepts under study, examining their patterns and inter-relationships and interpreting the findings. Within these broad specifications, the techniques of content analysis may vary since the objectives cover a wide range of areas from enumerating the concepts covered to abstracting the ideas generated, from determining the nature of particular communication process to tracing the values and attitudinal changes reflected and from assessing the style of language used to interpreting the meanings conveyed by it. The content analysis technique is not only used for assessing the standard or utility of the materials but also for comparing two different materials as a means of differentiating the style of presentation, readability etc. besides focussing on the intentions of particular communicators and interpreting the possible influences these would make on the particular clientele group.

Testing the goals and objectives of learning content

The reading materials prepared and provided to neoliterates aim at enabling the learners to gain access to information. It is strongly believed that access to information can empower individuals.

Learning materials for continuing education are prepared with the following goals.

Goal 1. To acquaint learners with new letter combinations, words, themes etc. and

Goal 2. To make learners continue to practice and perfect reading ability.

However, with regard to the content areas and themes chosen and presented, there are two further goals.

These are:

Goal 3. Empowerment of persons or learners.

Empowerment in this context may be defined as acquisition of power through the knowledge gained on critical dimensions and phases of life. The power of knowledge thus helps people to set self-determined goals and make efforts to achieve them.

Goal 4. Transformation of personal lives of adult learners.

It is assumed that the impact of knowledge gained will certainly reflect on the personal lives of adult learners thus leading to transformation of their thinking, working and living.

If the above goals are true and valid, then the learning materials should reflect these goals. These apart, the question of whether the content chosen should be on the assumed needs of learners or assessed needs is another important concern for study. This requires, however, supportive surveys of learners to find out what are their needs and problems in different areas of critical concern, what interests them most and such other details so as to compare the degree to which there is consensus between what the learners want to learn and what they are provided with.

The conceptual analysis of the learning content included in the materials has to be done from the following dimensions:

1.   **Informational inputs.** What areas of knowledge or information are presented, how wide-ranging interests are covered, how specific the information provided are in terms of changing their beliefs, attitudes and behaviour, how relevant these are to the learners' personal and social life including the adequacy and appropriateness of information provided have to be critically analysed while adopting the content analysis methodology.

2.   **Motivational inputs.** This is another important criteria for judging the efficacy of learning materials. How interesting or compelling the materials are in making the learners involved in reading will be determined by the number and type of illustrations, visuals etc. presented in the materials. There should be balance between the written matter and the illustrations and visuals. Choice of themes and style of presentation also add to the interests of learners.

3.   **Technical inputs.** The technical aspects of learning materials relate to the correctness of information, the sources and the authenticity of knowledge presented therein. Unless these are checked properly, even an interestingly illustrated book can mislead the learners by providing wrong messages.

4.   **Linguistic aspect.** This is particularly important for neoliterates because the

choice of words, sentence structure, style of writing like spoken or written language familiarise the learners and make them feel closer to the learning materials. For example, short and simple expressions using words applicable to target reader's culture and life-styles will make reading more interesting to them.

5.   Utilisation aspect. Though listed last, it is of no less importance for the prime objective of any learning material produced is for fulfilling the learning needs. Knowledge gained through the learning materials should be of practical use. However, in order to assess the utility of messages provided, it is essential to undertake field studies drawing responses from the learners directly.

However, as a general rule, the learning materials should essentially focus not on the problems or restraints or negative practices that are followed by people but should highlight positive images, assets, concepts etc.

The major limitations in doing a content analysis of reading materials relate to the unfamiliarity with the circumstances under which the materials were prepared and the corresponding underlying intention in the preparation of materials.

K.S. Pillai

Kerala Model in Total Literacy Campaigns

Total literacy campaigns were launched consequent on the introduction of National Literacy Mission as a part of the New Education Policy of 1986. Prior to that we had experimented with National Adult Education Programme (NAEP), Pt. 16 of the 20 pt. programme, Rural Functional Literacy Programme (RFLP earlier FFLP) Mass Programme for Functional Literacy (MPFL) with emphasis on 'Each one Teach one' through NSS volunteers and the Area Development Approach of UGC through Colleges. All these were partially successful on various fronts and in different parts of the country. While during the pre-independence period, eradication of illiteracy was second to freedom struggle, in the post independence era, it again had second place as we had to concentrate in qualitative and quantitative improvements in all sectors. Lack of political will and commitment on the part of the workers, resulted in haphazard implementation of programmes and consequent failures of partial successes. Literacy percentage in India rose from 16.67 of 1951 to 52.11 in 1991, though the real number oif illiterates also rose from 28 crores of 1951 to 44 crores in 1991, (may be consequent on population explosion!). The attempts at Universalisation of Elementary Education (UEE) through programmes like. APPEAL, CAPE, EFA etc. have also not reached the targets envisaged. Consequently it is really doubtful whether India could achieve Total Literacy (not cent per cent literacy) at least in the priority age group of 15-35 years by the dawn of the 21st Century. (not to speak of Education for all by 2000 AD!). On the other hand there is visible qualitative expansion in all educational sectors starting with literacy and pre primary going upto the higher education and professional education levels. While this is the all India scene, let us examine the situation in Kerala, which has many first places among Indian States.

Far back in 1817, when the then Princess of the erstwhile Travancore state declared that expenditure on education will be fully met from state exchequer, the seeds of educational advancement in the state were sown. The starting of English schools in 1834 and the tireless work of social reformers, (Sri Narayana Guru, Chattampi Swami, Mannathu Padmanabhan, Ayyankali, Kumaran Asan, R. Sankar etc.) Churches, Muslim Educational Associations etc. added to take the state upto the highest levels where it stands now! (may not be in educational standards – but in percentage of literacy, enrolment of girls, women literacy, educational expenditure etc.).

In the field of eradication of illiteracy, the establishment of night schools during the pre-independence period was the first step. The starting of rural libraries and the formation of a movement in 1945 with 47 libraries was another step in this direction. (Currently Kerala has about 5000 rural libraries which are really community education

(rather lifelong education) centres with own building, a good collection of books etc.). The formation of a writers cooperative society (SPCS) paved the way for boosting book production and thereby reading habits of people in Kerala. KSSP (Kerala Sastra Sahitya Parishad) also did yeoman service in spreading scientific temper and consequently literacy, awareness etc. were also offered to people through street dramas, science quizzes, exhibitions, publications of scientific literature etc. Another agency which helped in creating a conducive atmosphere in Kerala for TLC was KANFED (Kerala Association for Nonformal Education & Development) which was established in June 1977 as an offshoot of the Kerala Grandhasala Sangham and the State Literacy Council.

It was in 1970-71 that concerted efforts towards eradication of literacy were launched in Kerala through an experimental project of 20 literacy centres under the Farmer's Functional Literacy Programme, sanctioned to the Kerala Grandhasala Sangham. An expert group was formed to prepare a course outline, training module, guidebooks for instructors, reading material, evaluation proforma, follow up materials etc. and to monitor the programme. In 1971 an evaluation group headed by Dr Asher Deleon (UNESCO), Dr T.A. Koshy (DAE) and experts of KGS, came to the conclusion that results were not upto the expectations in literacy and numeracy. Accordingly primers were introduced and the selection and training of instructors were intensified. Thereafter the experimental programme continued up to 1976. The Sangham in 1975 got the honourable mention for Krupskaya Award. KANFED also began organising model literacy centres and continuing education centres in various parts of the State with the help of German Adult Education Association (DVV). At the time of the launching of NAEP, Kerala had already gone far ahead of other Indian States in regard to literacy percentage of both males and females.

Like other parts of India, in Kerala also voluntary agencies sprang up in 1978 consequent on the announcement of financial support to VA's working in the field of literacy. Centres were allotted to these agencies but many dropped out midway and left the arena leaving only KGS, KSSP and KANFED in the fray. At this juncture Universities of Kerala and Calicut, through their Adult Education wings, got involved in literacy work. The student community took it as a challenge and rose to the occasion and did good work in creating appropriate climate, motivating illiterates and educated alike to involve themselves in this gigantic task. When the NSS volunteers were brought in large number with the 'Each one Teach one to five' scheme, the student involvement increased considerably. The Colleges having NSS units, AEP units etc. adopted areas in their neighbourhood or at convenient places and worked hard under the Area Development Approach (ADA) put forth by the UGC. Thus voluntary agencies, and the Institutions of higher learning in Kerala were fully engaged in literacy work, when the NEP was introduced in 1986. The State Govt. also took keen interest in this programme.

The climate leading to the declaration of Total Literacy in Kerala (on 18th April 1991 at Mananchira Maidan, Calicut) emerged from the cumulative impact of

political will, voluntary effort, bureaucratic support and the civic consciousness of the elite masses of the State. It was also a culmination of micro level experimentation at Kottayam Municipal area and then in Ernakulam District.

The first total literacy campaign in the voluntary sector was launched by KANFED in Ezhome village of Kannur District. It was a great success.

In Kottayam Municipal area, TLC was launched by the Collector, Municipal officials and the M.G. University NSS unit. Through corner meetings, Padayatra, cultural programmes etc awareness was created among the people. The illiterates were identified through a day's survey, covering all age groups. 2208 people were identified. The age range covered was 6 to 60 years. Besides NSV's and NSS volunteers, local volunteers were also located and given necessary training. Teaching learning materials were procured and distributed. Adequate monitoring and evaluation mechanism were got ready. Even the Collector taught an illiterate. The whole area was alerted, media people gave adequate coverage and publicity. Tests were conducted towards the end of the programme and certificates were issued, while declaring Total Literacy in the area. Comprehensive, multipurpose continuing education schemes were also evolved (but couldn't be implemented as planned!).

Consequent on the success of the TLC in Kottayam, Ernakulam District came forward to launch a massive, time bound programme all over the district, which had 1.86 lakhs illiterates (as per one day survey results). The coverage was limited to 1.62 lakhs leaving those above 60 years and the physically and mentally handicapped ones. Folk art forms were effectively put to use to motivate people and sustain their interest. A coordinating Project Officer at Ernakulam with sub offices in the various Regions/ Panchayats were formed and necessary staff were allotted. This was in addition to the 20,000 Volunteer Instructors who came forward to work as Instructors, Master Trainers and resource persons. Training of functionaries was organised at convenient places as residential programme inviting State level experts/resource persons. The MIS system launched also worked efficiently. Corrective measures were adopted wherever found necessary. KSSP & KANFED were in the forefront along with Govt. officials. An external evaluation was conducted (again with adequate training for the conduct of the test). The results were such that more than 90% of those enrolled secured the pass minimum prescribed (70%). Thus Ernakulam became the first Totally Literate district in India.

The State level TLC was then launched ensuring adequate preparation for which a State level Saksharatha Samithi (KSS) was registered with CM as the President, involving Ministers, Collectors, Department representatives, University Officials, represetatives of Voluntary Agencies and Individuals. District level officers were ap-'pointed as coordinators and downward APO's and PO's were also nominated – drawn from various departments and voluntary agencies. District and State level Academic

Councils and Expert groups were formed and regular meetings and discussions were held. An evaluation proforma was prepared and got ready in sufficient numbers, besides orientating the personnel for the conduct of the tests. 70% marks was fixed as minimum to declare one as neoliterate, keeping in view the norms put forth by the NLM.

28.2 lakhs illiterates were identified, of whom 22.6 lakhs were fixed as target excluding 60+ age group, linguistic minorities and handicapped ones. Out of them 16.2 lakhs were enrolled and 14 lakhs completed the 10 months programme and appeared for the evaluation. 12.2 lakhs were declared as neoliterates leaving aside roughly 16 lakhs, still to be covered by the TLC. This group comprised of coastal area people (fisher folk) tribals (adivasis) and linguistic minority groups (Tamil and Kannada speaking) and slum dwellers. With emphasis on these sections a phase II of TLC was planned and implemented along with the PLC/CEP for the neoliterates. 93.58% was the claim in April '91 when total literacy was declared (As per final census figures it is only 89.81%). Relapse into illiteracy has occurred among the earlier batches of neoliterates. This is one phenomenon which has to be tackled carefully. The priority group according to NLM is 15-35 years, but in the Kerala model it was 6-60 years and it tries to ensure "Education for all". Inbuilt mechanism for monitoring and evaluation, certification, follow-up etc. are also unique of the Kerala model.

Shaibal Gupta

Problems of Literacy Mission in Hindi Heartland

The National Literacy Mission (NLM) has been in operation since 1988 and, by now, has covered over 350 districts in India. The Report of the Expert Group on Evaluation of Literacy Campaign in India, under the Chairmanship of Dr. Arun Ghosh, had reported the achievement status of 140 literacy projects in the country which were evaluated till September, 1994. Of these, there were 68 districts (48.6 percent) where the success rate was more than 50 percent; in another 29 districts (26.7 percent), the success rate was between 20-50 percent; and in no less than 43 districts (30.7 percent), the success rate was below 20 percent. In view of considerable resources that are being spent on these programmes, this overall achievement status leaves much to be desired. The above figures, however, relate to the all-India situation. If we examine the achievement status for the States separately, some of the them emerge as particularly faultering in pursuing the objectives of NLM — the four major Hindi-speaking States (Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh) indeed forming a separate group where the problems of literacy mission are probably the most severe. Out of the 140 districts that have been evaluated, only 30 are in this Hindi-speaking region — in 14 of them the achievement is above 50 percent; in 3 of them the achievement is between 20-50 percent; and in 13 of them the results are very poor with less than 20 percent of success. It is to be noted that these 30 evaluated districts are the NLM districts of early period when the programmes were launched in relatively less challenging areas. In the later period, when it has spread to more remote districts, the achievements might be much lower and reports of literacy programmes that have got stranded in the face of various organisational problems are numerous from this region.

A part of the cause of such unsatisfactory progress of literacy mission in Hindi-speaking areas is probably the less of vigour in organisational planning of later year TLC projects. With the expansion of the programme, certain dilution of methodology might have occurred, but this alone does not explain the problem of literacy mission in Hindi-speaking States. A number of other factors, both economic and social, are present here which pose severe obstacles to literacy programmes and unless the executive agencies (the Zila Saksharata Samities, the States Resource Centres and the National Literacy Mission) take special measures to overcome these problems the present trend may continue unabated. Consider, for example, the fact that the existing literacy rates in all these four States are some of the lowest in India and the gender inequality in literacy in all these States are also among the highest. In terms of logistics, it only implies that there are fewer literates in this area to shoulder the literacy programme and each available literate Volunteer Teacher here is required to teach a larger number of illiterate learners.

Since the women illiterates are even more reluctant to join the literacy centres, a larger number of such illiterates (because of higher gender inequality) also makes the literacy programmes more difficult.

A second important obstacle in the programme is the absence of a value system which allows due recognition of education as a critical individual quality. In many other parts of India, this element of modernisation (which made the people conscious that education is a universal requirement and not to be confined to a small elite only) was the outcome of some social movements that had taken place in late nineteenth or early twentieth century. The middle class in all these areas, growing out of the spread of British education and administrative system, had generally led these social movements. But most of the Hindi-speaking areas, far away as they were from the metropolitan centres of British administration, did neither experience the growth of a middle class nor any social movements that promoted such concepts as education and denigrated such institutions as caste system. Fortunately, the political movement for independence was not impaired by the absence of spread of modernity, but once the independence was achieved and the development process started, these areas found themselves in a particularly handicapped position. Many of the development programmes of the State (like rural development, family planning, health programmes, etc.) have met their worst fate in these four States and literacy programme was no exception.

In a general sense, the pedagogic problems of adult education are no different in Hindi-speaking areas and elsewhere. But one of the common problems of adult literacy is that adult learners would always expect that immediate and substantial benefit should accrue to them once they become literate. The extent to which such expectations are fulfilled, however, depends not on the literacy programme itself but on the social, and more importantly the economic, environment in which the learners live. The four Hindi-speaking States, as is well known, are not only socially but even economically backward and the neo-literates here thus find much less opportunity to utilise their newly acquired skills to bring them some material benefit. Understandably, the NLM is aware of this problem of literacy programmes and has advised the Zila Saksharata Samities to forge adequate links between literacy and various government-sponsored income generating activities. But establishment of such links has rarely been attempted and the absence of such links has affected the literacy programmes in economically poor Hindi-speaking States far more than elsewhere.

The above problems of literacy movements in Hindi-speaking States are generally external in character. The lowness of existing literacy rates, the absence of a value system which accords education a place of pride or the basically stagnant nature of the economy are all beyond the purview of change, even less so by the NLM. But there are certain other obstacles that are internal to the functioning of NLM. The nature of NGOs, executing the literacy programmes, is one such factor. Two of the States in India where literacy programmes had shown good progress are Kerala and West Bengal. In both these

States, the ZSS's function in a fairly autnomous manner – in Kerala because of KSS and in West Bengal, because of Panchayats. In many other parts of India also, the successful TLC's have generally been found to be executed by NGO's which, besides being formally non-government, are also a NGO proper in the sense that they enjoy an element of enlightened voluntarism and have the requisite organisational strength to act as automous units. The usual pattern in most of the Hindi-speaking areas is the ZSS's which are very often 'created' by the district level administration and, consequently, are too dependent on the Collector's office to display adequate commitment or innovation. For many of these ZSS's, the literacy programmes are probably their first effort in grassroots development activity and the inexperience always shows in their performance.

S.Y. Shah

Indo-Canadian Cooperation in Adult Education : Role of Roby Kidd*

India and Canada have much to share and learn from each other. Their friendly ties extending over a long period have generated a number of Indo-Canadian collaborative projects in various fields. In adult education there were two collaborative ventures viz. Radio Farm Forum and University Continuing Education. While the former was initiated and implemented during 1950-60, the latter was executed during 1965-67 under Colombo plan. Radio Farm Forum which had played a successful role in the education of adults in Canada during 1940-50 greatly appealed to Indian adult educators who adopted it in India during 1950-60 with Canadian cooperation. Canadians also extended full support in the setting up of the first university department of continuing education at the Rajasthan University. The operationalisation of these projects paved the way for the movement of specialists in both the direction. The varied and rich experiences of those who participated in such projects would be quite useful to the policy planners. Unfortunately not many have documented their role and experiences. At best, most of the official reports provide only the bare details of programme planning and implementation strategies. It is in this context that the publication of the autobiography of Roby Kidd who served as a key member of the Technical Mission Team to India during 1965-66 assumes importance, with the exception of a compilation of articles on Roby Kidd edited by Nancy J. Cochrane (*J.R. Kidd: An International Legacy of Learning*, 1986) not much is available on him or the collaborative programme between the university of British Columbia and Rajasthan which marked the beginning of Indo-Canadian cooperation in university adult education.

Dr. Roby Kidd, or Roby as he was affectionately addressed by his colleagues and contemporaries was undoubtedly one of the champions of Indo-Canadian friendship and co-operation who tried to bring the two countries closer through the programmes of adult education. Although a quite familiar figure to many an Indian adult educator during 1960-70, I did not have the privilege of meeting him in person inspite of his repeated visits to India. However, I did get an opportunity of meeting some of his family members, colleagues and going through a plethora of his vast collection of private papers meticulously preserved at his home and the archives of Ontario State and Ontario Institute For Studies in Education (through the courtesy of a Senior Social Science Fellowship awarded by Shastri-Indo-Canadian Institute) which gave me considerable insight into the personality and philosophy of the man.

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* Roby Kidd : Adult Educator (1915-1982) : The Autobiography of a Canadian Pioneer, Toronto, Ontario Institute for Studies in Education, 1995, p.212, $26.50

Roby was a very committed and dynamic person who played some significant innings in the field of adult education in Canada, India and other parts of world. He travelled extensively, enjoyed adventures, interacted without inhibitions with people of all races and religion and was always eager to learn and to know what forms of education and training they needed. He had close interaction with some of the leading adult educators of his time viz. Paulo Friere, Malcolm Adiseshiah, Mohan Sinha Mehta, S.C. Dutta etc. His name was linked to two key adult education organizations viz. Canadian Association for Adult Education (CAAE) and International Council for Adult Education (ICAE) through which he tried to strengthen the profession of adult education. Not only did Roby try to network among adult educators of different parts of world through a series of conferences and correspondence but also taught graduate courses at the Department of Adult Education of OISE, where he served as the founder chairman and professor for sixteen years. During his long span of career, Roby also tried to further the cause of adult education through Unesco, where he served on the Adult Education Committee, as a Jury Member of World Literacy Awards (1969-81) And as the President▼ of World Conference on Adult Education held in Montreal in 1960 and Chairman of the Evaluation Committee of the Experimental World Literacy Programme (1974-75). As a founder editor of one of the prestigious International Journal in adult education – Convergence – Roby was instrumental in providing an international forum for the dissemination and discussion of various issues on adult education. The fact that he received Honorary Doctorates from seven Universities and several awards may be seen as a recognition of his contributions to the field of adult education.

Roby's tenure as the Director of the Department of Continuing Education of Rajasthan University during 1965-66 which brought him into contact with a large number of Indian adult educators, was a turning point in his friendship with Indian adult educators. During his one year stay in India he travelled widely, participated in a number of conferences and spoke and wrote a lot on Indian adult education. Through his articles in *Toronto Daily* Roby tried to familiarise Canadians about Indian Society, education and the role of Canada. While in India Roby did not leave a single opportunity of lobbying for adult education. He met the then Chief Minister of Rajasthan, Mohan Lal Sukhadia and Smt. Indira Gandhi, then Minister of Communication to plead for making use of radio for education. He worked closely with S.C. Dutta and other adult educators in drafting of the Chapter on adult education in the *Report of the Education Commission (1964-66)*. Roby's relation with India did not end with the termination of his contract; it continued till his death.

Roby had a great fascination for India. A number of letters from several Indians seeking Roby's professional and personal advice, kept at the Ontario State Archives bear witness to his Indian connections and concern. He believed that "if there is anything to the doctrine of incarnation, I must have lived in India before" (p.109). He wrote that in India he found the first symbolic representation of learning: the Goddess, both of learning and the arts, the beautiful life giving Saraswati (p.111). Having had a chance of

learning about Indian society at a Baptist Camp at the age of fourteen, Roby had to wait for more than thirty years to realise his adolescent desire. Roby's encounter with India began in 1961 when he visited New Delhi to attend the meeting of the World Confederation of the Organizations of the Teaching Profession. During the course of Conference, Roby visited Indian Adult Education Association and literacy centres around Delhi and made contacts with some of the eminent adult educators. However, it was his meeting with Dr. Mohan Sinha Mehta, the then Vice-Chancellor of Rajasthan University who sought Roby's help in setting up a Department of Continuing Education that provided him an opportunity to get closely involved in Indian adult education. Roby followed up the request of Dr. Mehta earnestly and held discussions with Dr. John Friesen, then Director of the Department of Continuing Education at University of British Columbia, Mr. N.A.M. Mackenzie, President of the University of British Columbia, and Mr. H.O. Moran, Head of Canada is Foreign Aid Programme. Subsequently when Dr. Mehta visited Canada in 1962, preliminary discussions were held and the draft proposal was prepared.

Despite Dr. Mehta's contacts with the highest officials in Delhi and the best possible follow up, the project took unusually long period for clearance from the Government of India. Being the first project of its kind, Indian bureaucracy was probably overcautious. Canadian bureaucracy was also no better in expediting the project. The project remained buried in official files. "The department official", Writes Roby, "did not bother to check the file and put it away for a few weeks while he tended to what he considered more urgent business". In the absence of any idea about the initiatives of Roby, Dr. John Friesen, and the commitment of university of British Columbia, the concerned officer passed on the project to ST : Xavier University which was quite renowned for its work in adult education and international commitments. Roby got a shock of his life when he came to know that 'his baby' had already gone to ST: Xavier University which was nowhere in the picture at the time of conception. In the process of retrieval of the project and its operationalisation nearly two years were lapsed. Although most international development projects run into excruciating delays, the Rajasthan project suffered "incalculable loss" principally because there remained only sixteen months of tenure in Dr. Mehta's Vice-Chancellorship. Such a short time, was insufficient for Dr. Mehta to win over the anti adult education lobby at Rajasthan university. Besides, he could not recruit experienced and compatible members of faculty. It is against this background that the achievements of the Department of Continuing Education should be studied.

Working against all odds, a lot was accomplished by the department during the three-years of the project. Roby excelled in lobbying for adult education among the officials of Central Ministry of Education, University Grants Commission, the government of Rajasthan and Canadian High Commission. During Roby's tenure, the emphasis was on educating the leadership and the decision makers through a series of seminars and workshops. Roby also worked on a plan for setting up evening colleges, residential

centres and launching correspondence courses. He also encouraged and supported the formation of professional organizations like Bikaner Adult Education Association. Roby along with Dr. James Draper accomplished a lot in a short span of a year. However, he was fully aware of his limitations of working in an alien but ancient country. To quote him, "you don't undertake to bring about fundamental changes in the educational system of an ancient country and help people re-conceive and redesign new forms of learning without opposition and resistance. Yet the project was phased out even when the ideas it had generated had begun to work" (p.122). According to Roby the departure of Dr. Mehta made all the difference. He believed that "there is a period in any project where one or two individuals literally cannot be replaced without the severest loss". Should the success of any project depend on one individual? What were the reasons for winding up the project? Did the project achieve the aims for which it was conceived? How did Roby influence his colleagues and contemporaries? What strategies did Roby adopt in overcoming opposition and obstacles? What were some of the challenges of working in an alien culture? How did the Indian faculty members react to Canadian initiatives? The otherwise rich autobiography is silent on these issues.

It seems that Roby had a sense of history. Not only did he preserve each and every paper but also started writing his autobiography which remained incomplete during his life time. This task has been ably accomplished by his wife – Margaret -- by bringing out the present publication which provides a lot of interesting information about adult education during 1950-80 and also gives insights into the vision and mission of Roby. Undoubtedly it is a magnificient compilation of Roby's memories judiciously selected from a huge collection. Having had a chance of going through the Roby Kidd collection, I feel that a lot more remains to be tapped for a more detailed volume on Roby whose ideas, initiatives and impact need to be studied for a better understanding of the development of adult education as a field of practice and study.

ADULT EDUCATION NEWS

Research at Grass Root Level Stressed

Shri Anil Sinha, IAS, Joint Director, National Institute of Educational Planning and Administration (NIEPA) and former Director, Directorate or Adult Education, Government of India said in New Delhi on November 22, 1995 that research in adult education should be conducted at the grass root level so that adult education is linked to day to day problems of the community. This, he said, would go a long way in strengthening the on-going programme of adult education.

Shri Sinha was delivering the valedictory address of the Research Methodology Course organised by the Indian Adult Education Association (IAEA) in New Delhi on November 13-22, 1995.

He stressed the need to create institutions at District and Block levels to undertake action researches. He also emphasised the need to associate the schools and teachers to the adult education programme as they have considerable influence on the community. They should be encouraged to participate in adult education programme. In no way they should feel alienated, he emphasised.

Shri Sinha said that adult education should be the responsibility of the community. Leadership should come from the community and dependance entirely on collector should be avoided as he has multiple responsibilities. He said that parent literacy should be the ultimate goal of educational programme.

Shri Sinha urged to undertake action and applied researches as they are situational and contextual. They are also participatory in which the local community participate to make it more effective.

The operationalisation of things at the village, block and district level should be the major concern of research in adult education, he concluded.

Earlier, Shri JL Sachdeva, Director, IAEA in his welcome address said that adult education programme should be linked to the development programmes which would ultimately help in finding the causes of poverty and how it could be reduced. He said that research in TLC and PL/CE could help in finding strengths and weaknesses of the programme, and will thus help in making the programme effective.

Shri A.H. Khan, Assistant Director, Adult Education, Magadh University, Bodhgaya presented the brief report of the course. Dr. Janak Inamdar, Assistant Director, Adult Education, M.S. University of Baroda spoke on behalf of the participants.

Shri K.C. Choudhary, General Secretary, IAEA in his vote of thanks said that research should be taken keeping in view the objectives of the National Literacy Mission.

The Course was inaugurated by Smt. Kamala Rana, Vice-President, IAEA on November 13, 1995. She said that research should be related to needs and aspirations of people. It should develop responsible attitude for improving human behaviour.

Smt. Rana said that research should give suggestions for improving the quality of life. It should give practical suggestions and quickly communicate the findings. The adult education programme in the next five years should be backed by research, she stressed.

Shri R.S. Mathur, IAEA in his vote of thanks emphasised the need to do research on regular basis so as to verify old facts and find new ones. Applied research should be given priority, he said.

The subjects covered in the course were i) Research in Adult Education, Continuing Education and Population Education – the efforts made so far and identification of gaps ii) TLC Evaluation: Processes and Problems, iii) Research, Design, Preparation and Evaluation iv) Preparation of Research Proposals v) Tools & Techniques used in Research with special reference to Adult Education & Population Education vi) Sampling Techniques vii) Methods of Research: Historical and Survey Methods viii) Guidelines for Preparation of Research Design with special reference to Adult and Population Education, ix) Production of Reading Material: Processes, Problems and Evaluation, x) Statistical Analysis of Data, xi) Computer Analysis of Data xii) Research in Population Education xiii) Experience, Problems and Pleasures of Conducting Research at Grass Root Level, xiv) Research in Adult Education: Priorities and Issues and xv) Dialogical and Participatory Researches

In addition to IAEA's own faculty, the resource support was provided by Prof. R.R. Singh, Dept. of Social Work, University of Delhi; Dr. Mona Jabbi, Director, Council for Social Development; Dr. MM Ansari, former Director (Research) Association of Indian Universities; Dr. S.Y. Shah, Acting Director, Centre for Adult, Continuing Education & Extension, JNU; Dr. JP Gupta, Jt. Director Directorate of Adult Education; Dr. DS Mishra, Dy. Director, Directorate of Adult Education; Mr. Prem Chand, former Fellow, National Institute of Adult Education, Mr. Nayaz, National Institute of Educational Planning and Administration, Dr. PK Bhargava, Fellow, National Institute of Adult Education (NIAE), Dr. Mridula Seth, Reader, Lady Irwin College, University of Delhi, Dr. Nalin R. Jena, Society for Participatory Research in Asia (PRIA).

Study visits to National Institute of Adult Education, (NIAE), Council for Social Development, (CSD) National Institute of Educational Planning and Administration (NIEPA) and Directorate of Adult Education were arranged.

Twelve participants from Assam, Bihar, Andhra Pradesh, Gujarat, Madhya Pradesh, Maharashtra, West Bengal and Delhi attended the Course.

Central Zone Conference on Adult Education in Hardwar

Mr. Justice Mahavir Singh, Visitor, Gurukul Kangari Vishwavidyalaya (GKV) said in Hardwar on December 16,1995 that strong incentives should be given to students and teachers to motivate and inspire them towards literacy and post-literacy work. He said if incentives did not work, disincentives might also be considered. These steps, he said would go a long way in achieving about 70-75 per cent literacy by the turn of century particularly in states of the Central Zone i.e. **Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh.**

Justice Mahavir Singh was delivering the inaugural address of the Central Zone Conference on Adult Education organised by the Indian Adult Education Association (IAEA) in collaboration with Department of Adult/Continuing Education and Extension, Gurukul Kangari University in Hardwar on December 16-17, 1995.

He said that education should be for the total development of human beings and literacy was only one component for their all-around development. Education, he felt was life-long in which the neo-literates, semi-literates, educated and elite should participate.

Justice Singh asked the Universities to actively involve themselves in research in adult education and the adult education in the next decade should be based on their research findings.

Shri B.S. Garg, President, IAEA in his Chief Guest address said that adult educators should help in preserving cultural heritage of the country. He said that emphasis in the next decade should be on the education of the voters so that they become active partners in the democratic process of the country.

He said that heavy drop out rate has to be checked at the elementary school level so as to achieve total literacy in the states of the Central Zone.

In his Guest of Honour address, Prof. Dharam Pal, Vice-Chancellor GKV said that education of the non-literates was quite difficult as compared to children. He said that education should be functional to attract the adults and to retain them for the duration of the course.

He urged the teachers to motivate the students towards this programme. If teachers and students actively participate, it would not be difficult to achieve total literacy by the end of the century, he opined.

Shri Bhai Bhagwan, Vice-President, IAEA and Chairman of the Central Zone in his presidential address said that implementation of the adult literacy programme has to be improved considerably. The approach, he felt, at present was half-hearted and thus not giving the desired results. He said that adult education programmes have been changed from time to time without giving them fair trial. This, he said, has done more

harm than good to the cause of adult education. He urged the need to build national character in the people so that they undertake the work with a missionary zeal.

Earlier, Dr. R.D. Sharma, Assistant Director, Adult Education, GKV welcomed the chief guest and the participants.

Shri K.C. Choudhary, General Secretary, IAEA in his vote of thanks emphasised the need to institutionalise the post literacy and continuing education programmes.

Plenary Session

In the first plenary session, Shri J.L. Sachdeva, Director, IAEA presented the working paper. He said that motivation of learners was still a great problem in the States of the Zone. He suggested that money for environment building and training programme should be given in the beginning and the project be fully sanctioned after carefully examining the field realities for launching the project. He stressed that volunteers would actively participate in the programme if they were given strong and adequate incentives.

In the post literacy strategies, Shri Sachdeva emphasised the need to start mobile libraries. He also suggested that a Newsletter should be published at block level so that the illiterates not only retain their literacy skill but also get current information of the area, the state and the country. The Newsletter, he felt would serve as a family magazine in which the other family members could also take advantage.

The strategies for post-literacy and continuing education in the next decade, he said, should be to provide opportunities for the community to participate in the learning process.

Groups

The delegates were divided into the following groups.

1.   What approaches are needed to achieve 70-75% literacy in the States of the Central Zone by 2000?

2.   What should be the role of Universities and Voluntary Organisations in Adult Education programme particularly in TLC and PL/CE?

3.   What should be the Strategies for Post-Literacy and Continuing Education in the Next Decade?

The Group Chairmen were Shri A.H. Khan, Bodhgaya, Dr. R.K. Sharma Jabalpur and Dr. J.V. Vaishampayan, Lucknow.

Over 50 participants from Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh and Delhi attended. They represented Universities, NGOs, TLC Districts and SRCs.

Two thematic workshops on Role of Ayurveda in day to day life and the Role of Yoga in adult education were also organised.

Recommendations

The Conference made the following recommendations:

1. The Central Zone Conference on Adult Education organized by Indian Adult Education Association and the Department of Adult, Continuing Education and Extension, Gurukul Kangri University in Hardwar on Dec. 16-17, 1995 notes with satisfaction that efforts are being made to bring more districts under TLC & PL/CE in the Central Zone.

2. But the Conference feels that before starting a TLC the seed money for environment building and training should only be given to the districts. The full project should be sanctioned after examining field realities and on successful conduct of the training programme.

3. The Conference feels that political will and commitment is essential to achieve the desired results. But the commitment should be both in letter and spirit.

4. The Conference notes with satisfaction that Government is considering proposal to give incentives to the volunteers. It suggests that incentives should be strong and adequate so that the volunteers remain with the programme for 200 hours and make it result-oriented.

5. The Conference feels that in addition to electronic media, the traditional media – folk dances, songs, street· plays, puppet shows etc. be used to motivate the volunteers and learners towards this programme. The environment building should not be one time affair and should continue throughout the duration of the programme.

6. The Conference notes with satisfaction that proposal is being mooted to start continuing education centres in every village on an experimental basis. It strongly emphasises that the Preraks for the Centre should be a full time person and honorarium/ salary of the Prerak should not be less than the minimum wages prevalent in the State.

7. The Conference endorses the suggestion of the Ghosh Expert group to provide two rooms for P.L. & C.E. It strongly recommends that no Centre should be started unless adequate space is available.

8. The Conference feels that Newsletter to stabilize the knowledge of reading and writing and providing current information should be started at Block level. But before starting a Newsletter orientation programme for persons connected with the Newsletter should be conducted to discuss the nitty gritty of editing, publishing and distribution of the Newsletter.

9. It feels that the Universities can play an important role in training, preparation of material, research, monitoring and evaluation. Their services should be utilized in all these areas and adequately funded for the purpose.

10. The Conference recommends that in recruitment of functionaries for Adult Education Departments, the field experience should be given weightage.

11. The Conference feels that well established voluntary organizations should be associated with the entire programme right from the planning to the implementation stage. ☐

India's Efforts to Check Population Growth Lauded

Executive Director of the United Nations Population Fund (UNFPA) Nafis Sadik has lauded the steps taken by India to achieve the goals set at the Cairo conference on population issues.

The Cairo conference had emphasised the need to address population factors in all developmental efforts. It specifically called for action to redress gender inequality and to meet the health and educational needs of everyone.

"The government has spelt out its commitment to education for all, for instance, with its, 1992 national education policy calling for expenditures on education to be increased by 6 per cent of the GDP," she said while addressing a joint meeting of the Indian Parliamentarians for Global Action and Society of International Development in New Delhi on December 20, 1995.

Assessing the global situation she said, there has been significant progress in several areas including integration of family planning into better designed reproductive health programmes.

Men were also being involved in reproductive health issues and forging partnerships with the non-governmental sector. More than 30 countries have begun the process of re-examining and reorienting existing policies related to reproductive health, she said.

Earlier, at a conference organised by the Population Foundation of India, political leaders emphasised on the role of political parties in handling the population problems.

CPM leader Ashok Mitra said if the political leadership had launched mass campaigns for literacy, health and land reforms, the population would have controlled on its own. These programmes, he said, would have increased income levels and ensured overall development, which would have contributed in a natural manner in checking the

population growth.

However, he said if even at this stage, the political leadership is prepared to allocate a significant budget for education and better nutritional standards for women and children, population can be controlled. The responsibility in population control programmes should not rest on women alone. There is a heavy bias in the programmes, he said, and only women are targetted for population control.

Congress leader Vasant Sathe said that the best contraceptive to check population growth is education and economic development. Education of girls was very important, he said. More so in the rural areas. It could transform not only the way the rural society lives, but also bring about the desired level of family planning. □

Population and Family Planning

Population explosion refers to the sudden sharp increase in population (that is in the total number of persons usually residing in a given area at a given time). The total population of India according to the 1991 Census is 846 million. This figure which represents an increase of 161 million over the previous Census figure, is bound to gallop even further. This is mainly the result of a sharp drop in the number of deaths (i.e. in the death rate) while the number of live babies being born (i.e. the birth rate) does not change dramatically enough to match the falling death rate.

The **death rate** has decreased dramatically from 42.6 deaths per 1000 people in 1901 to 10.2 deaths for every 1000 people in 1991. This is an account of better and more easily accessible health facilities due to the revolution in both technology and communication. People can now expect to live longer and healthier lives than did their ancestors. In 1901, for instance, the average Indian could hope to live only for 26 years. In the years 1991 to 1995 this average life expectancy increased to 60.6 years for males and 61.7 years for females. However, the birth rate has not dropped at the same rate. In 1901 there were 49.2 live babies being born for every 1000 Indians while in 1991 this number dropped to 29.9. Thus the birth rate has not dropped enough in comparison to the death rate to prevent an increase in population.

The population explosion has largely been caused by the couples need to have a big family which will ensure that there will be a male heir to carry on the family name and also to ensure that they will be looked after in their old age. Unless people can be assured of some form of security and safety in their later life, and unless they can be convinced that a large family is more of a burden than an advantage, birth rates will continue to remain high, thus contributing to the population explosion.

Population explosion leads to the phenomenon of overpopulation, i.e. too many people with too little or no access to available resources. For instance, India supports

16% of world's population on just 2.4% of the world land area. Today every sixth person in the world is an Indian.

Since gaining independence in 1947, the country has made great progress. For instance, food production has increased from 51.99 million tones in 1951 to 176.26 million tones in 1991. In the same four decades the number of people who can read and write more than trebled from 103.5 million to 364 million. But, correspondingly, the population has increased by about 17 million each year. This means that every year we add a number equal to the size of the population of Australia. Thus the progress made is neutralised.

Here it is also necessary to see the government expenditure on health. This decreased from 3.3% in the First Five Year Plan (1951 to 1956) to 1.9% percent in the Seventh Five Year Plan (1985-89). Of this approximately half is spent on family planning services and the rest is spent on the other health programmes.

Since about a quarter of government expenditure on family planning comes from foreign sources, it is also necessary to see how they view population. During the 1960s, the US government examined how increasing world population was likely to affect U.S. security interests for the next quarter of the century. The National Security Policy that was prepared argued that large population would have a relatively large proportion of youth who would be susceptible to "radical doctrines". Such a scenario would threaten the continued well being of multinational corporations. Thus population is a political problem with international dimensions.

Today family planning messages are targeted mainly towards individuals from lower socio-economic groups. This is due to the belief that over-population is the main cause of poverty and environmental degradation, and that poor people reinforce their poverty by breeding too much. The fact is that most of the world's present environmental degradation is caused by the developed countries whose populations are steady. Industrialised countries contain less than 25% of the world's population, yet, they use up 75% of the world's energy, 79% of all commercial fuels, 85% of all wood products and 72% of all steel production. According to the UN 1994 World Economic and Social Survey. "In the next 35 years, it is not the number of people on the earth, but rather their production and consumption patterns that will determine the level of environment degradation" **Also we know today that population growth is not the cause of poverty but rather its effect**, the fault lying with the unequal international economic order.

On a global scale, scientists speculate about the Earth's maximum "carrying capacity". This refers to the number of people who live on the planet. Scientists worry about whether the earth will be able to support all people who inhabit the globe. The UN 1994 World Economic and Social Survey says that the world is not running out of resources. Considerable error in the long term population forecasts does not support the thesis that the growing numbers will be unable to feed themselves.

Thus far family planning methods have focused almost exclusively on women. India's population policy makers too have to put nearly the entire responsibility of population control on them by combining the Family Planning programme with the Maternal and Child Health (MCH) services at the primary health centres. This raises the question of whether population is not the concern of men but of women only.

All this does not mean that a galloping population is not a problem of our country and our world. Population is a problem. But its solution does not lie merely enforcing family planning.

Our national family planning policy was the first of its kind in the world. But till now it has been dominated by the narrow goal of reducing fertility. What we need is an integrated health programme which covers family planning and reproductive health for both men and women. We need to ensure that people enjoy their reproductive rights.

Reproductive rights are opposed to the rights of society, the problem is of reconciling the two. Lessons from our own recent history (namely forced sterlizations during the Emergency of 1976) show us that enforcing the rights of society through strong-arm methods does not work in an atmosphere of democracy. The rights of individual cannot be ignored, leave alone the trampled upon.

In conclusion it is important that people not only have proper health services which are both accessible and available, but, they also have access to employment which will provide them with financial security. Also what is needed is education and awareness building. People should be made aware of the fact that the sex of a child is determined by the male partner. Also they must realise that having a girl child does not mean carrying a heavy burden. **In the long run education is the best contraceptive!** ☐

Courtesy: Flash (FPAI), June 1995

Education plays vital part in keeping down child mortality rates

Despite improvement in the infant and child mortality situation in the country, one in every 13 children still dies in the first year of life, says the recently released National Family Health Survey (NFHS).

Pointing out that child survival programmes in India must be intensified to produce further reductions in the level of infant and child mortality, the survey says one in every nine children dies before reaching the age of five.

It was found that Infant Mortality Rates (IMR) declined sharply with increasing education of mothers from high of 101 per 1,000 for illiterate mothers to a low of 37 for mothers with at least a high school education.

The NFHS, among the largest surveys ever undertaken in the world, covered 25 states consisting 99 per cent of the total population of India. It was launched by the ministry of health and family welfare in 1991 and was coordinated by the International Institute for Population Sciences (IIPS), Bombay.

The mortality indicators varied according to education. Scheduled castes were found to have higher levels than the non-SC/STs. Hindus had higher infant and child mortality than Muslims and other religious groups (Christians, Sikhs, Jains and Buddhists) had substantially lower rates, the survey said.

It noted that child-spacing pattern had powerful effect on the survival chances of children. Infant and child mortality rates increased sharply as the length of the preceding birth interval decreased.

In most countries male death rates are higher than female death rates at nearly all ages. But South Asia has generally been an exception in this regard, with higher death rates for females over much of the age span. The NFHS findings show that females have higher age-specific death rates up to age 35 after which males generally have higher rates.

The survey points out that infant and child mortality rates vary substantially across states. Among the major states, IMR ranges from 24 per 1,000 live births in Kerala to 112 per 1,000 live births on Orissa. Other major states with IMR above the national average are Uttar Pradesh (100), Bihar and Assam (89) and Madhya Pradesh (85).

Improvement of services was crucial to the success of the Child Survival and Safe Motherhood (CSSM) programme, the survey advised. ☐

Orientation Workshop on Evaluation: A Report

The Directorate of Adult Education, Ministry of Human Resource Development, Govt. of India in collaboration with Regional Resource Centre, Chandigarh organised an orientation workshop to orient the SRCs/University Departments personnel in the methodology of evaluation for conducting the external studies of the total literacy campaigns in Chandigarh on July 24-26, 1995.

The objectives of the workshop were:

1.   To orient the State Resource Centres/Regional Resource Centres in methodologies and techniques of Evaluation of Literacy Campaigns with special reference to Ghosh Committee recommendations.

2.   To discuss the implications of Ghosh Committee recommendations so as

to achieve the objective of valid and reliable evaluation of the literacy campaigns.

3. To define the role of State Resource Centres as representative in the external team.

The following test administrators training guidelines were highlighted:

1. Test Administrators should be selected from the rural background.

2. Only those persons be selected as Test Administrators, who have some background of sociology such as the school teachers, NSS students, unemployed graduates etc.

3. The test Administrator should have basic human qualities, so as to perform his duties well. He should have the ability to laugh and tackle the persons tactfully.

4. The Test Administrator should not be directly related to the campaign.

5. The training of the Test Administrators should be for a full day followed by the practical training under the guidance of the members of the external evaluation team. In the training programme, information may be provided to identify the proxy learner.

Dr. JP Gupta and Dr. SP Sharma, Joint Director and Consultant respectively of DAE were the workshop coordinators. Shri Mushtaq Ahmad, Chairman, National Institute of Adult Education provided the resource support.

42 participants from various parts of the country attended the workshop. ☐

Innovative Health Scheme

An innovative non-Governmental-organization-based health care scheme — Swasthya Karmi Yojna — has been launched in Rajasthan to provide preventive care and family welfare services to people living in inaccessible villages.

The scheme will be implemented in 150 blocks in a phased manner over a period of five years.

It will cover 4,000 difficult and inaccessible villages where a semi-literate woman in each village will work as health worker.

They would be selected from the respective village itself by the NGOs. The Centre has sanctioned Rs.30 crores for the scheme. ☐

UNESCO World Conference, Hamburg, July 14-18, 1997

The fifth Unesco sponsored International Conference on Adult Education will be held in Hamburg, Germany on July 14-18, 1997.

The first World Conference on Adult Education was held in Elsinore, Denmark (1949), the second in Montreal, Canada (1960), the third in Tokyo, Japan (1972) and the fourth in Paris, France (1985). ☐

Participatory Action Research World Congress, Colombia, June 10-27, 1997

The world congress on Participatory Action Research, Action Learning and Process Management will be held in Cartagena, Colombia on June 10-24, 1997.

It is being held to mark the 20th anniversary of the First World Symposium on Action Research, Cartagena, 1977.

Scientists, managers, educators, journalists, politicians, academics and practitioners will grapple with the following questions: What is the nature of today's spiritual, cultural crisis? What is the nature of the post-capitalist, post-modernist world we are building? How can we build "clean" technologies in harmony with the environment? Are participatory, collective ways of dialoguing contributing enough to global understanding? How can we contribute peacefully to the struggle for justice and find effective ways for non-violent conflict resolution?

More information can be had from: Congress Committee, Universidad Nacional de Colombia, Instituto de Estudios Politicos y Relaciones Internacionales, Bogota, - Colombia, Fax: (57-1) 368-7471. ☐

Content

Orders may be sent to

INDIAN ADULT EDUCATION ASSOCIATION

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Content

The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education visualized as a continuous and lifelong process. It directs its efforts towards accelerating adult education as a process, a programme and a movement.

The Association co-ordinates the activities of various agencies--Governmental and voluntary, national and international--engaged in similar pursuits. It organises conferences and seminars and undertakes surveys and research projects; it endeavours to up-date and sharpen the awareness of its members by bringing to them from all over the world expert views on, and experiences in, adult education. In pursuit of the policy, the Association has instituted the Nehru Literacy Award and Tagore Literacy Award for Women's Literacy, for outstanding contribution to the promotion of adult education in the country. It has also instituted the Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of eminence.

The Association has brought out many publications on themes relating to adult education, including the Hi- editions of several UNESCO publications. It brings out the Indian Journal of Adult Education, Proudh Shiksha, Jago aur Jagao and IAEA Newsletter.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers' Education Associations and the Asian-South Pacific Bureau of Adult Education. Its membership is open to all individuals and institutions who believe in the aims and objectives of the Association.

Its headquarters are located in the Shafiq Memorial at 17-B, Indraprastha Estate, New Delhi- 110002.