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The Indian Journal of Adult Education, first published as a monthly in 1939, is now brought out 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. Mimeographed, Xeroxed or carbon copies of manuscripts are not accepted. Manuscript should be typed in double space, on one side, with a 2" margin on A4 size paper. Footnotes and references should come at the end and not on every page.

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Jan-Mar 2001

<b>Guest Editorial - S.Y.Shah</b>	<b>3</b>
<b>Attitude of Learners Towards Population Education at CEC, Santh Nagar in Tirupati</b> <i>P Vasantha Kumari, J Srinivasulu</i>	<b>5</b>
<b>Opinions of Neo-Literates Regarding Reading Materials</b> <i>Hitaishi Singh</i>	<b>12</b>
<b>How to Make Post Literacy Centres More Effective?</b> <i>Ajaib Singh, Sween</i>	<b>19</b>
<b>Gender Related Disorders</b> <i>Lokanadha Reddy, A Kusuma, R Jaya Prabha</i>	<b>28</b>
<b>Status of Continuing Education Programme in India</b> <i>AS Vohra</i>	<b>38</b>
<b>Gender Equality and Women's Health - A Human Rights Perspective</b> <i>Kunja Kusum Kakati Barua</i>	<b>44</b>
<b>Role of Legal Literacy in Social and Educational Development</b> <i>IS Balhara, RN Mahlawat</i>	<b>50</b>
<b>The Dilemma of Women in Adult Literacy Education Programme in Benin Metropolis</b> <i>Omoruyi, FEO</i>	<b>55</b>
<b>Problems of Evaluation in Adult Education</b> <i>Rameshwari Pandya</i>	<b>66</b>
<b>Neo-Literates of Delhi Sarv Shiksha Abhiyan : A Precursive Study</b> <i>Nishi Bhatia, GAK Kumar</i>	<b>70</b>
<b>Book Review</b>	<b>76</b>
<b>Adult Education News</b>	<b>78</b>

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**EDUCATION FOR OLDER ADULTS**

The demographic profile of every country has been changing rapidly over the years due to various factors. People are living longer than their parents and the number of older people has been increasing. Their number in India has almost trebled from 19.8 to 56.7 million within a span of four decades (1951-1991). It is estimated that their number will still rise to 76 million by 2001, constituting 7.7% of our population. During the last five decades, the life expectancy has been doubling from 32 to 64 years largely due to improvements in living standards and health-care system. Amazingly today, our country has a large army of veterans -- experienced persons with diverse expertise -- whose services can be readily deployed in an effective and economic manner for various developmental activities.

The changing profile of Indian population has been accompanied by a new social order. Indian society has been witnessing a gradual but definite withering of the joint family system, as a result of which the elders in the family are exposed to emotional neglect, lack of physical and financial support. Besides, the average size of families is shrinking to smaller, as people prefer to have fewer children. Children are also increasingly edging off from their parents, due to professional mobility. The acute paucity of accommodation in urban areas, and the increasing demands of jobs and social engagements are creating a situation, where the young are unable or unwilling to keep their parents with them. Further, the deteriorating law and order crisis in mega cities, make the life of older adults more difficult.

The trend clearly foreshadows that ageing will become a major social challenge in the future and there is an emerging need to focus our attention to the needs of older adults. The National Policy on Older Persons (1999) has identified a number of areas of intervention: financial security, health-care and nutrition, shelter, education, welfare, protection of life and property, etc., for the well-being of older persons all over the country. While the Ministry of Social Justice and Empowerment of Government of India has constituted a National Council for Older Persons (1999) to operationalise the policy; the Ministry of Human Resource Development has constituted a Task Force (February, 2000) to suggest measures for the education of older adults under the chairmanship of the Education Secretary to Government of India. The Task Force consists of seven members viz. Secretary, Ministry of Social Justice and Empowerment, Chairman, University Grants Commission; Vice Chancellors of Delhi University, Jawaharlal Nehru University, Indira Gandhi National Open University; Director General of Central Chinmaya Vanaprastha Sansthan, Allahabad and Joint Secretary of Higher Education Bureau of the Ministry

of Human Resource Development. The terms of reference of the Task Force are to recommend measures and methodologies for promotion and training of older persons, including development of curriculum and teaching-learning materials; to suggest methods of using open-learning system, continuing education system; to harness media and non-formal communications for education of older persons; and to examine the need to establish a Third Age University in India. In a recent meeting of the Task Force, a decision has been taken to utilise the existing staff and infrastructure of the university Departments of Adult, Continuing Education and Extension in the planning and management of special courses and programmes for older adults.

No doubt, the university system can play a key role in addressing some of the concerns of older adults by undertaking interdisciplinary research studies, offering courses in gerontology and encouraging students and faculty members to organise extension activities in the near community. By collaborating with reputed NGOs like Help Age India, the universities could organise non-credit courses, seminars and camps for older adults living in and around the campus. The focus of such educational programmes should be on enhancing the functional competencies of older adults and boosting their self-confidence and health. The following topics may be of interest to older adults : (i) maintaining health, (ii) managing and investing money, (iii) understanding recent changes in law; (iv) housing and tenancy rules, (v) spirituality, yoga and meditation, (vi) planning retirement, (vii) computer operations and mailing, (viii) understanding youth and (ix) bridging the generation gap etc.

The older adults specially the retired faculty members of universities may have much to contribute to the development of society by virtue of their rich experience and special status in local community. Therefore, it is important that their skills and abilities should be recognised, valued and made use of for organising short-term courses for older adults of local community and also taking up developmental programmes in the local community with the active involvement of interested students and local NGOs. To begin with, the members of Consortium of Retired Faculty may conduct a series of surveys on ascertaining the socio-economic status, needs and interests of older adults in and around universities for developing local plans and programmes and also identify local resources and specialists for organising the programme. The university may provide seed money for organising such programmes.

Apart from universities, reputed professional organisations like Indian Adult Education Association need to play proactive role by organising special programmes, seminars, lectures and bringing out publications for sensitizing the society to the concerns of older adults and their crucial role in building a strong India.

S.Y. Shrivastava  
Guest Editor

# Attitude of Learners Towards Population Education at CEC, Santh Nagar in Tirupati

## Introduction

The explosion of population has overshadowed most other global problems of humanity everywhere today. Under the pressure of increasing population, most countries around the world are confronted with the shortage of food and inadequate facilities for education and health. This cripples living standards and the quality of life shrinks. Better quality of education, better health facilities, more transportation and housing facilities and more job opportunities means additional economical pressures by the growing population may take away a big chunk of the national income of a country. Hence, this situation becomes paradoxical, rather impossible to provide better civic amenities etc., and the quality of life suffers in general. In addition to this, the other social problems like crime, violence and anti-social activities, juvenile delinquency will also enhance rapid growth of population. These circumstances warrant for population education.

## Review of Literature

Nagda et al (1974) and Nagda et al (1975)\* found that the consensus of teachers and students alike held the opinion that overpopulation would lead to economic and social stability of the country. Reddy (1976, p.42)\*\* reported that most of the post-graduate students (80% males - 85% females) shared their general view that India is unsustainably overpopulated. They (90% males, 95% females) again expressed their view that there is a need to control the excessive population in India.

## Need for the study

To create awareness in the field of population education among the learners in continuing education centres, the Prerak must have a favourable attitude. The learners must themselves learn a great deal about the dynamics of the population problem and what is more important is to master techniques of importing such information in an attractive and compelling manner.

The success of any development programme depends largely upon the attitudes and involvement of people by whom it is implemented; and for whom it is designed the attitudes differ from person to person depending upon their varying levels of experience. Hence, there is a vital necessity

to identify the attitudes of learners towards population education programmes.

### Size of the Sample

The sample study covered 40 learners. Out of which 7 were males and 33 were females.

### Collection of Data

As per the information provided by the mandal literacy organisation (MLO) of Tirupati rural mandal to nodal centres, 18 continuing education centres were established in Tirupati rural mandal. Although an attempt was made to collect the data from the learners of 18 continuing education centres, only one in Santhi Nagar at Tirupati (R) (M) could provide data to the investigator visited, after 5 days.

### Statistical techniques used

The items 1-15 were noted down serially in horizontal columns and the sample population serially in vertical columns. The answer of learner who checked the items related to attitude was calculated. The percentage of the persons who have answered the items was calculated as follows:

Percentage of the sample population who knew what the population education is 
$$\frac{\text{No. of persons given answers} \times 100}{\text{Total sample population}}$$

On the basis of percentage, conclusions were drawn with regard to attitude of continuing education learners towards population education.

### Analysis and Interpretation

As aimed, the present study confines to evaluate (1) the attitude of continuing education learner towards population education and (2) the relationships between the attitudes of Sex, Age, Caste and marital status of the learners of continuing education.

The data was tabulated and analysed by applying simple statistical techniques i.e., percentages. The responses to each item (no. of persons and percentage of persons) in relation to sex, age, caste, marital status are presented and discussed.

**Table 1****Distribution of Learners by their Sex**

Sl. No.	Sex	Number of Persons	Percentage
1.	Male	07	17.5%
2.	Female	33	82.5%

The above table shows that the sample of continuing education learners consists of mostly (33) females (82.5%) and only 7 males (17.5%) learners.

**Table 2****Distribution of Learners by their Age**

Sl. No.	Age Group	Number of Persons	Percentage
1.	Below 20	14	35%
2.	20 - 30	14	35%
3.	30 - 40	12	30%

The above table divides the age group of learners into below 20 years : 14 (35%), 20-30 years age : 14 members (35%) and only 12 persons (30%) were above 30 years of age. There were no learners in the age group of below 20 and above 40 years of age.

**Table 3****Distribution of Learners by their Caste**

Sl.No.	Caste	Number of Persons	Percentage
1.	B.C.	16	40%
2.	O.C.	06	15%
3.	S.C.	16	40%
4.	S.T.	02	05%

The above table points out that majority of the learners belong to Scheduled Castes 16 (40%); and B.C. Castes 16 (40%); while other castes were 6 members (15%) and Scheduled Tribes were only 2 persons (5%). Comparatively to other participants, the Scheduled Tribe learners were very few.

**Table 4**

**Distribution of Learners by their Marital Status**

Sl. No.	Marital Status	Number of Persons	Percentage
1.	Married	05	12.5%
2.	Unmarried	35	87.5%

The above table shows that overwhelming number of unmarried learners - 35 members (87.5%) compared to only 5 married learners (12.5%) participated in the continuing education programmes in Santhi Nagar, Tirupati.

**Major Findings of the Study**

**Table 1**

**Attitude of the Learners towards Population Issues**

Sl.No.	Agree		Disagree		Total	
	(f)	%	(f)	%	(f)	%
Item No. 1	25	62.5	15	37.5	40	100
Item No. 2	24	60.0	16	40.0	40	100
Item No. 3	28	70.0	12	30.0	40	100
Item No. 4	28	70.0	12	30.0	40	100
Item No. 5	25	62.5	15	37.5	40	100
Item No. 6	19	47.5	21	52.5	40	100
Item No. 7	29	72.5	11	27.5	40	100
Item No. 8	32	80.0	08	20.0	40	100
Item No. 9	21	52.5	19	47.5	40	100
Item No. 10	31	77.5	09	22.5	40	100
Item No. 11	24	60.0	16	40.5	40	100
Item No. 12	27	67.5	13	32.5	40	100
Item No. 13	27	67.5	13	32.5	40	100
Item No. 14	27	67.5	13	32.5	40	100
Item No. 15	25	62.5	15	37.5	40	100

(f) = frequency, (%) = percentage

## Analysis

1. The trend of responses shows that majority of the learners have agreed with the statement.
2. It can be noted from the above table that majority of the learners have agreed with the statement.
3. The majority of the learners have not agreed with the statement.
4. More number of learners have agreed with the statement that learners, both male/female and married/unmarried, also have agreed with the statement.
5. It is evident from the above table that the more number of learners have disagreed with the statement.
6. From the statement of the Analysis table, the majority had accepted the statement.
7. From the statement, in field study more learners had agreed with the statement.
8. If we analyse the tables, the majority had accepted the statement.
9. If we analyse the above tables, we understand that the majority of people concluded that the statement is correct.
10. It is evident from the above table that majority of the respondents were uncertain over the validity of this statement.
11. If we calculate that statement, more learners had accepted the statement.
12. For the statement, we understand that the majority of people had agreed with the statement.
13. The trend of responses show apparently that the more number of learners are uncertain over the statement.
14. For the above statement, more number of learners had agreed with the statement.
15. It is evident from the above table that more number of learners had disagreed with the statement.

## Recommendations

1. Since most of the learners have positive attitude towards population education, topics on population explosion problems, small family norm, family planning methods etc., must be included in their training curriculum.
2. There is inadequate literature for neo-literates on population education and hence literature on the topics identified may be developed, so as to use them if follow-up programmes for neo-literates or in updating the knowledge of organisers.
3. Lectures on demographic concepts, economic and social consequences of population growth etc., may be arranged for the learners training programmes through extension services by the competent health personnel and population experts.
4. As overpopulation is one of the major problems in India, the positive attitude of Preraks towards the grass-root level workers population education should create thorough awareness about population explosion problems among the continuing education learners.
5. If special considerations and priority are given to population education topics in developing the continuing education curriculum, it would be possible to check the population growth and solve many problems of overpopulation in our country.

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\* Nagda et al. *A Study of the opinion of teachers towards population education*, P.S.C., S.V. University, 1974.

\*\* Reddy, *Impact of Population Education Programme on the Students of Tirupati where population studies centre conducted orientation course* P.G. Diploma in Education, Demography Dissertation, S.V. University, 1976, p.42.

## Questionnaire

Item No.1	India's population is too large for resources	Yes/No
Item No.2	Medical termination of pregnancy is a sin	Yes/No
Item No.3	Natural methods of family planning should not be encouraged	Yes/No
Item No.4	It is better if a family consists of 2 or 3 children irrespective of the sex of children	Yes/No
Item No.5	India still has enough land for the increasing population	Yes/No
Item No.6	Mortality is increasing in India	Yes/No
Item No.7	Overpopulation in Urban areas is caused by people migrating from rural areas	Yes/No
Item No.8	Those nations which have controlled population growth have made more economical progress	Yes/No
Item No.9	National development of our country is not affected by our population	Yes/No
Item No.10	Adult Education centre is not a proper place for imparting population education	Yes/No
Item No.11	Every citizen of the country should understand the population problems	Yes/No
Item No.12	The highly populated countries are facing the problem of slums, diseases and hunger	Yes/No
Item No.13	The larger the population, the better the security of a country	Yes/No
Item No.14	Food problem in India is being caused by rapid population growth	Yes/No
Item No.15	The present unemployment in India is not due to rapid population growth	Yes/No

## Opinions of Neo-Literates Regarding Reading Materials

### Introduction

Ryan has rightly pointed out that, "The solution to the problem of post literacy is the development of a literate and a literacy sustaining society. It includes a profound cultural change in the information needs people have and the manner in which they seek to satisfy them. Thus a follow-up programme which, as the name implies, is designed with needs of the literacy course completers in mind may be too narrowly conceived. The literates and semi-literates have to be considered collectively as a social group whose needs and desires to read are to be fostered. Action is required on a national scale. All the institutions have to act as if they are dealing with a literate society, even if this assumption is at the time, premature.

According to Ryan "post literacy should not be considered as a specialized aspect of literacy work. Rather, it is a phase in education which naturally follows when development meets with success and literacy is hereby imbued with value and meaning. At the collective level, it is the passage from the illiterate to literate society. At the individual level, it is the progression from learning to read to reading to learn"<sup>1</sup>.

Thus the purpose of adult education is not only to make people literate but also to keep them literate. According to Laubach and White the term "Neo Literate" means any adult or adolescent who has at some period acquired the basic technique of reading, but who has not yet developed his skill to the point where he can read with speed, fluency and complete understanding. The definition may be properly extended to some readers who are hampered less by their lack of technical proficiency than by their lack of reading"<sup>2</sup>.

Reading and writing are basic skills which are acquired after prolonged practice and for perfection in these skills, opportunities for such practice must be made available to the neo-literates by providing them proper reading material, so that they can not only retain, but also develop their literacy skills and use them in their day to day life.

Past experiences and studies have shown that lack of suitable follow-up activities are the serious drawbacks of the adult education programme in our country.

The studies related to reading needs and interests of adult neo-literates revealed that the reading material should be related to their occupation, family and social problems. They also want to read on such topics, about

which, they have some previous knowledge. Reading interests of neo-literates could be sustained more systematically by opening community literacy centres in various localities and supplying necessary materials (Nagappa)<sup>3</sup>.

Religious and folk literature have high appeal for the neo-literates. Stories are preferred by them as compared to "manuals" and essays. (Mallikarjunaswami, 1969)<sup>4</sup>.

When neo-literates attain some degree of literacy skills they are likely to relapse into illiteracy unless some appropriate continuing follow-up education is provided to them. There may be different degrees of learning when adults leave classes. Moreover neo-literate population is not homogenous. There are vast differences in needs, interest, problems according to age, sex, income group, etc. on the part of learners in addition to the factors of dialectical differences from region to region that might affect familiarity with and comprehension of the vocabulary of the book as well. This situation calls for preparation of a variety of suitable reading materials for neo-literates.

### **Need of the Study**

In adult education the most alarming problem is that of neo-literates relapsing into illiteracy due to lack of suitable follow-up material for reinforcing their basic literacy skills. Developing countries can hardly afford to waste their valuable human resources. Once a man becomes literate, the social reformers and the state must see what he does with his newly acquired literacy skills what kind of reading material he is interested in, whether he is able to understand and derive benefit from the literature published for him, whether the reading material is easily available to him, etc. These are some of the questions which necessitate the efforts to study in this field, in order to provide a feedback for developing effective and suitable reading material for the neo-literates.

### **Objective**

The main objective was to seek answers to some of the question posed above and study the opinions of neo-literates regarding reading materials.

### **Study Area and Samples**

This study related to those neo-literates who had attended AE classes atleast for a period of 6 months. Samples were drawn from those areas of Lucknow district where a voluntary institution had been running its project. Originally it was decided to collect responses from 5 learners from each of 10 different villages and 10 different mohallas but due to political disturbances during October-November, 1990 in U.P. the investigator could collect data from 50 respondents of 3 villages and 2 mohallas out of which 34 were females and 16 were males.

## Tool Used

An interview schedule was prepared to collect data. The schedule comprised of 2 parts:

Part-I : A profile of respondents including their age, sex, occupation, nature of work, annual income, marital status, type of family, etc.

Part-II : Information regarding the knowledge, availability and use of reading material, etc.

The data were collected by the investigator through personal visits to the villages and slums (mohallas). Total time taken for obtaining data per neo-literate was 30-34 minutes. Each village had to be visited for at least 3 days. Interviews were conducted at home, at AE centres and at their work spots. Data were then classified, tabulated and analysed for each question, percentage were calculated for interpretation.

## Findings

Major findings of the study were as follows:

### A. Background :

Majority of the respondents belonged to the age group of 30-34 years. Nearly 74% of female respondents were housewives, whereas 50% of male respondents were labourers and 38% were engaged in farming. 28% of the total respondents belonged to the income group of Rs.2,000/- 2,900/ per annum. Out of total 50 neo-literates, 42 were married. Forty eight respondents had no formal schooling before attending AE classes. Most of them had attended literacy classes during the year 1989-90.

### B. The Competencies Acquired by the Respondents:

With a view to know how, attending literacy classes has helped the learners, they were asked about literacy activities which they could perform. In all 11 aspects related to functionality of literacy were given as alternatives and it was found that literacy had helped all the respondents in reading letters and religious books and also in keeping records of income and expenditure. 18 out of 34 female respondents expressed that they could teach pre-school children at home. The percentage for being able to write applications for jobs were negligible i.e. 8% and 6% respectively.

The main source of information about follow-up books were AE and Extension workers.

Main sources of obtaining reading materials were village libraries and none of them attempted to buy books meant for them. On being asked about the availability of reading material, 47 of the respondents replied in the positive.

Most of the respondents read loudly and 90% could read with pause. Thus it was noted that most of the respondents, especially female respondents, had not yet been stabilized in reading.

### **Number of books read after completion of literacy classes**

The responses regarding the use of the library books were evasive. On being shown the list of 130 books available at village library, only 8 books were borrowed, which were read by at least 5 respondents. The names of these books are as follows: 1) Bandaron Ka Bargad 2) Badloo Ki Yapsi 3) Hindu Vrat Kathain 4) Maan Kho Gai 5) Maya Ka Marm 6) Nyaya Panchayat 7) Parvati Mere Gaon Ki 8) Sun-Re-Tote, Sun-Ri-Maina.

36% of the respondents were uncertain about the number of books they had read. It was noteworthy that there was not a single respondent, who had not read any book.

### **Number of books read per month**

This quantitative analysis indicated that the reading material is utilised more by the male respondents as compared to female respondents. Nearly 57% of them had read 4 or more books per month. It was also observed that efforts made by neo-literates to continue reading after completion of literacy classes were not gratifying.

All the enlisted 130 books published for neo-literates were classified on the basis of subject under which they fall as shown in column 3 in table 1. Out of 130 books, total number of books liked by the respondents was 51 (about 40 per cent), frequency of demand for each of 51 books was less than 10.

Subjectwise classification of the books preferred by the respondents is given in column 2 in table 1.

**Table 1****Subjectwise classification of the books**

<b>Subjectwise Classification</b>	<b>No. of Books Preferred</b>	<b>Total No. of Books</b>	<b>Books Preferred as percentage of Total</b>
Agriculture and Cottage Industries	5	13	38.46
Civics	2	6	33.33
Family Welfare	3	5	60.00
General Knowledge	5	5	100.00
Health & Hygiene	3	12	25.00
Literature	28	81	34.57
Mathematics	0	01	00.00
Religion	3	5	60.00
Science & Technology	2	2	100.00
<b>TOTAL</b>	<b>51</b>	<b>130</b>	<b>39.23</b>

From the above table, it will be seen that the subjectwise distribution of books available is not uniform. Majority of the books were categorised under literature whereas in other subjects there were very few books.

It may be noted that books on general knowledge, science and technology, family welfare and religion, though available in very small number, have been read most.

**Reasons for Liking the Books**

The respondents who had read some of the books were further asked their reasons for reading the books. Total 22 different alternatives were given to them and alternatives accepted by at least 50% of the respondents were as follows:

1. Books had few pages
2. The books were easy to carry
3. The quality of paper was good
4. Easy to read as there were short sentences
5. Language was easy to understand
6. Lines were not very crowded and there were sufficient blank spaces in between

7. Pictures, illustrations were related to the subject matter
8. The matter was relevant
9. Subject matter was presented in the form of story
10. The theme was interesting
11. Content was related to social problems
12. These books were especially written for neo-literates.

Thus the physical criteria, the readability criteria and usability criteria proved to be the major factors for the preference of the specific books. Moreover, the story form of presentation and the social themes were other reasons for the popularity of the books.

It was also attempted to know from them about the books least preferred. Under these, 25 different books were mentioned and demands for any of these books were higher than 7. These books were not liked by at least 5 of the respondents:

1. Hum Sarkar Hain
2. Praudh Achar-Vichar, Bhag - I
3. Praudh Gyan-Vigyan, Bhag - I

The main reason for not appealing to them may be that these books had text-book style of presentation --- narrative style rather than story form.

#### Reasons for not Liking the Books

Again 22 different alternatives were given to the respondents and the alternatives which were responded by at least 25% of the respondents are as follows:

1. The number of pages in the books were too many
2. Type size of letters was too small
3. These books were difficult to read as they had long sentences
4. Language was difficult to understand
5. There were too many difficult words
6. Pictures were black and white
7. Subject matter was not presented in the form of story
8. Subject matter was not presented in the form of chitrakatha
9. Subject matter was not presented in the form of poetry
10. Subject matter was not presented in the form of dialogues
11. Not a single theme was interesting
12. Content was not related to their occupations.

#### Subjects Suggests by the Respondents for Reading Materials

An attempt was also made to know about the subjects and topics on which they would like to have their reading material. Each respondent was expected to give 3 areas of her/his interest and choice. They are as follows:

**Table 2****Areas Suggested by Respondents for Reading Material**

Sl.No.	Areas on which the respondents would like to read	Responses of the Respondents			
		Female	Male	Total	
		No.=34 No.	No.=16 No.	No.=50 No.	%
1.	Agriculture, Cottage Industries and other business	15	13	28	56
2.	Civics	1	1	2	4
3.	Family Welfare (Household Activities)	23	0	23	46
4.	General Knowledge (Current Affairs)	0	1	1	2
5.	Health and Hygiene	15	2	17	34
6.	Literature (Including Social Stories, folklores, Patriotism)	32	17	49	98
7.	Religion	12	24	36	72
8.	Embroidary, Knitting and Stitching	4	0	4	8
9.	Food recipies	2	0	2	4

Out of 9 areas, there were 4 major areas on which respondents showed their maximum interest. They are Agriculture, Cottage industries and other business, family welfare i.e. household activities, literature (including social stories, folklores, patriotic stories) and religion. It is also worth noting that not a single female respondent wanted to have reading material on current affairs.

Though the suggested areas for the reading material did not reveal their real needs and interests, they certainly indicated that the themes of the reading material should be varied, life-oriented and suitable to their age and occupations.

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## How To Make Post Literacy Centres More Effective?

The spread of post-literacy and life-long literacy is widely accepted as an essential adjunct for making permanent the benefits of basic literacy achieved through Total Literacy Campaigns. Some states had no plans for effective post-literacy programmes. In those states, neo-literates emerged as a result of Total Literacy Campaigns have relapsed into illiteracy. We have to extend adequately the provisions for life-long literacy. Scope of Adult Education and TLC has been broadened enough to meet the learning needs of the neo-literates. Once a knowledge of 3 Rs becomes permanent, it could become a medium and emblem of empowerment. Demands of everyday life are rapidly growing. Literacy, that we require today is not only the ability to be able to write our names but literacy required today is a type of literacy which enables us to **comprehend** written information, documents, texts; **select** the necessary information; **relate** this to other information or knowledge already existing with us and to infer new ideas. From this long-range view, the concept of post literacy and Life Long Literacy becomes not only expedient but essential. The Right to Education and Right to Learn throughout life is more than ever necessary (the Hamburg Declaration or Adult Learning). Specific preparations have to be made to enable the product of basic literacy course (neo-literates), to use and expend their basic literacy skills. For this we require sound and effective programme of post-literacy and continuing education. Research indicates that neo-literates relapse into partial or total illiteracy in the absence of an effective post-literacy programme. There are many reasons for this, out of which:

- a) Type of Post Literacy material/literature
- b) Environment at Post Literacy Centre

are twin vital aspects, which are well within the range of powers of Adult Educators to improve upon.

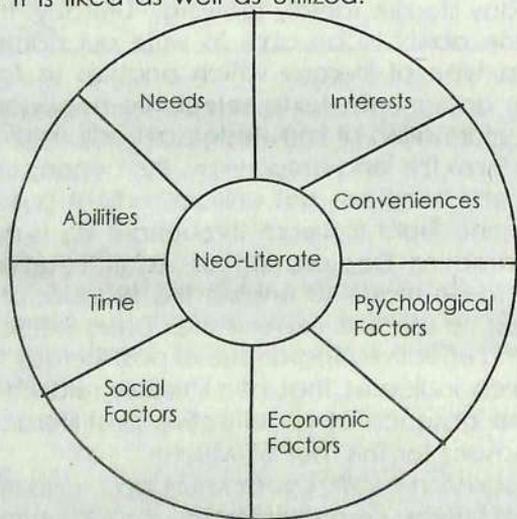
### A Type of Post Literacy Material

The quality of Post Literacy Literature made available to neo-literate at PLCs, is by far, major problem considering retention of literacy and other concepts by them. We, at the Department of Adult, Continuing Education and Extension and Regional Resource Centre, Panjab University, Chandigarh are following the steps mentioned herein, for the preparation of literature for post-literacy.

## Step I

### Planning Stage

The Post Literacy Programme must aim to enable the learners to develop practical skills, to solve their day to day problems, enable them to manage their resources within their families, workplace, communities; should lead to greater self-confidence and self-concept, enable them to improve their income, healthy leadership qualities; sharpen their Communication skills etc. Ultimately bringing a subtle positive change in their living standards. Keeping this in view, a comprehensive survey of the target population is made (tools/questionnaires are at appendices 1 to 4). Learners are at the centre of focus. Their needs, interests, conveniences, psychological factor, cultural background, economic and occupational environment, social set-up, time at their disposal, their abilities with respect to reading and comprehension etc. are known through this survey, so that literature produced and provided to them is suitable to them as far as possible, so that it is liked as well as utilized.



## Step II

### Material Development

The information obtained as a result of survey (at Step I), is **classified** by us, priority areas are identified and listed. A number of classes of target groups emerge, viz. : rural population working as labourers, as domestic help, self-employed, daily wagers, etc., similarly urban slum population with a wide variety of occupations and backgrounds. It is seen that they may be engaged in different occupations, but their interests and psychological needs tend to merge within same age-group bracket and similar socio-cultural setting. At this stage **objectives** are laid down and broad **themes are identified**, viz. health, environment, recreation, skill generation, income improvement, gender empowerment, national integration, history and culture, folklore etc.

After theme identification, we **visualize the content**. Format of the presentation is decided at this stage i.e. whether the content is to be presented in the form short story, play, poem, essay, narration etc, so as to make it an interesting and effective reading. Script Writing begins once the format is decided. For **script writing**, most often **writers' workshops** are organised. Experienced Writers are invited to these workshops and to give them right direction and feel of Adult Education Literature, experts from the field of non-formal education, Adult Education and Psychology are invited to act as Resource Persons. The prepared texts are discussed threadbare by the whole group. Modifications are suggested and carried out followed by the second reading of the modified and improved script. The final approved script is then discussed with the illustrator.

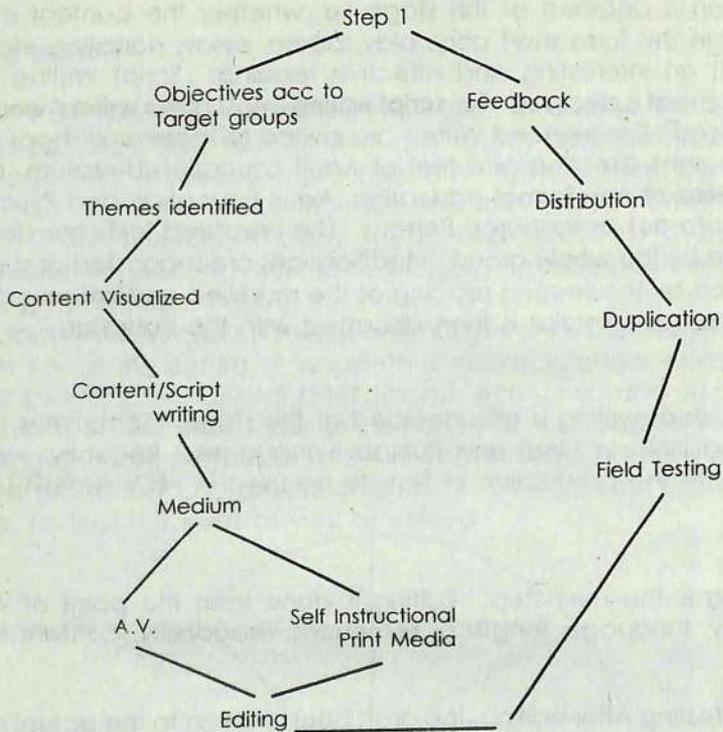
Medium of writing is also decided at this stage. Sometimes a book is prepared both in Hindi and Punjabi Languages. Recently, we have ventured into the production of films to be used in PLCs as Post Literacy Material.

**Editing** is the next step. Editing is done from the point of view of vocabulary, language, length of sentences, readability, content etc.

**Field Testing** After editing, the draft book is taken to the actual readers for field testing. Readers are selected randomly. Writer himself/herself sits with the reader and notes down all the suggestion made by the reader and also the difficulties faced by him/her, while reading the text. The writers make number of observations at this time, on the bases of which he/she modifies the script later.

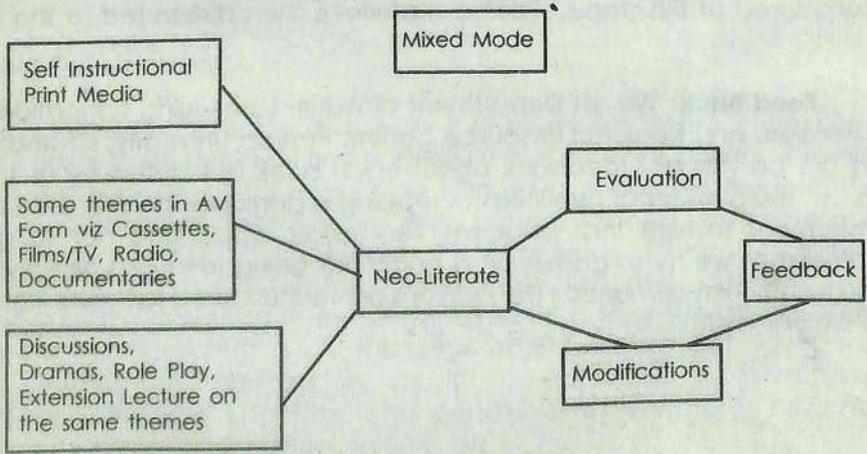
**Duplications and Distribution** The modified scripts, finalized after field testing, are published. Font type, paper, colour of illustrations are considered at this stage. Printed material is then distributed to the PLCs.

**Feed Back** We, at Department of Adult, Continuing Education and Extension, and Regional Resource Centre, Panjab University, Chandigarh, try our best to get feedback about each book distributed by us to the PLCs. The number of neo-literates reading a particular book is used as an instrument to rate that book, as very good, good and not so good. Sometimes we try to gather on a book, not being favoured directly from the reader himself/herself. The opinions are reconsidered for future literature development.



### Step III

**Delivery System** The step suggested below has been experimentally tried by us at two PLCs and for a few themes only. The results in terms of retention of neo-literates at a PLC, number of books read by them, interest shown by them, awareness level, articulation, confidence etc. showed a significant positive upward trend. Because of the paucity of the resources, the system of multimedia delivery could not be used on mass-scale.



## Part B

**Environment at PLC** The Total Literacy Campaign was launched in U.T. Chandigarh in May 1991. The second phase started in November, 1993, when 38,000 learners enrolled themselves, though actual number of illiterates identified were 52,725. An evaluation of TLC showed that 23,000 learners were made literates. (Report published by Literacy Council U.T., Chandigarh Female Literacy House, Sector-42, Chandigarh - 160036). For these neo-literates a comprehensive programme of post literacy was launched in the year 1997, vide 60 nodal centres. There were 15 PLCs under each nodal centre, where 30 learners were enrolled vide each post literacy centre. Hence 450 neo-literates were there in each nodal centre, achieving the objective of Post-Literacy.

In each PLC, a Prerak was appointed, whose educational qualification is matric or above. Invariably they were matriculates only. Each prerak was provided pre-service and in-service training. He/She was a part-time worker, who works for 2 to 3 hours a day. Ordinarily, there was a library in for every PLC which has post literacy booklets, newspapers and magazines. It is absent now.

Out of these 900 PLCs, 2 PLCs were selected to conduct an experiment.

### Objective

To study various factors, inputs and techniques employed for the over-spreading of post-literacy programmes.

### Specific Objective

1. To study the collective impact of :

- full time prerak,
- inputs like talks, Lectures/Demonstrations,
- audio-visual material,
- counselling services,
- recreation and sports

On the following dependable variables:

- a) Number of books read by each neo-literate.
- b) Retention of neo-literates in PLCs at the end of six months.

(Retention, here, is used as opposite of drop-out.)

**PLC NO. I**

**Control PLC**

**PLC NO. II**

**Experimental PLC**

The two PLCs were matched on:

- i) Number of learners
- ii) Sex of learners
- iii) Average age
- iv) Social background

In the experimental centre a number of additional inputs, as listed below, were provided.

### Additional Inputs at PLC II

Talks, lecture cum demonstrations, films, documentaries, cassettes to generate awareness on the following themes:

AIDS - A fatal disease is preventable, not curable.  
 A Certificate Course in Food Preservation & Nutrition.

- Preparation of low cost diet
- Pickle making
- Jam making
- Squash making

Soap, surf and detergent making; Beauty Culture; Tie & Dye; Advocacy programmes on 'Population Education & Family Welfare'; Role of Men in Women's Empowerment; A talk on, 'A World free of Violence against Women'; Healthy Ageing; and Family Counselling

PLC I	PLC II
<b>Inputs</b>	<b>Inputs</b>
<b><u>Prerak</u></b>	<b><u>Prerak</u></b>
Matric	Matric
Trained	Trained
Part time	Full time
<b>Library</b>	<b>Library</b>
Books	Books
Newspapers	Newspapers
Magazine	Magazine
	Documentaries
	<b>Study Centre</b>
	<b>Churcha Mandal</b>
	<b>Contact Sessions</b>
	<b>Counselling</b>
	<b>Recreation &amp; Sports</b>
	<b>Talks &amp; Lectures</b> (as mentioned above)

The experiment lasted for six months.

## Results :

- i) Retention of Neo-Literates in PLCs at the end of six months

Number of Learners in the beginning of the experiment	Number of learners at the end of six months
PLC I 30	14 (46%)
PLC II 30	26 (85.8%)

The above results show that retention of neo-literates at the experimental centre was almost two times as compared to the control PLC. The reasons are obviously due to the additional inputs and activities of the experimental PLC, had a positive impact on retention of neo-literates.

- ii) Average numbers of books read from the library during the six months by each neo-literate.

A record of books borrowed and read by the each learner was maintained by the respective preraks in their centre. At the end of six months, total number of books read by each learner was approved. It was found that in experimental centre, almost all the learners showed great interest in reading books. They read them sitting in the reading hall, some took them home also. After reading they liked discussing the issues/themes read from the books with their fellows and prerak. Many a times, they expressed desire to know more about issue under discussion. In that case talks were arranged by the prerak for them. For example, a talk was arranged for the neo-literates at PLC II on 'AIDS is Preventable'. A doctor from the PGI delivered the talk. An audio cassette prepared by AIDS Control Society, Panjab was also played in the centre. The cassette was in the form of dialogues between man and woman. The conversation was in verse. The talk and audio cassettes invoked curiosity and inquisitiveness in the neo-literates, they wanted to know more about the syndrome. The doctor answered many of the queries and for more information they were referred to the books and folders available in the library on the AIDS. As the talk and the cassettes had already prepared ground, they readily turned to the reading material (booklet and folder in this case).

In routine, a talk, demonstration or film was shown to the neo-literates at the experimental centre on a particular theme. Next day, they were told about the books available in the library on the same theme. Almost

all the learners would read the book. According to the learners, it was an effective method to reinforce what they had seen or heard. This method, certainly evoked reading interest in them.

**Average number of books read from the library in six months by each neo-literate was found to be as follows:**

**PLC I 12 books**

**PLC II 25 books**

These numbers mark the collective impact of the inputs given at PLC II.

#### **Suggestions :-**

- i) To make the achievements of basic literacy lasting,
  - ii) To reduce the phenomenon of dropout,
  - iii) To inculcate reading habits in neo-literates,
  - iv) To inculcate love for reading in them;
- a) Post-literacy literature ought to be prepared keeping in mind steps given in part A of the paper
  - b) Environment at PLC has to be improved and made more lively, informative, utilitarian, creative, interesting and recreational
  - c) Inputs provided at PLC II during the experiment should be made regular features at all the PLCs.

#### **Difficulties in Implementing at Large Scale**

The material at Regional Resource Centre and Department of Adult, Continuing Education & Extension, Panjab University, Chandigarh, was developed on the lines discussed in Part A of the paper. Difficulties are faced in the implementation of Part B i.e. providing various inputs at all the PLCs. Though the results of the Impact Study were discussed with ZSS, Chandigarh, it has not been possible to implement the strategies at a large scale, in all the centres for various reasons;

- i) Part-time Prerak
- ii) Prerak not being a good organiser of things and events, not being resourceful enough to arrange for churchas, discussion, talks, demonstration etc.
- iii) Financial reasons :

\* To organise a course on Beauty Culture, Tie & Dye, Soap, Surf & detergent making etc.

or

\* To arrange a talk on a theme of neo-literates interest, finances are required;

- to pay honorarium to the Resource Persons
- to buy material required for preparation and demonstration
- to give prizes in case of competitions.

**Suggestion for overcoming abovementioned difficulties in order to scale up the experiment:**

1) Planners and administrators at NLM and DAE New Delhi should be asked to revise the scheme to allow the employment of full-time preraks with better salary structure.

2) The mentioned experiment was carried out during the 1998-1999. Subsequently, ZSS, Chandigarh, revised the budget proposal, which was sent to the DAE/NLM for approval and sanction. They have asked for financial assistance for activities to be organized at the Centres. ZSS, Chandigarh is hopeful getting the approval. It can be done by the other agencies involved in such work.

3) There are some departments, which can be roped in to collaborate, on the voluntary basis. In Chandigarh, we have been able to secure co-operation from:

- Institute of Food and Craft, Sector-23, Chandigarh.
- Jan Shikshan Sansthan, Sector-38, Chandigarh.
- Social Welfare Advisory Board, U.T., Chandigarh.
- AIDS Control Society of Panjab & Chandigarh.
- Social Welfare Department, PGI, Chandigarh.
- Department of Community Medicine, PGI, Chandigarh.
- Field and Publicity Department, UT, Chandigarh.
- Khadi and Village Industry Commission.
- Faculty of Panjab University, Chandigarh.

## Gender Related Disorders

### Abstract

Gender has a significant influence on our physical, social and psychological growth. As we grow into adulthood, our gender and age together influence our personality. It leads to gender differences, ultimately results in gender inequalities. From the moment of our birth, there is a continuous interaction between our gender, culture, roles and experiences builds up an overall influence on the gamut of our psychological development, especially on our psychological well-being. This paper attempts to describe the role and significance of gender in predisposing individuals to a particular social experience and more especially psychological disorders (anxiety and depression) in women based on research findings in western world. These things are analysed reviewing the social, cultural, economic and familial conditions experienced by women in Indian context. Finally, certain strategies are suggested to women to overcome these disorders and ways to improve the status of women.

In India, women are playing a key role in social, economic and familial fronts. The diversity of the roles played by a woman exerts much stress and strain on them. This stress and strain inside the house and outside the house leads to gender related disorders. Gender differences can be run physical health and mental health.

### Gender and Physical Health

Three points relate gender differences to physical health. They are:

1. Looking Healthy
2. Feeling Healthy, and
3. Healthy Behaviour

### Looking Healthy :

The commonsense view of physical health refers to the way a person looks. The slim and energetic person, as opposed to the pale, overweight individual is generally seen as healthy. However, Hays and Ross (1987) rightly pointed out that healthy looks do not always reflect healthy behaviour. Leary's et.al's (1994) review revealed that several ways in which people's self presentation motives can be hazardous to their health.

Perceptions of women, but not of men, are affected by how much they eat. Usually, slim females are judged as the most feminine, while normal weighty males are judged as the most masculine. The authors concluded that the cultural views of femininity may contribute to eating disorders in women by prescribing unrealistically slim body shapes and sizes. They suggested that the increase in "Anorexia Nervosa" is the result of the idealization of slimness in western culture. In India, among urban elite, we can also see this trend. Thinking that they look more feminine in their slimness, the young girls and women are maintaining their diet unnecessarily and degrading their physical health. Instead of taking large amount of food, they can take more nutrient and adequate quantity of food to look both slim and healthy.

### **Feeling Healthy :**

As far as gender differences are concerned females physical health is more at risk than the males, with the appearance and body weight, seen as more important in making an impression on other people for women than for man. Feeling healthy is a subjective statement by an individual. Feeling healthy is generally operationalised either as the absence of physical symptoms or in terms of subjective feelings of health or illness. Results of research on gender differences and feeling healthy are quite consistent across the western world. Studies indicate high morbidity (sickness) rates for women and higher mortality (death) rates for men (Wingerd, 1987; Verbrugge, 1989; Anson et. al. 1990; Gijsbers Van Wijk et.al. 1991). Men suffered more chronic, life threatening diseases causing permanent disability and earlier death, while women more frequently suffer illness and disability, and their problems are less often life threatening ones. Indeed, men have an average life expectancy, which is seven years less than that of women and the risk of death is higher for males than females of all ages. It is interesting to note that from the studies of Gijsbers, Van Wijk et.al. (1991), women are using the health service more often than men, even when typical female problems such as menstruation, and menopausal symptoms are discounted (Popay et.al. 1993). Studies also proved (Meininger, 1986) that women are more frequently involved in other types of illness behaviour such as having days of restricted activity and of bed-disability and using medication. From the above studies one can easily conclude that women live longer than the men is not a blessing. As Haug and Folmar (1986) rightly pointed out that the benefits of longer life may be offset by deteriorating health, cognitive deficits, death of family and friends and financial hardships.

### **Healthy Behaviour :**

Traditionally, women's stay at home as house wives and mothers and as a result, can feel lonely and deprived of challenges and social support (Hibband and Pope, 1993). Their general unhappiness with their prescribed social role leads them to develop complaints and physical symptoms. The study by Haelvio Mannila (1986) found that in countries

where more women stay at home, their physical health is poorer and reporting of illness more frequent. The traditional housewife role is also used as an explanation for women's disturbed body image and their vulnerability to disorders. For women at home, physical appearance (According to feminine image, this is being extremely slim and light weight) is a more important contribution to self-esteem than for women who work or men regardless whether they work or not. In Indian conditions, most of the womenfolk both rural and urban areas are confined themselves to their homes. Their exposure to the outer world is limited compared to men. This is true even with regard to educated women. In fact, exposing one's self to the outer world will develop better awareness, knowledge and in turn capacity to handle different situations, which altogether develop self-confidence in the individual. Due to the social, economic and cultural constraints imposed on women in the Indian culture, their movement is more oftenly restricted to household activities and as a result their self-concept and self-esteem is not fully developed. This does not mean that all women are in the same state but majority are in the similar conditions.

The countries such as the US, Canada and UK, the prevalence of smoking among men and women is common. Since 1960s the smoking rate had been decreasing among boys than girls. In addition men are better in obtaining from cigarettes than women. Chesney and Nealey (1996) expressed their concern about the increasing of women's smoking, the prevalence of smoking among adolescent girls being higher than boys. The young women and girls' smoking behaviour is due to weight control mechanism to make their body slim and to loose weight. Hence in western countries, women deliberately place themselves in opposition to traditional gender roles and the result is increasing of smoking behaviour among women. In India, nowadays in elite societies, the young girls and women are smoking cigarettes, drinking alcohol, thinking as if they have established themselves equal to men.

### **Gender and Psychological Health**

Research on gender differences in psychological disorders remain in its infancy and hence exactly why gender differences remain unclear. Researchers attempted to conceptualize gender differences in relation to key variables. Gender roles as an explanation for the differences between men and women. Being a female meant taking certain roles in society and that these roles were associated with greater psychological distress. For example women have primary responsibility for child care yet often much combine this with a career outside the home, thus leading to role conflict and lower self-worth. Research indicating that married women had a higher rate of mental illness than married men, while single women had lower rate of mental illness than single men (Gove, 1978). In another research study by Jeanne Marccek (1978) reveals that loss of status and independence experienced by many married women as well as difficulties

associated with being a mother created severe stress and emotional problems. In gender related problem anxiety and depression often feature prominently. In terms of gender differences, women outnumber men who are treated for depression by the ratio of 2:1, and these differences first emerge as early as adolescence (Ruble et.al. 1993). In addition, anxiety based disorders include more women than men. Of all the anxiety disorders, 'Agoraphobia' is associated with longest gender differences. It is defined as an irrational fear of public or open spaces (Agora-a open space where people gather, especially in a market place in ancient Greece; phobia-baseless fear). It is approximately four times more likely to be diagnosed in women than in men either clinically or in community samples (Chambless and Mason, 1986).

The negative thoughts, thereby self-negation of a person will result in depression and anxiety related disorders. The higher level of depression in women may be due to the fact that women suffer more victimization or adverse social experiences than men, a sentiment which would find sympathy with feminist writers. In a study, Ruble et.al. (1993) argue that differences in gender socialization process lead to gender differences in depression during adolescence. The child rearing factors play a vital role in the development of anxiety and depression and moreover the rejection and control by parents may be positively related to later on to a syndrome of anxiety related disorders and depression. These early negative self schemata which may be developed in later life experiences and result in emotional disorders. The study of Nolen Hoeksema and Girgus (1994) suggests that girls are more likely than boys to carry risk factors for depression even before adolescence. In the Indian context, where there is a male domination, clear discrimination can be found against woman from child bearing to rearing, adolescent and later life. This suppression and oppression naturally lead to anxiety and depression at every state of human development.

Further, the complexity of modern life is demanding double earning to maintain the minimum standard of life. This attitude is highly growing in our country. This situation is in turn creating role conflict and role overload by the women leading to more stress and anxiety. On the other hand, Horowitz (1982) concluded that the people occupied dominant role in the family and controlling resources had fewer psychological disorders in comparison with those occupied powerless roles. Married employed women without children for example, had few problems, but unemployed married men had many problems. Research work has indicated that women who do work, greater job satisfaction is associated with low levels of role strain and is predictive of greater family cohesion and lower levels of family conflict. However, husband's negative attitudes towards their wives paid employment, with resultant marital conflict and husband's lack of participation in child-care may erode these potential beneficial effects (Dennerstein, 1995). These are all highly applicable to our Indian context. Here, more men and women are under pressure to go outside their home

to work and most agoraphobics seem to be housewives. It is easier for full-time home makers than for employed men and women to avoid going out into the public and other situations where agoraphobic patients experience extreme distress. From this it is clear that the onset of agoraphobia often proceeds unemployment and having a job outside the home will be the protecting factor for women. Lack of power leads to learned helplessness in women and predisposes them to more psychological problems like depression. Lack and abuse of power experience by women at the hands of men contribute significantly to the higher rate of psychological disorders in women, including depression and anxiety.

Apart from this, in Indian situation there are other factors that are affecting women's status. They are gender bias in education and literacy, health and nutrition, early marriages, social taboos, economic dependency, unemployment, poverty, lack of social and political participation, male-dominance and lack of awareness about the legal rights of women. There is gender disparity in literacy in India and the same is voiced in many National and International seminars, conferences and summits etc. As a result, several programmes have been implemented to promote literacy among women, consequently the number of literates and literacy rates have increased overtime. But simultaneously the number of illiterates have also gone up. The total number of illiterate women (7 and above age groups) in the country increased from 182.91 million in 1981 to 200.52 million as against the increase in the number of illiterate men from 120.90 million in 1981 to 128.36 million in 1991, that means the increase in number of female illiterates. In both the census, the female illiteracy constitute around sixty per cent of the total illiterate population of India, thereby showing gender inequalities in literacy.

In the matters of health, women's concern about their health is different from that of males. Child bearing exposes women to health hazards and complications may lead to death. Data based household expenditure show a positive discrimination against women in the sharing of food and other items in the normal household. Available data on dietary consumption among 1 to 18 years olds show that girls consume much less than boys (UNICEF, 1990). This situation has a decisive adverse consequence on the health status of young mothers and their offsprings, more so when nutritional deprivation, in terms of calorie adequacy, continuous throughout pregnancy and lactation. Biologically, more females are born and live longer than males. The sex ratio in many advanced countries is in favour of females where as in India, it is reversed. Nutritional deprivation may be one of the reasons for declining sex ratio as the available data shows high female mortality leaving aside dowry deaths, female infanticide and female foeticide. Barbara Harris (1987) reports that gender discrimination on micro nutrients via food allocations is there in both in the north and south, especially among adolescent girls, pregnant and lactating adult women and female children. Researcher in Indian

subcontinent (Bhagavathi, J.N. 1973; Sen, A.K. 1984) indicate that there is discrimination against females in terms and measurement of nutritional supply of mortality and health, while in most advanced countries, more males than females die in infancy and childhood and the reverse is true in India. Early marriage is the part of the wider practice of female seclusion through their subordination to men and deprivation of equal access to social and material resources; which destroy their psyche to think, to question and to act independently. Hence the need of the hour is large expansion of non-familial role especially for economic development of low income groups and illiterates. This will help to demolish the prevailing myth that women are always dependent on someone - father, husband or son.

Violence and crime against women in India are increasing every year at home, work place street, custody or elsewhere. The report of Amnesty International on India observed that women are regularly raped in jail cells in India. An U.N. report has also pointed out that India has the highest number of custodial rapes by men in the positions of power. The data sheet on 'violence against women' by the Department of Women and Child Development, MHRD reveals that a woman is raped somewhere in India in every 54 minutes, a molestation takes place in every 26 minutes, one kidnapping or abduction every 43 minutes, one act of eve teasing for every 51 minutes, one dowry death every one or two minutes and one act of criminal offence against women every 7 minutes. Violence against women is rooted in the tradition of discrimination that has been going on for centuries. Women have to routinely put up with discrimination at work, psychological and physical weakness, due to malnutrition, family violence and gender wage gap (Mittal, L.N. 1993).

There is overwhelming evidence that women suffer more from sexual abuse, domestic violence, rape and harassment than men. And hence victimization in interpersonal relationships is a significant risk factor in the development of psychological disorders. The early sexual abuse and violence on young girls and women may lead to the development of negative self-concept and self-esteem which in turn facilitate the developmental psychological disorders like anxiety, stress and depression in them. All these things are true in Indian context, where men are having more economic autonomy than women, irrespective of their earning and educational status. Even for small things, women are dependent on their partners and in majority of the cases, they should suppress their feelings and act according to the whims and fancies of their counterparts. From birth onwards mercy is playing a vital role in female life. The continuous economic and social dependency of the women from birth to adolescence (father), adolescent to adulthood (husband) and adulthood to old age (son) is forcing her to accept the subordinate attitude in women. This type of role model in Indian social context is making the women to develop psychological disorders like depression and anxiety. Unfortunately, women also portrayed in similar conditions in several media, which in turn

make women and young girls to accept and develop such negative images in their mind. This is the male side aspect. In India, particularly in rural areas, even women (mothers) are giving more preference to male child in education, nutrition and health and economic freedom at the cost of female child, this in turn is affecting the self-concept and self-esteem of the female child which forces her to develop psychological disorders.

Illiteracy among women is the root cause for their under-development in all spheres of life. Illiteracy leads to ignorance and subordination to their counterparts. A literate women will take wise decisions in the home as well as in society. Her participation is highly productive in personal life and social life. It will enhance the nutritional status of herself as well as children and family, better way of managing the material and the human resources within her disposal, participation in political and social life more meaningfully, which in turn will enhance her status. In fact, all these aspects will develop better self-concept and self-esteem. The confidence she develops in her social interactions in the society will prove her more confident, independent and self-assertive individual. By playing her genuine role in the home and the society, she will be able to overcome psychological disorders such as depression and anxiety in day to day life. Of course, every individual may experience stress and strain and maintain proper physical and mental health.

### **Strategies to maintain Physical and Psychological health in Women**

To avoid anxiety and depression and maintain good physical health, the following support system should be provided to our Indian women:

1. Women should be enlightened about the secrets of real beauty than pseudosophistication i.e. instead of maintaining slimness or underweight by dieting, one should eat more appropriate food to maintain physical health and body slimness.

2. Recently in urban societies, the young girls and women are practising cigarette smoking, drinking alcohol and taking drugs, deliberately in public places themselves as if matching to traditional gender roles. This trend can be avoided by giving proper perspective about the concept of equality and the women's organisations can play a vital role in this awareness.

3. Literacy and post programmes should incorporate the issues which can develop critical thinking in women and adolescent girls about their deprivation of several things and the ways and means of achieving those things without losing their identity.

4. Men should be sensitised about the biological aspects of women and their problems with a view to develop proper understanding and desirable behaviour to their partners so that one can avoid stress, anxiety and depression in women.

5. Women should be sensitised about their unique status in the family and society by not degrading themselves in comparison with men. Similarly, men should be sensitised to treat the women as equals and giving opportunity in all spheres of life.

6. The second textbooks should be restructured to avoid gender bias in the literature. So that the future generation can develop right type of knowledge, attitudes and skills to tackle the social problems, and which in turn will enhance their self-concept and self-esteem.

7. Mass media should be geared up to create right type of knowledge, attitude among different sections of the society towards women.

8. Strict and stringent laws should be enforced to arrest the crime, violence, sex abuse and social evils like child marriages, dowry, female infanticide, female foeticide etc.

9. Proper health care system should be provided by strengthening the existing community health programmes, specially meant for women and children to avoid malnutrition and under-nutrition in pregnant and lactating mothers.

10. Women should be given awareness about the need for self-help groups at community level to protect themselves as well as to their fellow beings through collective action.

11. To avoid economic dependency and poverty among women, appropriate need based/income generating self-employment schemes should be generated both by the government and private bodies.

12. Community and institutional counselling centres are of vital importance to make the distressed women to come out of their psychological disorders.

13. Women community legal counselling centres are the need of the hour to safeguard the women rights and protect them from atrocities in a country like India, where the crime is more often on women and children.

14. To raise the status of women, the child care centres should be provided in each and every community in both rural and urban areas and in organized and unorganized sectors. Such things will promote the Universalization of Primary Education for girls apart from reducing the burden of dual role -- as wage earner and family holder.

15. Research is needed to study the gender issues related to the psychological disorders in different social, economical, cultural and educational situations, thereby giving more scope to understand the phenomena in a deeper perspective so as to take appropriate remedial measures from policy planning to its implementation.

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## Status of Continuing Education Programme in India

The past experience in the field of adult education in India, as those of several other countries, shows that in the absence of learning environment and effective programmes of post literacy and continuing education, the efforts made in literacy programmes yield extremely limited results. The National Policy on Education (NPE) (as modified in 1992) envisages that comprehensive programmes of Post Literacy and Continuing Education will be provided for neo-literates and youth who have received primary education with a view to enabling them to retain and upgrade their literacy skills, and to harness it for the improvement of their living and working conditions.

NPE also declares that a critical development issue today is the continuous upgradation of skills so as to produce manpower resources of the kind and the number required by the society. Special emphasis will, therefore, be laid on organization of employment oriented and need and interest based vocational and skill training programmes.

The revised Programme of Action (POA) which was formulated to give effect to the NPE, also clearly stipulates that the adult education programme should include:

"Self-directed continuing education in the perspective of the life-long learning through library service, newspapers for neo-literates, characha mandals and such other activities. This may include the skill development programme for personal, social and occupational development."

The National Literacy Mission was launched in May 1988 with the specific objective of eradicating illiteracy from amongst the adult non-literates in the age-group 15 to 35 years in a time bound manner. So far 526 districts have been covered under total literacy campaigns.

NLM started the scheme of Continuing Education in 1995 as a fully funded centrally sponsored scheme. The scheme envisages 100 per cent assistance to the States for the first three years of the implementation. The State Governments were required to share 50 per cent of the expenditure during the 4th and 5th year of the project, and thereafter take over the total responsibility for the programme. The Continuing Education Programme is to be taken up after the conclusion of Post Literacy Programme in a district.

The objective of providing life-long learning facilities. The basic unit of the scheme is Continuing Education Centre(CEC) with a nodal CEC overseeing the working of a clusters of CECs.

The Government approved revised scheme of Continuing Education Programme in 1999 which retained the basic structure of CECs and further strengthened and expanded its scope and content. A CEC would be set up for a population of 2000-2500 so that it caters to the needs of at least 500-1000 neo-literates. A nodal CEC would be set up for a cluster of 10-15 CECs. Each CEC will be provided assistance of Rs.25,000/- each as recurring and non-recurring grant, and nodal CEC Rs.45,000/- each as recurring and non-recurring grant with an additional provision of house rent for few selected centres. In the revised scheme a provision of Assistant Prerak has been made who will be primarily responsible for conducting literacy classes during continuing education programme.

The Scheme will continue to be implemented by the existing Zilla Saksharata Samiti headed by the Collector. The ZSS would identify VAs, Mahila Mandals, Panchayati Raj Institutions, NYKs etc. to take up CECs/ Nodal CECs. The ZSS would, however, be responsible for coordinating, monitoring and supervising the implementation of the programme by these agencies.

### **Current Status (As on August 2000) of the Continuing Education**

The NLM started sanctioning Continuing Education Programme in 1996. Andhra Pradesh was the first state in the country where eight districts were approved on November 1996 to take up continuing education programme. So far 95 districts have been sanctioned continuing education programme in the country. The year-wise break-up of the projects is given below:

Year	No. of CEP Projects Sanctioned
1996	8
1997	52
1998	4
1999	22
2000	9
Total	95

The continuing education programme has been sanctioned in 17 States/UTs. The States of Kerala, Mizoram and UT of Pondicherry have been fully covered under continuing education programme. In Andhra Pradesh, 20 districts have been sanctioned continuing education programme out of 23 districts. The state-wise sanction status of continuing education programme is given below:

S.No.	State/UT	No. of CEP Projects sanctioned
1.	Andhra Pradesh	20
2.	Bihar	1
3.	Chandigarh	1
4.	Gujarat	8
5.	Haryana	1
6.	Himachal Pradesh	1
7.	Karnataka	5
8.	Kerala	14
9.	Madhya Pradesh	2
10.	Maharashtra	9
11.	Mizoram	3
12.	Pondicherry	4
13.	Punjab	1
14.	Rajasthan	7
15.	Tamil Nadu	9
16.	Uttar Pradesh	2
17.	West Bengal	7
Total		95

*Source: AE Bureau's list of sanctioned projects/PAC Minutes*

In Gujarat continuing education programme was sanctioned to 8 districts, Maharashtra 9 districts (includes newly carved out district of Hinogli from Parbhani), Rajasthan 7 districts, Tamil Nadu 9 districts, West Bengal 7 districts, Karnataka 5 districts and Madhya Pradesh and Uttar Pradesh 2 districts each. The continuing education programme was also sanctioned to one each districts of the States/UT of Bihar, Chandigarh, Haryana, Himachal Pradesh and Punjab.

#### **State-wise status of CECs/NCECs sanctioned**

The National Literacy Mission has sanctioned CECs and NCECs to 95 districts in 17 States/UTs. The state-wise break-up of CECs/NCECs is given below:

S.No.	State/UT	No. of centres sanctioned	
		CECs	NCECs
1.	Andhra Pradesh	16,481	2,183
2.	Bihar	765	85
3.	Chandigarh	360	40
4.	Gujarat	4,587	510
5.	Haryana	370	41
6.	Himachal Pradesh	465*	52*
7.	Karnataka	3,415	396
8.	Kerala	3,406	485
9.	Madhya Pradesh	1,979	272
10.	Maharashtra	4,288	486
11.	Mizoram	360	40
12.	Pondicherry	172	28
13.	Punjab	1,000	130
14.	Rajasthan	5,600	779
15.	Tamil Nadu	2,538	382
16.	West Bengal	18,950	2,354
17.	Uttar Pradesh	3,087	333
Total		67,830	8,596

\*In the district of Mandi, Himachal Pradesh, 2564 mini CECs and 382 mini nodal CECs have been established instead of 465 CECs and 52 NCECs sanctioned since it is hilly area and geographically it is not possible to set up CECs for a population of 2000-2500. However, no extra budget has been sanctioned for establishment these CECs/NCECs. The district is managing funds within the overall sanctioned ceiling.

### State-wise status of CECs/NCECs Established

On the basis of monthly progress reports received from the State Governments, so far 37,755 CECs (55.66%) and 4,909 (57.10%) NCECs have been established against the sanctioned CECs and NCECs. The State/UT-wise break-up of the established CECs/NCECs is given below:

S.No.	State/UT	No. of centres established	
		CECs & %	NCECs & %
1.	Andhra Pradesh	9,567 (58.02)	1,262 (57.81)
2.	Bihar	765(100.00)	85(100.00)
3.	Chandigarh	N.R.	N.R.
4.	Gujarat	926(20.18)	103(20.19)
5.	Haryana	N.R.	N.R.
6.	Himachal Pradesh	465(100.00)	52(100.00)
7.	Karnataka	N.R.	N.R.
8.	Kerala	3,270(96.00)	468(96.49)
9.	Madhya Pradesh	N.R.	N.R.
10.	Maharashtra	2,593(60.47)	298(61.31)
11.	Mizoram	360(100.00)	40(100.00)
12.	Pondicherry	89(51.74)	17(60.71)
13.	Punjab	N.R.	N.R.
14.	Rajasthan	1,547(27.62)	151(19.38)
15.	Tamil Nadu	2,440(96.13)	379(99.21)
16.	West Bengal	15,281(80.63)	1,976(83.94)
17.	Uttar Pradesh	452(14.64)	78(23.42)
Total		37,755 (55.66)	4,909(57.10)

Source: Monthly Progress Reports received from State Directorates of Adult Education/CEP Districts State/UT-wise analysis of CECs/NCECs Established

In the State of Andhra Pradesh, 9,587 CECs and 1,282 NCECs have been established in 16 districts of Srikakulam, Visakhapatnam, West Godavari, Chittoor, Cuddapah, Nizamabad, Karimnagar, Vizianagaram, East Godavari, Krishna, Ranga Reddy, Hyderabad, Medak, Warangal, Khammam and Nellore. The CECs/NCECs are yet to be established in the districts of Nalgonda, Prakasam, Guntur and Ananthapur where continuing education programme was sanctioned in March 2000.

In Dumka, Bihar all the sanctioned CECs/NCECs have been established.

In Gujarat, out of 8 districts, progress report has been received from one district i.e. Varodara where all the sanctioned CECs and NCECs have been established. The status of the rest of the districts of Jamnagar, Ahmedabad (Rural), Gandhinagar, Amreli, Kheda, Surendranagar and Dangs is awaited.

In Mandi district of Himachal Pradesh, 2564 mini CECs and 382 mini nodal CECs have been established against the sanctioned 465 CECs(2582 mini CECs) and 52 NCECs (382 mini NCECs).

In Kerala, it has been reported that so far 3,270 CECs and 468 NCECs have been established in 14 districts of the State.

The status of continuing education programme in the districts of Durg and Indore of Madhya Pradesh is awaited.

In Maharashtra, continuing education programme has been launched in the districts of Pune, Wardha, Parbhani, Latur, Sindhudurg and Hinogli new carved out district from Parbhani. So far 2,593 CECs and 298 NCECs have been established out of 4,288 CECs and 486 NCECs sanctioned.

In three districts of Mizoram, all the sanctioned CECs/NCECs have been established.

In four districts of Pondicherry, 89 CECs and 17 NCECs have been established out of 172 CECs and 28 NCECs sanctioned.

In Rajasthan continuing education programme has been launched in the districts of Ajmer, Dungarpur and Pali. The districts of Sikar, Bharatpur, Tonk and Banswara are yet to launch CEP. In the districts of Ajmer and Dungarpur 964 CECs and 483 CECs and 97 NCECs and 54 NCECs have been established respectively. In Pali, so far 100 CECs have been established.

In nine districts of the Tamil Nadu viz. Virudhunagar, Sivaganga, Pudukkottai, Kanyakumari, Madurai, Vellore, Tirunveli, Ramanathapuram and Theni, Continuing Education Programme has been launched and so far 2,440 CECs and 379 NCECs have been established in these districts out of 2,538 CECs and 382 NCECs sanctioned.

In seven districts of West Bengal, namely, Birbhum, Burdwan, North 24-Parganas, Midnapur, Bankura, South 24-Parganas and Hoogly, continuing education programme has been launched. Out of 18,950 CECs and 2,354 NCECs sanctioned, so far 15,281 CECs and 1,976 NCECs have been established in these districts. The districts of Birbhum and Midnapur reported number of sanctioned CECs as 1969 and 6037 respectively whereas NLM sanctioned 1737 CECs and 5670 CECs respectively to these districts. Birbhum reported sanction of 174 NCECs whereas NLM sanctioned 290 NCECs.

## Gender Equality and Women's Health — A Human Rights Perspective

Gender equality is one of the most important social rights of an individual which has been protected by the two International instruments - The Universal Declaration of Human Rights (1948) and the preamble of the U.N. Charter. Every individual's right to health (Promotion, prevention and treatment) comes under the purview of this social right which is an human right. As India was a party to the universal commitment to achieve the goal of Health For all by 2000 A.D. which was declared at Alma Ata in 1978, different strategies have been adopted in this regard during the Five Year Plans. The National Health Policy, 1983. National Social Assistance Scheme (Minimum Needs Programme). Expanded Programme on Immunisation (EPI, 1978 ). Universal Immunisation Programme, 1984-85 besides the child Survival and Safe Motherhood Programme (CSSM) in 1992 are some of the measures.

But till recently women's health was looked at in the context of reproduction, hence, the Govt.. Policies were highly issue based and centred around women's reproductive abilities. At present 'health' is a multidimensional complex phenomenon, which does not merely mean the absence of disease or infirmity, but a state of complete physical, mental and social well-being of an individual (WHO). It is a natural feeling of well-being, a self contained judgement of happiness and fulfilment, in which both body and mind are working together in the same direction towards the common end. Thus, healthcare is one of the most important of all human endeavours to improve the quality of life of an individual.

But unfortunately a gloomy picture of women's health status has been noticed around the globe, particularly in the developing countries including India. Maternal mortality rate of 400-500 per 1,00,000 live births in general and 1000-2000 in rural areas (National Family Health survey. 1992-93). Having 25% of World's maternal and pregnancy related deaths (World Bank Report), high rate of girl child mortality and morbidity are some of the recorded facts revealing low health-status of women in our country. But besides disease or disability most of the women are suffering from retardation of growth and development at three critical stages of their

lives -- infancy, early childhood and adolescence and reproductive age (National Prospective Plan for Women 1988-2000), which are the clear evidence of gender inequality leading to the violation of human rights for women. The women of North East India are also no exception. The mode of violation may however, be different societies and it may differ from rural to urban areas. Hence, studies on health status of women are not the concern of the medical professionals alone but for all the interested persons in the field.

The present paper is an attempt (i) to find out the factors responsible for the poor health status of women and (ii) to see the association (if any) with their age, education and occupation.

The study was based on a survey findings conducted during Oct-Dec 1999. 100 purposively selected married women (attaining motherhood) between the age group of 15-45 yrs. living in rural areas of Barpeta District of Assam constituted the universe and locale respectively.

A structured interview schedule in addition to informal discussion of the investigator was the Principal source for the collection of primary data, yet, importance of secondary data could not be denied as a number of books and journals had to be studied in preparing this paper.

Although determinants of 'health' are not static yet, some of the most common components affecting, the health status of women were suggested in the schedule, i.e. , reproductive behaviour, knowledge about antenatal care, domestic violence (if any), and their life-style.

### SAMPLE CHARACTERISTICS

Table No. 1

#### Distribution of sample as per age group

AGE GROUP	P.C. OF RESPONDENTS
Lower - 15 -35	30
Middle - 25 -35	60
Higher - 35-45	10
Total	100

Source : Survey findings

**Table No. 2****Distribution of Sample as per Level of Education**

Level of Education	P.C. Respondents
1. Illiterate	47
Upto Primary level	40
Upto Secondary level	11
Upto College level	2
Total	100

Source : Survey findings

**Table No. 3****Distribution of sample as per occupation**

Occupation	P.C. of respondents
Housewife	67
Employed	9
Labourer class	24
Total	100

Source : Survey findings

**Result and Discussion :**

1. Results and discussion :-

**Components of Reproductive behaviour :**

- i) Age at marriage
- ii) No. of Children
- iii) Spacing of each child birth
- iv) Satisfaction in sex-life
- v) Adoption of birth-control devices

Age at marriage is an important component deciding the health of a woman. As lower age at marriage provides greater opportunities of reproduction, there are ample possibilities of giving birth to more number of children, which would lead to high risks to mothers. In the present investigation more than 60 per cent of the respondents are married at an early age, some of whom had not attained even 18 year, of age. As a result of that, a larger segment of our study group are found to rear, more

than two children within a very short span of their marital life. The tendency to rear more children within a narrow space between child births had been noticed commonly among the illiterate section with poor economic background, irrespective of their age group. Only a few of the respondents (15%) adopted the birth control devices in the form of oral contraceptives and sterilisation. But none of the husbands reported adopting any birth-control devices. Thus, it is apparent that family planning is more a women's responsibility. Besides, almost 90% of the respondents expended no satisfaction in their sex life, as it was due to male who domination. Thus, reproductive behaviour seemed to be male discriminatory, in the present investigation.

## **2. Antenatal Health Care**

### **Components of Antenatal Health care**

- i) Abdominal check-up
- ii) Titenus Toxoid injection
- iii) Iron and Follic Acid
- iv) Nutritional food
- v) Blood and Urine test
- vi) Blood pressure check-up
- vii) Access to adequate health services.

In order to preserve the health of a woman, reproductive health-care especially at the antenatal stage is very vital. Hence the Govt. has been providing a number of services. But enjoyment of these depends upon the proper knowledge and awareness of the womenfolk. Knowledge about different components of ANC like abdominal check-up, titenus toxoid injection, iron and follic acid, regular testy of blood and unine and blood pressure check-up were found to be unknown in about 80% of the respondents. Although an expectant mother requires more nutrition at this stage than a general woman. Almost 60% of them had no awareness about it. Almost 25% of them could not afford it due to their poverty, inspite of having their awareness. Although age and occupation had no bearing with this, Basic education had positive correlation with this knowledge of ANC of the respondent, inadequate health facilities were reported by almost all of them, irrespective of their age, education and occupation. Thus all these are the potent variables, deteriorating the health status of women in rural areas.

## **3. Domestic Violence :-**

### **Form of domestic violence**

- i) Torture
- ii) Sexual Abuse
- iii) Overload of domestic activities
- iv) Cruelty relating to dowry.

The concept of an ideal and effective health-care system has been remarkably shifted from highly centralised, institution-oriented health-care to community-based health care. The exploration of health problems in the community has gradually revealed the importance of family atmosphere. But almost all of the respondents reported domestic violence physical, sexual and psychological harm to them. Their health have been disturbed due to torture(82%) , sexual abuse (63%) and overload of domestic activities (71%), including cruelty relating to dowry (23%). Thus due to distrust, humiliation, insult, physical assault and sexual harassment from their husbands, a great majority of them had to suffer from tremendous frustration, anxiety, helplessness and powerlessness. In addition to the bearing and rearing of children, carrying out of excessive domestic chores made them tired, both physically and mentally. Along with these apathy and neglect from their husbands, these were reported as cause of their feeble health by a small portion of the respondents (5%). But no significant relationship was found between domestic violence and age, education and occupation of the respondents.

#### **4. Life Style**

Although there are innumerable variables that determine the quality of life-style of an individual, yet, in the present study, material surroundings, cultural and behavioural patterns personal hygiene, inter-family relationships and nature of work were considered as determining factors of their life-style. But it was found that lack of labour saving devices, unscientific methods of cooking, unhygienic toilet habits, lack of pure drinking water, discriminatory dietary behaviour are apparent among 90% of the study group. Lack of co-operation and sympathy from the family members also enhanced their mental agony and tension, leading to depression. Thus, prolonged occurrence of depression had negative impacts upon their health. In addition to all these, cultural and religious prejudices against women, facing different kinds of hazards associated with their day to day activities were found to be some added factors responsible for their poor health status. It was found that higher socio-economic level of the respondents had a positive influence in their life styles.

#### **Conclusion :**

Although it is not possible to have a definite conclusion about the health status of women with the limited variables, yet, the study has highlighted some of the most common factors responsible for poor health-status of women in rural areas. Early marriage of girls, uncontrolled pregnancies, unsatisfactory sex life, lack of reproductive freedom made their health fragile. Lack of knowledge about reproductive health-care and non-availability of health-care facilities forced them to adopt traditional methods of treatment resulting in dangerous consequences.

Although health is an individual responsibility health awareness, health attainment and health preservation - all get interlinked at community

level for optimal community health, in which family plays a vital role. But the violence which occurred within the family made majority of the respondents to suffer from physical, mental and psychological impairment. Besides, malnutrition shunts their physical growth and development leading to generalised functional debility and inability to cope with the environmental hazards, including resistance to infection. Thus, abuse and socio-economic deprivations of women seemed to be a worst form of social mechanism stemming forth from gender inequality and violation of human rights. Although it is well admitted that health of women is both the cause and effect of development of a nation, yet, to achieve this full health status empowering them to have reproductive right, accountability of menfolk towards reproductive health care, resistance to early marriage of girls, availability, accessibility and affordability of health care services in rural areas and abolition of domestic violence is needed. Besides, women's empowerment through education of their own should be offered as a Govt. legislation.

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## Role of Legal Literacy in Social and Educational Development

With an upsurging population of over a billion people, illiteracy in our country has become the most inhuman tragedy -- rather a national tragedy. The swarming illiterate mass, nearly 400 millions together with several millions of semi-literates, hardly contribute to the national progress -- social, economic or political developments -- effectively. Of these, legal literacy is much more scarce, as the broad based system of education had ignored totally the basic law for common understanding from its curriculum itself. The basic knowledge of law is essential for every citizen of the country. The intended beneficiaries usually do not know about these laws. They are innocent of their rights so created and the laws remain sheer legislative exercises in futility because these laws cannot be successfully implemented unless people know about the utility and can use the legal mechanism to enforce them. Law can rule the people only when they are conscientised to the legal rights and obligations and have wherewithal moral and material to use the redressal mechanism otherwise the rule and law become and remain only an academic cliché to be repeated in learned discourses, seminars and conferences by high ups for their own name and benefits. Rule of law generally becomes the rule of persons who knows to operate the legal mechanism whereas the majority of citizen are sans of any information about the proper system of justice. India, the biggest democratic country in the world having 40 per cent of its population as illiterates suffers from social disabilities and economic inequalities for centuries. The persons who are not even literates cannot think of legal literacy. The persons, who are legal literates have a major role to play in the society. The Government of India and the State Governments have set up "Legal Authorities" for providing free legal aid. This system of free legal aid is based on the role of legal literacy. In fact, this is the best way, where the legally literate persons can play a big role in the society. This legal literacy has now started functioning in the form of legal aid system.

The system of legal aid finds its origin in the year 1495, when a statute was passed during the reign of Henry - VII and it is known as the Procedure in form of Paupers in England. A similar provision also finds in our system, when it is incorporated under order 33 Rule 1 of the code of Civil Procedure with regard to filing of a Civil Suit without payment of court fee. Then the United Kingdom passed an Act and legal Aid and Advice Act 1949 for the benefit of the poor and needy persons who had suffered a lot during the World War II (1939-1945).

The USA also passed an Act known as "The Legal Services Corporation Act, 1974". The authorities had its Headquarters at Washington and branches all over States and its Capital Section 304 of Cr. P.C. imposed an obligation on the courts to provide legal Aid to an accused who had no sufficient means and finances to engage an Advocate (Lawyer), at the expenses of the State. This provision covers the indigent accused in criminal cases. In India the system of equal justice and free legal aid is of a recent origin. The law commission of India for the first time in 1958 in its 14th Report laid down a system of Legal Aid which is reproduced hereunder:

"Unless some provision is made for assisting the poor man for the payment of court fees and lawyers fees and other incidental costs of litigation, he/she is denied equality in opportunity to seek justice".

These recommendations made in 1958 remained dormant till the Parliament amended the constitution of India by adding Article 39-A through forty second Amendment Act 1976 with effect from 3.1.1977 which reads as under:

Article 39-A Equal justice and free legal aid. The State shall secure that the operation of the legal system promotes justice on the basis of equal opportunity and shall in particular, provide free legal aid by suitable legislation or schemes many other ways to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities. The Central Govt. to perform its constitutional obligations/responsibility passed a resolution dated 26th September, 1980 and appointed a commission for implementating legal aid scheme CILAS. Under the Chairmanship of Justice P.N. Bhagwati (as his lordship then was) to monitor and implement legal aid programmes on a uniform basis in all States and Union Territories. In 1987 a statutory legal service authority was constituted by Act known as the Legal Services Authorities Act, 1987 and by amending this act in 1995 with effect from 9.11.1995, National Legal Services Authority and State Legal Service authority, State Legal Authority through court legal authority etc. were constituted upto the Tehsil level functions of the Central Authority.

In this way the Govt. Courts had started functioning to provide legal aid and had started playing its role as being legally literate. Now in present day function of the Govt. and Courts alone can not make the people understand their rights and duties and the voluntary organisations, Advocates and Law Colleges should come forward to help the illiterate population of the Country to help them in their social and economic life so that the greedy people may not exploit them. The Indian Adult Education Association is one such organisation which is playing a great role for increasing literacy because without literacy or education legal literacy can not play any effective role.

Almost in every country, except India, there are only two castes : "Have and have nots", exploiter and exploited. But in India in addition to

these two castes, there are so many castes, religions which are playing havoc with the people of this country. Some people exploit the situation and make the literate population fighting among themselves instead of fighting together for their rights. Our Constitution had so many Articles which have given so many rights to people but needy person can not get the fruits of the constitutional provisions. For example : reservation for SC/ST and Backward Classes was provided 50 years ago, we may be excused for saying that, hardly five per cent people of SC/ST had been benefited by them because politicians, bureaucrats, lawyers and other officers have exploited the situation. Their wards study in top school as they provide for them and only they will come and occupy the seats meant for them and a poor SC/ST boy/girl who constitute about 95% of the population having no facility and can not compete with them.

The role of legal literacy is more important in today's life. The lawyers, judges, law students and other persons who are qualified must educate the people of their rights and duties. The system of Public Interest Litigations had developed and started only due to this.

The preamble of the Indian Constitution succinctly declares India to be a Democratic republic and guarantees justice, liberty and equality to all its citizens. The Indian Constitution also ensures against any kind of discrimination on the basis of caste, colour, creed, sex and religion, although the reservation and religious hegemony are much rampant nationwide, jeopardizing the morale and dignity of the people and further rows between the sections of public. Equality and other rights in the Indian Constitution have been especially laid to create a classless society, whereby all class conflicts and authoritarian controls over all others are absolutely eradicated.

As the Government policy views the role of literacy is of vital importance for the harmonious functioning of our democracy, several legally qualified persons have come forward to help the poor and needy persons who can not approach the courts of law for getting justice due to their inability to pay court fees and legal expenses. For that purpose, free legal aid system as earlier mentioned have played a great role. In Haryana, multi-dimensional legal aids are provided in various stages. The various services are (a) Financial Assistance in Court cases or cases before Administrative Tribunal or departments; (b) Para legal Associations and Legal Awareness campaigns; (c) Pre-litigation settlements. The Haryana Legal Aid and Advice Committee offers assistance to people in the annual income group up to Rs.18,000/-. Women, children and members of the scheduled castes or backward classes, irrespective of their income can get service of the lawyers, court fees and other incidental expenses from Legal Aid Bureau set up at various levels in the State. Partial legal aid is also given to the Middle Income Group whose the income ranges between Rs.18,001 and Rs.70,000 annually.

That main role of the legal literate is to protect the rights of an ignorant

illiterate, poor indigent person or group of persons by filing public interest litigation petitions. Today even the judiciary had started taking and considering letters written to it or on newspaper reports to act and to issue writs in the nature of P.I.L. The landmark move in the PIL includes the filing of 4/5 matters (i) Expanding horizons, locus standi, rule of evolving epistolary jurisprudence, (ii) appointing socio-legal commissions or committees, (iii) monitoring laws and judicial orders (iv) enforcing public duties. As regards locus standi rule in Dabholkar's case in 1975 seeds on liberal expression locus standi rule were shown. Justice Krishan Iyer J, in 1976 had elaborated rules in following words: Public Interest is promoted by a specious consideration of locus standi in our socio-economic circumstances, respective occasions pro bono publico and likes are in keeping that essential assent of justice to the common man. In 1982 justice P.N. Bhagwati, Judge of the Supreme Court, laid down that "any member of the public or social action group acting bonafide and invoke writ jurisdiction of the High Courts or Supreme Court of India seeking redressal against violations of legal or constitutional rights of a person, who owing to social or economic or other disability cannot approach courts".

The judgement also declared PIL is a potent weapon in the enforcement of public duties, where executive in action or impose duties resulting in public injury.

Epistolary jurisprudence or treating mere letters as writ petitions and procedure being merely handmaid of justice. Now the Supreme Court started treating mere letters addressed to it as writ petitions in cases of involving public interest or gross violations of Fundamental Rights. Pursuant to such letters by public brought writ petitions reliefs have been granted in cases of illegal detentes, custodian deaths, torture, environmental pollution and so on. In future, august courts have been taking suo moto cognizance of "Letters of Editors" in newspapers and can treat them as petitions to grant appropriate relief. Appointing social legal Commissions of enquiry, the Supreme Court in so many cases suo moto has appointed the commissions of enquiry consisting of experts in every walk of life, advocates, professors, technocrats, etc. for collecting facts and data in PIL, the cases involving instances of eye specialists ordered to inquire into the Bhagalpur Prisoners Blinding case and a noted sociologist was sent to enquiry into the working conditions of labourers in Stone Crushers of Faridabad. Recently Punjab and Haryana High Court had appointed five advocates to report to the High Court about removal of obstructions on the National Highway No.1 and other National Highways in Punjab and Haryana and later the obstructions were ordered to be removed.

Monitoring laws and judicial aspects, bureaucratic lethargy and laxity breeding prosecution violations of laws and non-execution of judicial orders which in turn leads to lawlessness in society and in so many other cases, the Supreme Court has monitored these cases and directed CBI to investigate the matter under the orders of the High Court under their

jurisdiction. For example the Fodder Scam of Bihar was monitored by the Patna High Court as well as by the Supreme Court of India enforcing public duties. The primary duty of the courts is to get other organs of the State within their constitutional bonds and to direct them to perform their constitutional and statutory obligations. Now coming to the scope of PIL, the PIL had been used by the people for getting prisoners rights and reformatory administration protected to appoint contract and child labour amplifying scope of life, protection of environment, political groups and crimes need for self-imposed restraint of PIL. Many PIL alleging criminal activities indulging in by members of parliament and State Legislatures including Prime Ministers, Chief Ministers and other Ministers have been brought to the courts. Above all, discretionary powers invalidated alongwith imposing exemplary costs. In Housing Scam, Petrol Pump allotment Scam, CBI investigations were monitored for sometime by the courts in Fodder Scam because where prosecution proceedings against former Chief Minister were unreasonably withdrawn or where the State Government indulged in routine and re-promulgating ordinances thereby usurping legislative functions, the court strucked down such acts as illegal or unconstitutional. In such cases, every citizen has locus standi to move higher courts to vindicate public interest and court rules.

The court have liberalised rule of locus standi to those who entail inherent dangers of abuse of PIL by vested interests impelled by personal vendetta, etc. or other dubious motives. So it is necessary to see that no person is allowed to misuse the public interest litigation for other purposes than public interest. While dismissing such like vague and uncalled for petitions, the Supreme Court of India and High Courts have started putting heavy costs on the persons moving the wheel of justice unnecessarily.

We appeal to all the persons who have the knowledge of law, which is called as legal literacy, must play their vital roles in imparting legal education and helping poor people for protecting their legal rights and privileges. The goal of legal literacy can only be achieved through the educational system in the country for which universities and colleges should introduce a subject of study at all their Arts, Science, Commerce and Technical faculties.

## The Dilemma of Women in Adult Literacy Education Programme in Benin Metropolis

### Introduction

The importance of Literacy in National development is beyond all doubts. The role of Literacy becomes much more clearer when compare with illiteracy. According to Nasuton (1982) illiteracy is regarded as an enemy and evil which keeps people in darkness, bound in their traditions and superstitions, makes people resistant to ideas, isolate them from progress; thus they become incapable of meeting the demands of their changing environment and march with the world.

There is no doubt that literacy increases the opportunities for economics, political and social growth and instill the preparedness to exploit such opportunities to advantage. It is in this light that Indabawa(1990) argues that economics development is today heavily dependent on technological infrastructures and mass communication for which literacy is indispensable. Besides, literacy facilitates communication between the reader and the writer, however, distant they may appear to be in space and time. It thus creates in the individual a feeling of confidence, security against exploitation, cheating based on ignorance of letters and the numerals as well make people to be favourably disposed to accept, welcome and even accommodate changes or new innovations.

It is generally believed that the slow pace of development of African countries and, particularly the chunk of problems which plague the continent is due largely to high illiteracy rate. Hence, countries in Africa have continued to show genuine commitment to the spread of literacy. So since the early 80s concerted efforts have been made towards the complete eradication or reduction of the high illiteracy in the continent.

In line with international development, successive governments in Nigeria have made effort to fight the scourge of illiteracy among its citizenry. The citizenry have been encouraged and mobilised to enrol in various literacy centres established for that purpose. However, the spread of literacy education has always been proved to be impenetrable.

The adult learners for whom the programme is organised do not seem to have sufficient interest in it. Only a handful of the learners who

enlist in it complete the programme. Majority of them who enrol in the programme withdraw a few days of attending classes. Empirical studies have shown that the attrition rate in literacy education is high (Osunde and Omruyi, 1997).

Even then very few women enrol in the programme until the mid 90s, when the situations changed a little following the involvement of the United Nation Development programme in the provision and spread of literacy education in the country. Nevertheless, report has it that many of them withdraw few days after enlisting in the programme. A few others are known to be irregular in attendance. One explanation that has been given for women's inability to attend or complete the programme is the frustration or dilemma into which they are thrown. It has been proved that this dilemma or difficulties results mostly from the inability of programme to address the needs and aspirations of women as well as the failure of the programme planners to take the problems of the prospective learners into consideration in the course of planning the programme.

Today the problem of learners, particularly women in literacy education programme still persists. This undoubtedly has frustrated the desire of most of the learners. Bown(1990) alluded to this when he asserted that:

It must be said that there are barriers in the way of both men and women wishing to embark on the literacy process but there are special problems facing women.

This means that women face a lot of difficulties in their quest for literacy education. The dilemma women experience in literacy education programme arises from various difficulties located both within and outside of themselves. According to Bown(1990) the dilemma arises from the two substantial problems of lack of political will in male dominated Governments and positive opposition of men in some cultural contexts. He also added that these problems have rendered most adult learners (i.e., women) helpless and unable to continue with their leaning. For instance, the refusal of a woman by her husband to attend classes can frustrate her attempt to acquire literacy skills. Besides, when learners are not allowed to present their problems or when the learning does not address their needs, they become disinterested and subsequently withdraw from the programme.

On their part, Anyanwu et.al. (1985) argue that the government is at the back of women's dilemma in the programme. They reasoned that it is government's paradox - assuring something and doing a different thing. They observed that the government usually fails to provide primers and other follow-up materials for the centres to facilitate learning. The learners are therefore bereft of any learning material. In addition the facilities or instructional materials are also barely adequate. All these factors reduce the learning interests and discourage the learners.

The adult learners also have integrity which they want to maintain. Although they are illiterates, it does not mean they lack commonsense or do not know what they want or who they are. So they need not be treated like school children. They expect to be respected which they deserve as adults. This explains why they quietly slip away from literacy classes, when they feel that their integrity is at stake or being toyed with. This only means that the success of any literacy programme is dependent largely on the ability of the organisers of such programme to recognise carefully the crux of the problems of their prospective learners, especially women and conveniently plan for them. Organising classes at times and places that are convenient for the learners is also part of meeting the needs and alleviating the problems of learners as the report from Sierra Leone has shown. Torres (1997) reports that when in the Bombali literacy project in Sierra Leone the venue was changed, many of the women were in a dilemma to continue or discontinue the programme as the husband of many of them did not approve to attend at the new centre. As a result, the classes were to be closed.

In Nigeria, the story is not very different. The attendance of women at the various centres in different parts of the state remained minimal. Initially, it used to be usually high, but later few complete the programme in spite of the continued efforts to mobilise women adequately to enlist in the programme.

As mentioned earlier many scholars attributed basically their attendance of women or their subsequent withdrawal from literacy programmes to domestic problem. Others believe it is an involvement of finance. Yet a few others believe that it is a problem of cultural, societal attitude and marginalisation (Eheazu and Ebony 1984, Arayici, 1988 and Uche, 1990). It is also possible that there are other problems may be unknown yet for the dilemma, women face in literacy programme.

To address the problem and enhance women's level of participation in literacy programmes will require an adequate information on the contending forces that constitute the dilemma of women in the programmes. Therefore, the problem of this study is : what are the contending forces constituting women's dilemma in literacy programme with a particular reference to Benin metropolis.

### **Purpose of the study**

Based on the statement of the problems and issue raised in background , this study sought to achieve the following purpose:

To find out the contending forces which constitute the dilemma of women in adult literacy programme in the area

To ascertain whether the delivery structure of the programme is satisfactory.

To ascertain if there is any relationship in the view of women in centres located in the heart of the city and those in centres located at the outskirts of the town.

To suggest measures that can be taken to ameliorate the dilemma of women in adult literacy programme in the area.

### **Research Question**

In order to attain these purposes, the following research questions were formulated to provide the lead for the study.

1. What are the contending forces in the dilemma of women in literacy programme ?
2. Is the delivery structure of the programme satisfactory ?
3. Is the women's perception of the contending forces of their dilemma a product of the location of their centres ?

### **Methodology**

The participants of the study comprised of the women from all the literacy centres in Benia city and its environs.

The sample for the study consisted of 60 women participants from literacy centres within the area under survey. The sample size was selected through multistage random sampling procedure. Three centres each were chosen from both Benin city, the main town and the outskirts of Benin using simple random sampling technique. Thereafter, 10 respondents were carefully selected from each of the centres sampled for the study through simple random sampling method.

The simple survey research method was employed to find out the contending forces in the dilemma of women in literacy programme in the area.

The Instrument used for data collection was the ' Dilemma of Women in Literacy Programme Questionnaire ' (DWLPQ), made up of 26 items. The respondents were made to indicate the extent of their agreement or disagreement with certain suggested forces constituting women dilemma in adult literacy programmes. These items of the questionnaire or variables were derived from the literature.

To ensure the content validity of the instrument, the expert judgement was approached. Colleagues in the faculty of education were scrutinised the questionnaire and offered their observations and accordingly their corrections were effected in the final draft.

To ascertain the reliability of the instrument, the split-half method of estimating reliability was adopted using the Spearson 'r'. The estimated reliability of one half of the instrument was 0.68. The estimated reliability coefficient of the entire instrument was 0.81 when the Spearman Brown formula was applied. The questionnaire were self-administered with the aid of literacy instruments and facilitators at the centres used for the study.

The data collected were analyzed using frequency count, rank order, mean score standard and chi-square statistics. The criterion mean score was 3.00. This meant that any item tested that produce a mean of 3.00 was regarded as acceptable, while any item that produce a mean score below that was considered as unacceptable.

## Results

The findings of the study are presented in the tables provided hereunder.

### Research Question One

What are the contending forces constituting the dilemma fo women in adult literacy programmes in the area ?

The data obtained on the issue were analysed using frequency count and mean score. The result is presented in table 1 below :

**Table 1**

**Data on contending forces in the Dilemma of women in literacy programme**

S.No.	Suggested Contending Forces	Weighted Score	Mean Score	Remark
1.	Social stigma	198	3.30	Accepted
2.	Emotional Problem	190	3.17	Accepted
3.	Finance	120	2.00	Unaccepted
4.	Marital demand	180	3.00	Accepted
5.	Psychological problems	240	4.00	Accepted
6.	Health problem	100	1.67	Unaccepted
7.	Venue/location	208	3.47	Accepted
8.	Discrepancy between content and need	215	3.58	Accepted
9.	Poor learning environment	190	3.17	Accepted
10.	Duration of programme	210	3.50	Accepted

The result in the table above reveals that social stigma, emotional problem, marital demand, psychological problems, venue/location, discrepancy between content and need, poor learning environment and duration of programme met the mean score standard of 3.00. While finance and health problems, which are items 3 and 6 respectively, did not meet the mean score standard. This means that only these items (i.e., 1,2,4,5,7,8,9 and 10) which met the mean score standard are accepted by women as problem inducing their dilemma in the programme.

The responses were also ranked to determine the degree of the contending forces. The finding is shown in the table below :

**Table 2**  
**Rank Order of Contending Forces**

S.No.	Contending Forces	Mean Score	Rank Order
1.	Social stigma	3.30	5 <sup>th</sup>
2.	Emotional Problem	3.17	6.5
3.	Finance	2.00	9 <sup>th</sup>
4.	Marital demand	3.00	8 <sup>th</sup>
5.	Psychological problems	4.00	1 <sup>st</sup>
6.	Health problem	1.67	10 <sup>th</sup>
7.	Venue/location	3.47	4 <sup>th</sup>
8.	Discrepancy between content and need	3.58	2 <sup>th</sup>
9.	Poor learning environment	3.17	6.5
10.	Duration of programme	3.50	3 <sup>rd</sup>

The ranking of the contending forces as shown in table 2 above revealed that psychological problems which ranked 1<sup>st</sup> is considered by women as the most serious problem responsible for their dilemma in the programme. This is followed closely by discrepancy between content and needs and duration of the programme which are ranked as 2<sup>nd</sup> and 3<sup>rd</sup> respectively Venue/location comes next and it is ranked as 4<sup>th</sup>. The 5<sup>th</sup> and 6.5<sup>th</sup> position were to social stigma, emotional problem and poor learning environment respectively. The 8<sup>th</sup> position fitted to marital demand. Finance which ranked as 9<sup>th</sup> followed finally by health which is first from the rear ranked 10<sup>th</sup>

## Research Question Two

Is the delivery of the programme satisfactory ?

The result obtained is presented in the table below

**Table 3**

### Perception on the State of Delivery Structure of the Programme

S.No.	Components of Delivery Structure	Mean Score	Remark
1.	Quality of Programme	2.00	Unsatisfactory
2.	Duration of Classes	3.50	Satisfactory
3.	Timing	3.40	Satisfactory
4.	Pattern of Teaching	3.00	Satisfactory
5.	Instructor - Learner Relationship	3.00	Satisfactory
6.	Provision of Instructional aids	1.5	Unsatisfactory

The data above reveal that the respondents are agreed that all the items except those of 1 and 6 ( i.e. Quality of programme and provision of instructional aids) were satisfactory. This means that the respondent considered duration of classes, timing, pattern of teaching and instructor - learner relationship as satisfactory.

Efforts were also made to find out if the respondents view were related to the location of learning centres. This was the problem research question three was meant to address.

## Research Question Three

Is the women's perception of the contending forces of their dilemma a product of the location of their centres ?

The data obtained was analysed using chi-square and the result is presented in table 4 following :

**Table 4**

**Chi-square distribution of Women Perception  
on contending Forces**

Level of Response	Location Benin Centre	Out Scetch Centre	DF	X <sup>2</sup> Cal	X <sup>2</sup> crit
Favourable	20(17.5) 7(13.5)	15(17.5) 20(13.5)	6	7.52	12.59
Unfavourable	2(2.5)	3(2.5)			
Total	30	30			

\* Not significant at  $p < 0.05$

From the table the chi-square calculated is 7.25 while the chi-square critical or table value is 12.59 at 0.05 level of significance with 6 degree of freedom. Since the calculated value of 7.25 is lower than the critical chi-square value of 12.59, the conclusion is that the view of the respondents is not dependent on location of learning centre.

**Discussion of Results**

The findings of the study show that the respondents agreed that social stigma, emotional problem, marital problem, psychological problems, venue/location; discrepancy between content and need, poor learning environment and duration of programme as the contending forces inducing the dilemma of women in adult literacy programme in the area. Their response indicate that the contending forces are located both within and outside women. The forces located within the women include social stigma, emotional problem and psychological problem while the forces of material demand, venue/location, discrepancy between content and need, poor learning environment and duration of programme. These findings confirm the view of Bown (1990) in which he observes that women experience in literacy education programmes difficulties both within and outside of themselves. The result also indicates that psychological problems are considered the most serious of deterrents inducing dilemma for women in the programme. This is apparent, since women are involved in multivarious chores in their homes. These multifaceted roles of women create some psychological stress in them incidentally deter them from continuing to learn. Women often find it difficult to reconcile their roles expectation with attending literacy classes. This puts them in a position to contemplate whether or not they should discontinue with their learning.

Eheazu and Ebang (1984) made similar observations when they reported that the force or pressure women face in their homes, such as uncooperative posture of their husband, which conflict with their interest in attending literacy classes to learn how to read and write makes them unstable and confused, not knowing what to do exactly.

The revelation or findings that venue/location and discrepancy between content and need of learners corroborated the findings of Torres(1997), who reported that the relocation of venue of Bombali literacy project in Sierra Leone left women confused as to what to do and, this eventually led the women learners to discontinue with their learning. The situation eventually culminated in closure of the programme and relocation of the facilitator.

The findings of the study is also indicative of the fact that the quality of the programme and the provision of instructional aids are unsatisfactory. These findings also confirm the view of Omoruyi(1998) to the effect that most literacy programme continued to use the traditional approach to learning which emphasises reading and writing alone. In the same way Ayodele(1997) argued that the lack of basic infrastructural facilities and instructional materials are responsible for the low patronage of learners at the various literacy centres.

It was interesting to find that timing, duration of classes, pattern of teaching and instructor-learners relationship were satisfactory. This however, was contrary to the view of Moitra(1988), who wrote that learners often complain that their teachers feel superior.

Finally, it was also discovered that the women respondents dilemma of in literacy programme in the area was not dependent on the location of their study centres. This means that learners centres outside the main city expressed similar view as their counterparts in the centres located inside the main city.

### **Conclusion/Recommendations**

The focus of this paper has been the difficulties or problems which induce the dilemma women experience in literacy centres. Undoubtedly, the findings have been quite revealing it was gathered that many forces account for women's dilemma and their subsequent discontinuance from literacy programmes. Some aspects of delivery pattern of the programme such as instructional aids are unsatisfactory. From the findings it was also concluded that the views expressed by the respondents were independent of their place or location of learning centre. On the basis of these findings made, the following recommendations are hereby offered.

Efforts should be made to find out what people do and how they spend their time in the course of planning literacy programme for them.

It is also proper to analyse the cultural beliefs and practices and assess the level of change that is attainable.

In addition, the relative workload of the target audience should be identified. It is also desirable to try to identify the problem of the prospective.

Most important of all, the beneficiaries of the programme should be involved and their contributions should be built into the programme plan. This can alone ensure the programme package to address the needs and aspirations of the clientele and duration for the programme acceptable to the people.

Besides, the cultural and belief system of the prospective learners must be ascertained in order to ensure that the project or programme is culturally acceptable.

An enlightenment programme or a mental transformation should be packaged to reorientate the people on the need to encourage women to enlist more in literacy programme.

Finally, appropriate monitoring and evaluation and sustainability mechanism must be put in place to monitor properly the involvement of participation of women. Adequate instructional materials should be supplied.

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## Problems of Evaluation in Adult Education

### Introduction

Evaluation is an essential adjunct to any programme. Evaluation alone judges the worth of the programme to identify carefully the deficiencies and to counter its deterrants. Adult education programmes need to be evaluated from time to time to check its effectiveness. More often such an evaluation of adult education cannot be easily done as the conditions under which the adult literacy programme classes may not be conducive. Evaluation of the adult education programmes does not merely mean evaluating the knowledge and skills acquired by adults after attending the centres over a period of time -- summative evaluation, but many other factors are also involved.

It is a scientific area of thinking and the programme designers and functionaries policy-makers, co-ordinators, project officers, supervisors, instructors shall have to pay necessary attention to it. The adult education programme needs to be conducted in the best manner possible and evaluation is to be carried out to deal with such aspects before the implementation and during the operation of the programme i.e. formative evaluation. The higher the stress on formative evaluation, the richer will be the success of the programme.

### Problems in Evaluation

This refers to the restriction and obstacles that restrict the teachers and the organisers in effective evaluation of adult education programme. The evaluation of an adult education programme, like the programme itself, is characterised by flexibility, heterogeneity, participation and relevance.

This in turn poses some special problems, viz. absence of structured learning situations, variations in the rate of learning of the educands, lack of motivation among adult learners, non-availability of evaluation tools and expertise.

In adult education, the evaluation has been minimised to the extent of assessing how far these objectives have been attained.

1. The adult education programme lacks a scientific and critical method of evaluation. There is still no precise and error-free

system of evaluating adult education programme. Conventional tests and examinations do not apply to adult education.

2. The fear of examinations grips many adult learners to stay away from attending the examinations.
3. Progress reports of adult education programme are not available. It causes difficulty in comparing the progress of the programme. As adult educators do not submit the progress reports of the programme.
4. Irregular attendance of the women creates problems in evaluation of programme, as the women refrain from participating in the competitions held to evaluate them.
5. A variety of qualitative and quantitative data is needed to evaluate the adult education programme which is a complex task.
6. Adult educators themselves report about lack of time for evaluation, which causes a major hurdle in evaluating the adult education programmes.
7. Sometimes the size of the class is too large to evaluate all the adult learners individually.
8. Conventional methods of evaluation like tests and examination do not apply for evaluating the adult education programmes.
9. Adult learners are unable to respond to questionnaires through written answers which also deters evaluation.
10. Evaluation of adult education programme is often carried out by the outsiders (supervisors) and not by those who are actually involved as adult educators/instructors.
11. The evaluation team should have a clear-cut understanding of the objectives of the evaluation of the programme. They do not have any training as to how to evaluate the programme and how to write the evaluation reports.
12. It is difficult to collect highly scientific, factual, impartial and objective oriented data to take suitable measures to modify and improve the objectives, policies, methodologies and supportive base to conduct the programme successfully.

13. Immediate results of Adult Education can not be found out like the examination of formal system. It can be found out only after some time by observing the behaviour of learners in terms of improvement in quality of life.
14. Regular follow-up programmes are necessary, which are not done regularly in adult education classes.
15. Negative attitude of people to answer an interview or to become subject to be observed makes the evaluation of adult education programme' difficult.
16. Wrong evaluation data may be produced by vested interests to project the impact of the programme which may overshadow the real evaluation.

## Conclusion

To sort out the evaluation problem emphasis should be focussed on the follow-up studies. It will enable to verify if whatever is taught is being learnt by the adult learners or not and to assess the progress in general made by the programme.

In view of the heterogeneity of adult learners in terms of age, experience, aptitudes and interests, there must be flexibility and freedom in adopting tools and techniques of evaluation. The procedures should be situational and individualised, as all the adult educands can not be brought to the same place for evaluation.

Thus evaluation must be included as an essential part of the whole programme from the very beginning. Both formative and summative evaluation should be done for planning and preparing the programmes and for bringing about the desired improvements and modifications in the same. This would help in realising the objectives laid down both at the national and state levels.

In the absence of adequate evaluation, the experience of the adult education programmes implemented can not serve as guidelines for the programmes of the future. We can learn from our experience and proceed forward on the right lines only through proper evaluation.

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## Neo-Literates of Delhi Sarv Shiksha Abhiyan : A Precursive Study

Illiteracy is a curse both for the individual as well as for the nation. It is a curse for the society because it thwarts its development and progress and it is a curse for the individual because it prevents him from being socially aware of the circumstances of his life and thereby making him a victim of exploitation.

Many studies on adult education have proved that the literacy programmes are unable yield good results in the absence of conducive learning environment and effective literacy programme. India has almost 400 million illiterates out of 800 million illiterates throughout the world. To improve this literacy ratio, government organisations, NGO's and voluntary organisations launched a number of literacy programmes. Delhi Sarv Shiksha Abhiyan is one such literacy programmes. Delhi Sarv Shiksha Abhiyan was started in January 1995 to lit the light of literacy. Besides DSSA, three different literacy projects were launched in Delhi between 1990-95 at different point of time. These are:

1. Delhi Saksharta Samiti (DSS)
2. NDMC Literacy Programme
3. Experimental Education for All (EFA) project of Delhi Administration

The DSS was the oldest of these literacy projects which was started in November 1991. This project reported on achievement of 20.69 per cent and similarly EFA programme of Delhi Administration started in 1992 was wound up without reporting any progress, and DSS was wound up in 1993. The NDMC project also ended in 1995 with a meagre achievement of 17.18 per cent. However, only DSSA is in operation at present. In order to study the process by which neo-literate becomes literate under Delhi Sarv Shiksha Abhiyan, the present study was undertaken, with the following objectives:

1. To study the profile of learners becoming literate in Delhi Sarv Shiksha Abhiyan
2. To study the process of becoming literate
3. To study the learning needs of neo-literates of DSSA

### Research Methodology :

The method of data collection for the case-study was personal interview, observation and information through key informants. A detailed guideline according to set objectives was prepared ensuring the principle of case method.

As this study is intensive in character, a sample of 20 cases were found to be appropriate. It was administered to twenty neo-literates of DSSA of Trilokpuri constituency. Out of twenty cases, ten cases were selected from those who have passed basic literacy, but not participated in post-literacy and ten post literacy participants. All six volunteer instructors were interviewed with the help of an interview schedule. The respondents were contacted at home and volunteers were contacted at their centres and schools for collecting data. The collected data were tabulated and analysed both graphically and statistically. Percentage analysis was done to summarise the results.

### Analysis and Interpretation of Results

The analysis and interpretation deals with the brief description of the results. The various aspects included in the results have been presented under the following heads:

- 1.1 Reasons for remaining illiterate during childhood
- 1.2 Reasons for joining literacy classes
- 1.3 Learning from the literacy classes
- 1.4 Reasons for discontinuing post-literacy classes
- 1.5 Learning needs of neo-literates
- 1.6 Suggestion for post-literacy classes

In order to avoid ambiguity and to make presentation simpler, the collected responses from the respondents were pooled together and they were arranged in descending order.

Majority of the respondents were in the age group of 15-35 years and all of them were females. Majority of them hailed from rural area and were from a low income group. A large section of the respondents were married. Majority of the respondents had not childhood education due to extreme poverty. The other reasons for remaining illiterate in descending order of frequency were : looking after siblings, size of family, low priority to girls education, distance between the school and residence, demise of parents and child marriage etc.

**Table 1**  
**Reasons for remaining illiterate during childhood**

Reasons	Frequency
Poverty	17
Looking after siblings	12
Large family size	12
Orthodox family	10
Distance between school and residence	6
Demise of parents	3
Child marriage	2

**Table 2****Reasons for joining literacy classes N = 20**

Reasons	Frequency
Problems in daily life	14
Cheated by strangers	6
International motivation	6
Scolded by husband	1

As reported by majority of respondents (14), the illiteracy had in store a number of problems in their daily life. The major problems included difficult situations arising as a result of their inability to read bus number, transaction of money etc. These reasons formed major impetus to join the literacy classes.

**Table 3****Learning from the literacy classes N = 20**

Learning from literacy classes	Frequency
Functional Literate	20
Able to Look after the studies of the children	4
Religious books	2

As desired and expected from the DSSA, all the participants of literacy classes became functionally literate. Beside this achievement, four of the respondents were able to guide and monitor their school-going children and two of them started reading religious books. This proves the importance of DSSA in making people literate as well as the effectiveness with which it is being carried out.

**Table 4****Reasons for discontinuing Post-literacy classes N = 10**

Reasons for discontinuing	Frequency
Lack of time	8
Lack of purpose	4
Mismanagement	1

Although DSSA seems to be effective and fully successful during the first phase i.e. basic literacy, but it lost its ground during post-literacy phase. It is evident from the above table, which depicts reasons for dropping out of literacy classes varying from unavailability of time in eight out of ten cases, while four lost the sense of purpose and one left due to mismanagement.

**Table 5**

**Learning needs of neo-literates N = 20**

Needs	Frequency
Vocational/Job Oriented Training	20
Food preservation	1
Cutting/Tailoring	7
Beauty Care	1
Typing	1
Spice grinding	1
Crochet work	1
English writing	2
Practices in Hindi writing	
Division and multiplication practices	11

An interesting and revealing need pattern was found by the researcher. The single need which was emphasised by one and all was need for vocational or job related training. This calls for either incorporating vocational training in various literacy programmes or linking employment generation programme with literacy programmes. Cutting and tailoring was most sought after vocational training besides, food-preservation (1) beauty-care (1) typing (1) crochet work or making powdered spices (1), etc. Interestingly, two of the post-literacy respondents demanded for giving them working knowledge of English besides Hindi. The reason given in support of this need was not only novel but also revealing. According to them in cities like Delhi many sign posts are written only in English, which they are unable to follow.

Further, it was noted that a total of eleven participants from both the categories of basic and post-literacy stressed the need of providing enough writing practices so that they could become equally competent in writing as compared to reading.

**Table 6**

**Suggestions for Post-Literacy classes N = 10**

Suggestions	Frequency
Frequent visits of instructors at their place	8
Follow-up books to improve the standard of living and utilize spare-time	6
Books related to good living	5
Hygiene and Sanitation	4
Saving and Investment	4
Social Issues	2
Family Health	2
Communicable diseases	1
First aid	1
Home Management	1
Educational Stories	1
How to utilize waste things	1

The fifty hours of guided learning during post-literacy phase to make learners self-reliant in learning is only on papers. This is also evident from the suggestions given by eight out of ten respondents regarding the need of frequent visit by the instructor to solve problems faced by PLC learners. It should be noted that the instructors are not paying a single visit after distributing post-literacy books. This is a very alarming situation as such practices would nullify the efforts made by both learners as well as instructors during basic literacy phase.

## CONCLUSION

### Strengths of DSSA

1. Learning material was provided free of cost to the learners, which served as a motivating factor for learners.
2. Volunteer instructors were quite co-operative and competent.
3. Literacy classes were held in the neighbourhood and timings of the classes were according to convenience of learners.
4. A newspaper "AWAAZ" specially meant for neo-literates were free of cost and their responses were taken into account.
5. Volunteer instructor were from their own culture and status which help the instructors to understand the problems of the learners efficiently.

## Weaknesses of DSSA

1. In the area under study, DSSA was unable to attract male learners.
2. Enough writing practices were not provided to the learners.
3. Even the material which is supplied for post literacy phase was highly insufficient for the learners, as they use to read the complete material in a day or two.
4. After acquiring basic literacy, learning material for post literacy classes were not provided regularly.
5. No instructor visits the learners to know about their post-literacy progress and to discuss their problems. Most of the women brought their children with them, who made noise and created disturbance for other people.

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## BOOK REVIEW

**Literacy Campaign in India**, by **Soundarapandian**. Discovery Publishing House, New Delhi, 2000, pp. 193, Price Rs.375.

Education holds the key to the future and literacy is the most essential of all educational skills, says UNESCO. If the speed of eradicating illiteracy is not accelerated, according to the World Bank, our country will account for more than half of illiterate population of the world. Illiteracy and ignorance deprive the majority from taking advantage of the massive investment. Impressed by the Kerala's Literacy drive in Ernakulam district, Government of India launched a nationwide Total Literacy Campaign in 1991, in order to wipe out totally illiteracy.

The book analyses the performance of the Literacy Campaigns in eradicating illiteracy and empowering the beneficiaries of the programme in Tamil Nadu State. Supported by the State Resource Centre for Non Formal Education, Chennai and Bharat Gyan Vigyan Samiti, New Delhi, the author conducted a statewide evaluation of Literacy Campaign on allied themes like drop-out, enrolment, needs and interests on reading material, and entrepreneurship development.

The book highlights the concept, experience, achievements and difficulties in the implementation of the literacy campaign in Tamil Nadu. It is divided into six chapters. Besides portraying the Mass Literacy Campaign in certain developing and developed countries, Chapter I depicts the status of literacy in India, experience of Total Literacy Campaign in India and Tamil Nadu, and outlines the Kerala model for Total Literacy.

The study on learners in Chapter II reveals that more learners are women, married, agricultural labourers, and live below poverty-line. Drop-out rates were reported more among males than females. The analysis in Chapter III on the impact of TLC on school enrolment and drop-outs from 120 primary schools studied in Madurai Kamarajar district, unfolds that girls enrolment (49%) stood higher than the national average (46%). In addition, more students enrolled in private schools than in govt. schools due to poor facilities in the latter. However, there was a marked decrease in enrolment and total strength of the students after the introduction of TLC. While the study has not explained the reasons for the decline, it concludes that the rate of drop-out decreased from 32 per school in 1990-91 to 16 students in 1993-94.

While assessing the needs and interests of neo-literates in reading the post-literacy materials, the study reveals that women neo-literates were interested in books containing cooking instructions and other related issues. A third of the neo-literates were however interested in vocational and

employment-oriented books. The knowledge, attitude and practice of the neo-literates in respect of population education analysed in Chapter V brings out that 51% of TLC learners are having the knowledge on family planning methods, and 34 per cent practice the contraceptives. However, one third of the TLC learners expressed their preference to undergo abortion rather than carry the unwanted child.

Dwelling on the income generation activities in Chapter VI, the study points out that the TLC movement has been successful in reducing the gender gap and developing women through Mass Literacy Campaign. The study suggests that Government should promote similar voluntary organisations to extend their activities of Literacy Campaigns.

Priced reasonably, hard-bound and worded in simple language, this book will be comprehensible to the all learners and researchers; and shall reach wider circles of common readers. It is commendable to the students, and teachers alike of Adult Education in Colleges and Universities.

However, the author had not justified why he had given a dubious title, *Literacy Campaign in India*, although his TLC coverage is limited to one circle of 120 primaries of a single district in one state only.

**Dr. M.P. Boraian**

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# Adult Education News

## Central Zone Conference on Adult Education

The Indian Adult Education Association in collaboration with Rajasthan State Branch of IAEA, Udaipur organised the Central Zone Conference on Adult Education on Nov 10-11, 2000 in the Conference Hall of RMV at Udaipur.

Prof. BS Garg, President, IAEA and Chancellor, Rajasthan Vidyapeeth, Udaipur inaugurated the Conference and delivered inaugural address. Shri BL Parakh, Vice-President, IAEA and Chairman of the Central Zone presided over the inaugural function. Shri SC Purohit, Director, State Council for Educational Research and Training was the chief guest. Bhai Bhagwan, Chairman of the Rajasthan branch of IAEA welcomed the guests and delegates. Shri KC Choudhary, General Secretary, IAEA welcomed the guests and delegates on behalf of IAEA and introduced the theme and objects of the Conference. More than 100 delegates from the States of Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan and the new States of Uttranchal, Jhar Khand and Chhatisgarh participated. Shri AL Bhargava, Associate Secretary, IAEA presented a vote of thanks.

Working paper of the Conference prepared by Sarvshri KC Choudhary and Prem Chand on behalf of IAEA was presented by Shri Prem Chand. Dr. Lalit Mohan Tewari of ZSS, Udaipur presented a paper on "Adult Education in the Twenty First Century - Status and Possibilities". The session was presided by Dr. Om Srivastava, Chairman, ASTHA, Udaipur.

The delegates were divided into three following separate groups for detailed discussion:

**Group I** - Chairperson - Smt. Hem Lata Talshra, Rapporteur - Smt. Pushpa Sindhi;

**Group II** - Chairperson - Shri Sushil, Rapporteur - Shri Santan Jha;

**Group III** - Chairperson - Shri Arun Mishra, Rapporteur - Shri Radha Krishan Lot.

The group reports were presented in a plenary session which was presided over by Shri RN Mahlawat, Treasurer, IAEA. Dr. Om Shrivastava directed the proceedings and presented a summary of the presentations.

The valedictory session was presided over by Prof. BS Garg, President, IAEA. Shri BP Bhatnagar, Vice-Chancellor, Rajasthan Vidyapeeth was the chief guest. Shri Prem Chand briefly summarised the recommendations of the conference.

Shri NC Pant, Joint Secretary, IAEA presented a vote of thanks. Shri SS Parakh, Secretary, RMV presented a vote of thanks on behalf of the host organisation.

# CENSUS OF INDIA 2001

## Provisional Population Totals

### Figures at a Glance

## I N D I A

<b>POPULATION</b>	<b>Persons</b>	1,027,015,247	
	<b>Males</b>	531,277,078	
	<b>Females</b>	495,738,169	
<b>DECADAL POPULATION GROWTH 1991-2001</b>		<b>Absolute</b>	<b>Percentage</b>
	<b>Persons</b>	180,627,359	21.34
	<b>Males</b>	91,944,020	20.93
	<b>Females</b>	88,683,339	21.79
<b>DENSITY OF POPU- LATION (per sq. km.)</b>			324
<b>SEX RATIO (females per 1,000 males)</b>			933
<b>POPULATION IN THE AGE GROUP 0-6</b>		<b>Absolute</b>	<b>Percentage to total population</b>
	<b>Persons</b>	157,863,145	15.42
	<b>Males</b>	81,911,041	15.47
	<b>Females</b>	75,952,104	15.36
<b>LITERATES</b>		<b>Absolute</b>	<b>Percentage to total population</b>
	<b>Persons</b>	566,714,995	65.38
	<b>Males</b>	339,969,048	75.85
	<b>Females</b>	226,745,947	54.16

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I, K.C. Choudhary, hereby declare that the particulars given above are true to the best of my knowledge and belief.

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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 update 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.

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<b>Editorial</b>	<b>3</b>
<b>Role of Universities in Adult Education in India</b> <i>Surendra Singh</i>	<b>5</b>
<b>Role of Garhwal University in Adult Education</b> <i>Arun Misra</i>	<b>11</b>
<b>Programme Improvement through Evaluation: A Case Study of an Adult Education Programme</b> <i>Omaze Anthony Afenikhe</i>	<b>17</b>
<b>University Departments/Centres of Adult, Continuing Education and Extension: Challenges and Opportunities</b> <i>Rajesh</i>	<b>27</b>
<b>Attitude of Adult Beneficiaries towards Total Literacy Campaign in Dungarpur District of Rajasthan</b> <i>Naresh Sharma, KL Dangi and Vishakha Bansal</i>	<b>32</b>
<b>Problems of Post-Literacy Campaign: Causes and Remedies</b> <i>Harisingh Chouhan</i>	<b>37</b>
<b>Comparative Study of Attitude of Rural and Urban Adult Learners towards Literacy Campaign</b> <i>Anuradha Sharma</i>	<b>43</b>
<b>Adult Education in India -- A malady-Remedy Analysis</b> <i>J Venkatapirabu, R Rajasekharan and R Annamalai</i>	<b>54</b>
<b>An Evaluation of Women's Literacy Education Programme in Midwestern Nigeria</b> <i>AU Osunde, FEO Omuruyi</i>	<b>62</b>

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## LITERACY DECADE

The National Census Report of 2001 heralds the period 1991-2001 as the "Literacy Decade", decidedly due to the upsurge in improving the literacy status brought about by diverse of factors, like the decline in the absolute number of illiterates in a single decade, the sharp downswing in the male-female literacy rates and comparatively higher increase in female literacy rates and the substantial rise in the overall literacy rates among the population aged seven years and above. While there was an impressive sweep of 13.17 percentage points from 52.21 to 65.38 in the national literacy rate during the period 1991-2001 for the age-group of seven and above; the female literacy rates has increased even more by 14.87 percentage points i.e. , from 39.29 to 54.16 during the same period. In the case of males, the increase in literacy was 11.77 percentage points i.e 64.13 to 75.85 per cent during the decade. This shows that the male female gap in the literacy rate has declined to 21.70 percentage points, the lowest since the 1951 Census. Besides, for the first time since Independence, there is a decline in the absolute number of illiterates (31.96 million) during this decade. While the decline among males was 21.45 million, in the case of females it was 10.15 million. The comparatively slower reduction in the number of illiterates among females calls for more concerted attempts and attention. Today out of every four Indians, three males and two females are literate and if this trend continues, the country may achieve the target of Education For All within a reasonable period of time.

What were the factors that stimulated the growth of literacy during the last decade? Can we ascribe the decrease in the number of illiterates to the Total Literacy Campaigns launched during 1990s in different parts of the country? Is the decline in the absolute number of illiterates due to the increase in death rates? or Can we trace the rise in literacy level to the increasing enrollments and decreasing drop-out rates in primary schools? Did media play any role?

*Answer to these questions may necessitate extensive research. However, it may be argued that the launching of Total Literacy Campaigns though may not have contributed directly and significantly to the increase in literacy rates, in fact, paved the way indirectly by motivating, mobilising and sensitizing the masses, especially women, towards enrolling their children in the local schools. Several evaluation studies have brought out this aspect very clearly. In fact, the credit for increasing the awareness of masses towards developmental issues and specially education can be ascribed to the National Literacy Mission which spearheaded the literacy campaigns through setting up District Literacy Committees with the active participation of all sections of society. Unlike the traditionally forward states like Kerala, Mizoram, where literacy rates have been consistently higher, there has been a sharp rise in the literacy rates in some of the traditionally backward states like Rajasthan and Madhya Pradesh. How did these states succeed in the literacy race? Apart from the literacy campaigns, the Women's Development Programme and Lok Jumbish programmes and leadership at grass-roots levels may have also played a key role in educating the community and encouraging them to send their children to school and also take advantage of adult education programmes.*

*Literacy is intricately interlinked to a number of socio-economic variables and without a thorough study of these factors, it would be difficult to know how the literacy rates rose in this decade.*

**S. Y. Shah**  
**Guest Editor**

## ROLE OF UNIVERSITIES IN ADULT EDUCATION IN INDIA

Any institution that exists in society continues to command social recognition as long as it remains useful for society. In fact, the very existence as also the continuances of all social institutions depends upon their functional utility, especially in the area of their operation for the social system in which they exist. Education from the very beginning has been considered to be of vital importance both for development of individual as well as effective functioning of society - individual and society being inextricably linked with each other. It has rightly been said :

*येषां न विद्या न तपो न दानं, न ज्ञानं न शीलं न गुणो न धर्मः ।  
ते मर्त्यलोके मुविमार मूताः, मनुष्य रूपेण मृगाश्चरन्ति ॥*

(Those who are without education, austerity, charity, wisdom, humility, virtues, righteousness are a burden on earth and live like animals.)

Education awakens knowledge and develops analytical capacity to understand the different situations that people come across and to adjust according to their requirements. A person who is not educated lacks in the basic ability to confront properly the situation and meet out its demands: and consequently, lags behind in the process of competition and ultimately fails to lead a decent and dignified life. The process of education goes on throughout life. Education takes place informally in varied kinds of social groups as also in formal education institutions.

A university as the highest level educational institution concerned with generation and dissemination of knowledge in contemporary society has to be socially relevant and useful for which it is necessary that it must direct all its pursuits in such a manner that its endproduct may promote the multi-faceted but integrated development of society in which it exists to enable its members to live a healthy and happy life. Julius Nyerere,

while delivering the Inaugural Address of the *Symposium on the University's Role in the Development of the Third World* organised in Geneva way back in 1966 had rightly observed ! "Indeed very many of the advances in the human condition rest upon the foundation of the work done at universities." He further said: "In fact, a university in a developing society must put the emphasis of its work on subjects of immediate moment to the nation in which it exists and it must be committed to the people of the nation and their humanistic goal."

Illiteracy is the bane or curse of our society. Despite planned and organized efforts made to promote education in the country right from the time of independence quite a sizeable section of our society (roughly about 40 per cent) particularly women, Scheduled Castes, Scheduled Tribes, and Other Backward Classes, is still illiterate as is evident from the statistics give below:

Year	Age Group	Percentage of Literates		Percentage of Illiterates
		Males	Female	
1981	7 and above	43.67	56.58	29.85
1991	7 and above	52.21	64.13	39.29

Source: *An Encyclopaedia of Indian Adult Education, New Delhi : National Literacy Mission, 1999, P. 329.*

Since education has the quality of liberating people in all possible ways from all sorts of bonds, evils, ignorance, abuse and exploitation ( सा विद्या या विमुक्तये i.e. education is that which liberates), it is essential not only for imparting knowledge required for understanding and analysing reality and adjusting with it but also for creating skills required for effective pursuit of different occupations and generating awareness. As stated earlier, education continuously goes on throughout the entire life and it is never too late to get education. Those unfortunate people of our society who for a wide variety of reasons could not benefit from the formal education system during their childhood must be approached, motivated and educated by those who are fortunate enough to be in the universities and who owe a special kind of debt to society which has contributed to their education by giving grants out of the public exchequer.

Today it is well accepted that education of all – be they children or grown up adults – is essential and it must be promoted by seeking cooperation of all the different types of organizations and associations, even if they are not directly involved in the work relating to promotion of education. Since the universities occupy the top place in the hierarchy of educational institutions and are concerned with the generation of original knowledge through pursuit of researches in newer and newer areas. They have a special responsibility to contribute in the field of adult education.

Adult education is a comprehensive term. According to Lyman Bryson (cited in Friesen and Dutta (eds.) 1985:6) "Adult Education covers all the activities with an educational purpose on the part of people engaged in the ordinary business of life. Purposeful effort toward self-development carried on by an individual in all three aspects of his life his work, personal life and as a citizen - is an essential ingredient of adult education. It represents the deliberate and organized endeavour by which men and women seek to grow in knowledge after the period of formal schooling is over." It incorporated within its fold literacy, functionality and social awareness. It is relevant to point out here that in a developing country like India, efforts to promote literacy alone will never succeed because quite a large number of people are poor, ignorant and marginalised. Fernandes (1983:19) has rightly observed: "while literacy is important among the poor disadvantaged sections of the population a literacy drive by itself will hardly succeed". In fact, the main purpose of adult education is to arouse the critical faculties of the people so that they may examine the social reality in an objective and rational manner analyse and understand what promotes and what obstructs their interests and plan and organize their action in such a manner that the reality may be moulded to usher in change for the better in their life and living.

Traditionally, universities in India were concerned with teaching and research only, but today they are required to perform the function related to extension also. Various committees and commissions appointed by the Government in the field of Adult Education (such as Madhuri Shah Committee 1985 Ram Parekh Committee. 1987 etc.) have stressed the need for involvement of universities in adult education programme. National Service Scheme (NSS) is currently in operation under which the under-graduate students pursuing three-year degree courses are given the option to involve themselves in work related to community service. Under the Normal Programme of NSS, they are

expected to work with people in the community for 120 hours in a year, while under the Special Camping Programme, they are required to participate in the 10 day special camps preferably organized in the adopted village or Urban Slums, in which a wide variety of activities promoting development of people are organized and social awareness especially among women SCs, STs and OBCs is created.

In order to render service to people in the community, Indian universities have either established the Department of Adult and Continuing Education or they have set up the centre for Adult and Continuing Education and extension. Through these Departments/Centres the universities in the country are directly involving themselves in adult education. Thus the universities in India are directly involved in the work of adult education particularly through NSS and Departments/centres of Adult and Continuing Education. Now the real question is - what kind of intervention should actually be made by the universities in India in the field of adult education? Since any field intervention must be related to the existing reality, it is necessary that first of all a brief description of the India social reality should be presented and then against that backdrop the role to be played by universities in the country should be clarified.

Ours is still a predominantly rural country with agriculture as the main occupation of people. Through agriculture has considerably been mechanised, yet it is primarily dependent upon mercy of nature. Agriculture is basically seasonal in character. Most of the farmers are either marginal or small farmers. The average land owned per household is less than 1 hectare. Prices of agricultural produce have not risen as much as the prices of inputs required for it. Consequently most of the farmers who solely depend on agriculture are hardly able to satisfy even their basic needs for the whole year with great difficulty. Traditional cottage industries and village handicraft are becoming unviable.

Animal husbandry is also not in a good shape particularly because of conversion of forest and pastures into agricultural land. Many young persons are without full-time and suitable work. About 38% people are illiterate. Moreover, the average size of the families is much larger than the nationally prescribed minimum. A vicious circle has come to develop between unemployment, poverty, illiteracy, malnutrition, inappropriate shelter, insanitation and ill-health resulting in untimely death of a number of persons. The Government of India have also accepted: "The map of illiteracy in India closely coincides with maps of poverty, malnutrition, ill-health and infant mortality".

Deliberate intervention therefore, is required to improve the condition of weaker and vulnerable sections of society, especially in rural areas and urban slums. The poor and illiterate must be enabled in all possible ways to do economically gainful work in an effective manner and to utilise their earnings and varied kinds of other available to the people throughout the year and ensuring adequate returns from it inculcating right kind of working and living habits among them and motivating them to keep their family size small. While engaging themselves in the task of promoting adult education the universities may undertake the following specific functions:

- (1) The universities should adopt an easily approachable village or slum and conduct its door-to door survey to ascertain the felt needs of the people especially in terms of the economically gainful work that they want to take up and resources which they possess.
- (2) The universities should create conducive environment for adult education by launching a comprehensive publicity campaign especially through wall writing, posters, film shows, dramas, meetings, folk songs etc.
- (3) The universities should approach the adult illiterates individually as well as collectively, explain the benefits that may accrue as a result of adult education, especially by involving such local influential people whose words are respected by them.
- (4) The universities should develop literature based on local flora and fauna -- fruits, vegetables, food grains, plants, trees, birds, animals etc. highlighting their typical problems in their language.
- (5) The universities should involve their motivated students under the guidance of willing teachers to teach those who are illiterate according to the latter's convenience. In course of the entire programme the emphasis should be on developing such skills as may be helpful in improving the effectiveness of work currently being done by people as also on creating awareness of issues and problems that actually confront them in real life situations.
- (6) The universities should monitor the programme and finally evaluate the extent of its success and in case of non-availability of desired success should highlight the factors responsible for failure.
- (7) The universities should conduct researches into local issues and problems find out their effective solutions and actively intervene in the field to test the validity of the given solutions in tackling the problems that confront the people in the field.

Performance of any work requires some wherewithal as also motivation on the part of person performing it. In order to involve the universities in the work relating to adult education required infra-structural and motivational support must be made available. In terms of infra-structural support, reading and writing material to be used by learners/neo-literates, conveyance etc. should be provided to the students and teachers associated with the programme. In order to motivate students some special recognition in terms of credit in marks or preference in admission and employment should be given. As for the teachers involved in the work of adult education due recognition should be given to their work while considering their cases for promotion. In order to ensure that the involvement of universities in adult education becomes effective it will be necessary that the programme should be made an integral part of the university system.

However, much will depend upon the dynamism and initiative of Vice-Chancellor, Directors of Adult and Continuing Education and Continuing Education and Programme Coordinators of the National Service Schemes and their willingness and motivation to work in close collaboration with the Panchayati Raj System and Urban Local Self-Government which after 73rd and 74th Constitutional Amendments have become reality in our democratic system.

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## ROLE OF GARHWAL UNIVERSITY IN ADULT EDUCATION

In its *Policy Frame of Higher Education*, the UGC recognized Extension as the third dimension of the Institutions of higher education, in addition to its earlier two fold dimensions of Teaching and Research. The acceptance of Extension was in the context of a growing realization that universities and colleges having Institutional resources, knowledge, and manpower have an obligation to develop sensitivities to involve the development of the community with particular reference to overall and diverse learning needs of all segments of the people of the community.

The National Adult Education Programme which was launched in 1978 provided the first major opportunity to involve universities and colleges, through their students and teachers to provide education to those sections of the so many communities which were earlier denied access to such opportunities. As a result universities and colleges were involved in Adult Education Programme on a massive scale, all over the country. The UGC sanctioned the establishment of Department of Adult Continuing Education and Extension in H.N.B. Garhwal University, Srinagar (Garhwal) along with more than 100 universities, at par with that of other academic departments of universities in the year 1980.

### University involvement in Adult Education

Adult Education is the process whereby persons who no longer attend school on a regular and full time basis undertake sequential organized activities with the conscious intention of bringing about change in information, knowledge, understanding or skills, appreciation and attitude for the purpose of identifying and solving personal or community problems. Since 1980 under the banner of NAEP, the Department of Adult Continuing Education and Extension of Garhwal University is involved in the programme of Adult Education with active co-ordination of different colleges of the University, situated in the hilly region of the State. As per UGC Guidelines, the department has been participating in different programme of Adult Education since 1980. The following table

reveals the achievement in Adult Education under different schemes:

**Table - Achievement in Adult Education by the University**

Name of scheme	Period	Approach	No. of Students as instructor/volunteers	Learners enrolled	Learners Made literate
NAEP	1980-81 to 1991-92	Centre base	1481	38,471	29,310
MPFL	1986-87 to 1992-93 Teach one	Each one	2921	5,087	3,965
TLC	1992-93 to 1999-2000	Each one teach 5 to 10	1475	6,544	5,571

Besides organizing the Adult Education Centres, the Department conducted various related activities such as training of functionaries, monitoring and supervision of the programme, evaluation of learner's achievement, action researches, development of curriculum material etc.

To involve the community people at large scale in the Adult Education Programme and to make it successful and effective, the department adopted various means and strategies of mass media. A brief accounts of these media is given as below:

### **Print Media**

Print material is a very powerful instructional medium and is likely to remain the core medium of educational communication for some time to come in spite of the emergence of electronic media. Print-media can help create positive attitude in promoting literacy among all sections of people. It is also a powerful instrument to disseminate the informations and necessary instructions to the functionaries of Adult Education programme. The department has developed following print material for making the Adult Education Programme effective:

- Newsletter called 'Prasar' on Quarterly basis for the functionaries of Adult Education working in the University and Colleges.
- Newspaper called 'Garhjyoti' under Total Literacy Campaign of Pauri Garhwal District was published by the department on monthly basis. It helped to transmit the informations of the TLC activities all over the district.
- Monographs, brochures and handbills were published every year on the occasion of World Literacy Day to highlight the importance of literacy.
- Articles and research paper based on empirical studies related to Adult Education were published by the faculty members in the periodicals and journals of national repute.

### **Non-print media**

In this category, audio and video cassettes are of great importance. Audio cassettes enables the learners and the functionaries of adult Education to listen repeatedly to the materials at the pace, time and place convenient to them. These potentials of audio cassettes are very conducive to the task of Adult Education in hilly areas and hence the department develop various audio cassette on following themes-

- (i) Promotion of Literacy
- (ii) Legal Literacy for Women
- (iii) Spread of developmental messages through popular Garhwali music and dialect.
- (iv) New Panchayati Raj
- (v) Immunization
- (vi) Gender equality

These cassettes were very much helpful in spreading the relevant messages in the interior of hilly region. Help of All India Radio was frequently sought to broadcast content of these cassettes.

Video tapes is another effective and useful media for Adult Education Video tapes provides all the advantages of television. It also serves as an effective medium for illiterate learners who depend on spoken words and on visual images for communication. The department has made full use of video tapes to motivate the illiterates for Adult Education and the common men to develop positive attitude towards

literacy drive. Besides using video tapes already supplied by commercial agencies, the department has also prepared some useful video cassettes suitable for this hilly region of Garhwal.

### **Mobile Library**

Useful reading material are very much essential to retain the literacy achieved by the neo-literates during post literacy phase. The department is organizing a mobile library, whereby books, magazines, booklets, newspapers etc. are available at their doors. These reading materials are of vocational and general interest of the village community people. Extension workers carrying these reading materials in small boxes visit from village to village and issue them for a definite period of time. This concept of mobile library has got great popularity and usefulness among masses.

### **Teaching in Adult Education**

The department of Adult Education and Extension of the University is also organizing a two-year Master degree course in "Non-formal Education and Extension" since 1993-94. The course is designed with a view to help produce teachers, researchers and practitioners competent enough to design, organize, implement and evaluate various development programme especially in Adult Education.

### **Research in Adult Education**

Research is one of the basic functions of the Universities. The quality and effectiveness of Adult Education depends to a large extent on research carried by the department of Adult Continuing Education and Extension. The university has set up a Research Degree Committee to scrutinize the research in Adult Education at D.Phil level. At present eight research scholars are engaged in research at this level. Besides it, students of final year of Master Degree courses are also supposed to conduct dissertation on different themes of Adult Education. So far fourteen students have completed the dissertation work.

### **Impact of University involvement in Adult Education**

To find the impact of university involvement in Adult Education programme, time to time survey was conducted by the department and the following significant facts were noticed:

- (1) A substantially large number of illiterates were made literate under Adult Education Programme by the department. It had an excellent impact on the community people of rural areas and urban slum as the people were able to raise their income through becoming functionally literate.
- (2) The department was also able to spread awareness all over the whole community with the importance of total literacy and a positive attitude was develop in them towards Adult Education Programme. A large number of people came forward to become key resource persons, master trainers, volunteers etc. for Total Literacy Campaign. Many people offered their services to motivate the illiterate to become literate.

### **Problems faced by the Department**

The department is facing several problems and constrains in implementing the Adult Education Programme in this hilly region of the State. Few vital problems are as follow:

- (1) Most of the academic and administrative staff of the university have narrow concept to Adult Education and they do not treat it as one of the functions of the University.
- (2) So far no provision has been made to provide any academic or monitory incentive to the students participating in Adult Education.
- (3) No weightage has been given to teachers of the University and Colleges participating or willing to participate in Adult Education.
- (4) District agencies of Adult Education specially ZSS (District Literacy Committee) did not pay due recognition to the Department of Adult Continuing Education and Extension and the work done by them. The over all control of the Total Literacy Campaign is in the reigns of District Magistrate.
- (5) NLM has not assigned any appropriate and specific role to the Department of Adult Continuing Education and Extension of the University in spite of having lot of physical and human resources to implement the programme in thier area.

## Suggestions for Improvement

To make the role of University in Adult Education more effective, the following suggestions may be considered.

- (1) Though the UGC has created Department of Adult Continuing Education and Extension in most of the universities of India, yet there are universities where no such department is existing. Efforts must be made to start an Adult and Continuing Education Department in every university and colleges.
- (2) Students involved in Adult Education must be given some academic incentive to increase their participation.
- (3) Provision of functional literacy should be treated as a curricular activity for the students through restructuring of course at the first degree level. Adult Education may also be a core subject of study at first degree level.
- (4) Colleges and Universities should be involved for post-literacy and continuing education programme, as they are the most appropriate agencies for this purpose. They have rich physical and human resources.
- (5) As the universities and colleges have sufficient infrastructure, they may also effectively perform monitoring and evaluation work of Adult Education programme.
- (6) The National Literacy Mission must assign the specific role to University Department of Adult Continuing Education and Extension in Total Literacy Campaign.
- (7) University Department of Adult Continuing Education and Extension must be provided suitable facilities such as funds, equipments etc for preparing print and non-print materials in Adult Education.

# PROGRAMME IMPROVEMENT THROUGH EVALUATION: A CASE STUDY OF AN ADULT EDUCATION PROGRAMME

## Introduction

Evaluation of programmes is becoming in recent years more significant in education. It serves the purpose of reviewing the quality of schools, teachers, students and course improvement (Crombach, 1963). Different approaches that have been applied in evaluation include behavioural objectives, experimental, illuminative among others. The behavioural and experimental assessing according to Parlett and Hamilton, cited by Rolph and Rolph (1989) were criticised on the grounds that they focussed much attention on student gain only and neglected the rest, particularly in the context of the issues being evaluated. To counter this criticism, the illuminative method emerged. Many other modes can be used depending up on the background and training of the evaluator, and because of the elastic nature of evaluation, it can be applied to many things. In curriculum problems, five factors have been identified which can be evaluated. These are the subject matter, students, context, lecturers and curriculum development (Schwab, 1978). Some studies by Afemikhe (1989, 1993) have focussed on lecturers and the subject matter. In particular, it was found that student rated highly cognitive objectives of courses, liked courses that provided an opportunity to solve computational problems, and those lectures who applied basic pedagogical skills in teaching. This study focuses on two components of curriculum problem: context and curriculum implementation.

The components relate to the professional Adult Education Programme of the University of Benin. The objectives of the programme are:

- a) To train well-informed professional graduate adult educators to handle the various adult education services in Nigeria and elsewhere in the world.

- b) To create a crops of adult educators who are able to design, implement and evaluate adult education programmes suited to specific needs and situations.
- c) To perfect men and women in adult education with an ability to diagnose adult learning needs, aspirations and potentials and translate the same into learning objectives for their clients (Faculty of Education, University of Benin, 1998/99:23)

The programme until now according to Oduaran (1986) had undergone five major reviews none of which was based on formal evaluation information. The curriculum of the programme includes the foundation courses in education and adult education, literacy education, workers education, distance education, social welfare education, policy and evaluation of adult education programmes, community and environmental education courses in linguistic, home economics and agriculture.

The programme is run on both full time and long vacation bases. Most clientele on long vacation programme are currently secondary school teachers. In addition, the total curriculum implementation needs to be examined, so as to find out areas needing improvement. It is on these bases, that this study is attempted to find answers to the following questions:

- 1) What skills and knowledge related to adult education have the students mastered?
- 2) What aspects of the programme implementation do students like and do not like?
- 3) Which do the students like in the programme?
- 4) What do the students dislike?

## **Method**

The target population for this study was made up of 263 part-time students who have spent at least one long vacation on the programme. This group was at an present level equivalent to the third and fourth year for their full-time programme. All students on the day were supplied with the questionnaires; however only one hundred and fifty eight were returned and used. The sample therefore was 158, comprising 45 males, 109 females and 4 students who did not specify their sex. The subjects were made up of 102 in the fourth year and 56 in the third year. With the

exception of fifteen, all the subjects were teachers in secondary schools.

The questionnaire was titled: 'Adult Education Programme Questionnaire'. Section A asked for such information as sex of the respondents, mode of study, course level, present employment and their highest educational qualifications. Section B attempted to find out what the respondents can do as a result of exposure to the programme. The respondents were expected to respond on a four point scale of 'Strongly disagree' 'disagree' 'agree', and 'strongly agree'. Among the skills and knowledge emphasized were organizational structure of adult education, needs of adult learners, design of literacy and prison education programmes. The items were pointers taken from the course material taught on the programme and programme objectives.

Third section of the questionnaire focussed mainly on the context of the programme. The issues addressed included duration, organization of semester's work, timetable, accommodation, internship, attitude of lecturers, registration procedures, release of results among others. The respondents were expected to respond on a 4-point scale of 'very satisfactory' 'satisfactory' 'unsatisfactory' and 'very unsatisfactory'. The remaining sections enquired into the respondents likes and dislikes about the programme. The validity of the information collected using the questionnaire was determined by three experts in Adult Education who teach the programme. They were to check the adequacy and comprehensiveness of the items generated for the study. The items eventually used were those indicated as appropriate for the study by a majority of these experts.

The analysis was done using frequencies and means. In determining the skills acquired, the 'strongly disagree', 'disagree', 'agree' and 'strongly agree' were scored 1,2,3,4 respectively. The mean for each item was computed. Using the grand mean for all items, an interpretative norm was established. A mean score greater than the grand mean was indicative of the skill having been acquired. In the same vein, the contextual items were scored, 1,2,3, and 4 for 'very unsatisfactory', 'unsatisfactory', 'satisfactory' and 'very satisfactory' respectively. A mean score of greater than the grand mean was indicative that component was satisfactory. The remaining aspects of what is liked, and liked were analysed using frequencies.

## **Results and Discussions**

The results and discussions are presented in three sections reflecting the research questions.

## Skills Respondents have mastered

Table 1: Mean Scores of Items on Skills taught

S/N	Skills	Mean (x)
1.	Importance of Adult Education	3.57
2.	Organisational structure of Adult Education	3.19
3.	Coverage of Adult Education	3.19
4.	Identifying needs of Adult learners	3.42
5.	Identifying what communities can do	3.55
6.	Design Community Development Programmes	3.28
7.	Design Social Welfare Programmes	3.23
8.	Design Prison Education Programmes	2.64
9.	Design Literacy Programmes	3.30
10.	Design Industrial Education Programmes	2.56
11.	Evaluate Adult Education Programmes	3.38
12.	Generate Adult Learning Objectives	3.29
13.	Design Adult Learning Materials	3.23
	Grand Mean	3.20

The thirteen skills emphasized in this study are presented in table 1. The responses were indicative of the extent the programme has assisted respondents in acquisition of the skills. From table 1, the skills and knowledge that the respondents have mastered include importance of adult education, identifying needs of adult learners, and what communities can do. The respondents also indicated that they could design community development programmes, social welfare programmes and literacy programmes. In addition, the respondents can evaluate adult education programmes, generate adult learning objectives as well as design adult learning materials. On the other hand, the respondents indicated that they have not mastered the organizational structure of adult education, coverage of adult education, how to design prison education and industrial education. The results are quite encouraging as they point to the fact that the programme is on the way to

achieving the objectives for which it was set up. The questionnaire that the pointed out knowledge of organizational structure of Adult education seems wanting, considering the responses provided. What seems to be the case is that the respondents even though they claim to be proficient in the components of Adult Education may not really understand that the components imply the coverage.

It is probable that their thinking is that Adult Education is more than the components actually indicated therein. This should not prejudice, so that they may not have confidence to perform their roles. Their expectation is that their attainment in the discipline of Adult Education should be low, as Afemikhe (1985) and Weidman et al (1972) have indicated. It could also be speculated that the respondents have possibly not mastered the rudiments of introductory courses in Adult Education, wherein the organisational structure and coverage are treated.

### **Programme Implementation**

The grand mean for items bordering on programme implementation was 2.48. Using this as a norm, one finds that the respondents were satisfied with all items in table 2. The four contextual items that the respondents were most satisfied with were quality of lecturers, examinations coming up soon after completion of lectures, depth of lectures for courses and teaching of a complete course by one lecturer.

The four items they were least satisfied with were classroom accommodation, teaching courses by more than one lecturer, time of release of examination timetable, and semester organised in two sessions of one-month duration each. These two groups of findings point to the fact that the students prefer teaching a course by one lecturer to the same course being taught by two or more lecturers. This rises the question why this is the case as the two lecturers teaching the same course would on a first thought appear to be better, for the content has to be exhaustively discussed before the lecturers present it. This should be particularly true for professional courses, like this programme, where content should be supplemented with practice.

The students also indicated that they were satisfied with examinations coming up immediately after completion of lectures, but were not satisfied with the time of release of examination timetable. This situation may have arisen because of the rush that takes place towards the end of contact sessions.

**Table 2: Mean of items that were found satisfactory**

S/No.	Items	Mean (x)
1.	Duration of course (4/5 long Vacations)	2.76
2	Examinations coming up soon after completion of lectures	3.08
3	Semester organised in two sessions of 1 month each	2.68
4	Teaching courses by more than one lecturer	2.53
5	Lecture time table	2.80
6	Classroom accommodation	2.49
7	Teaching a course by one lecturer	2.94
8	Quality of Lectures	3.18
9	Attitude of Lecturers	2.74
10	Depth of lectures on courses	2.99
11	Quality of materials for courses	2.76
12	Availability of relevant textbooks	2.29
13	Distribution of courses on examination time table	2.77
14	Time of release of examination time table	2.54
15	Registration procedures	2.82
	GRAND MEAN	2.48

Table 3 contains items related to aspects of the context variables that respondents were not satisfied with. The respondents were dissatisfied with information about resumption of lectures, opportunity for extra-curricular activities and internship. The results are not unexpected because of the crash nature of the programme, which does not provide opportunity for Students Union activities and extra-curricular activities.

One obvious fact was that the respondents were not satisfied with library facilities, and number of courses taught in a semester. The library is an important support service and the non-availability seems to defeat the purpose for setting it up. Investigation revealed that the library closes like normal offices during the holidays, when this programme is organised. In addition what is called a library in the campus, where the programme

was conducted was seen as a reading room; only few reference books are available.

**Table 3: Mean of items that were not satisfactory**

S/No	Items	Mean ('x)
1	Availability of library facilities	2.26
2	Internship	1.75
3	Number of courses taught in a semester	2.34
4	Information about resumption of lectures	1.71
5	Ease of paying school fees	2.18
6	Amount of schools fees charged	1.92
7	Timing of resumption	2.44
8	Sale of irrelevant textbooks	1.97
9	Involvement in student union activities	1.94
10	Opportunity for extra curricular activities	1.72

### **What students like and do not like about the programme**

This section presents information about what the respondents like and what they do not like about the programme. A variety of statements were made and what is presented here are statements made by five or more respondents. Many statements made were considered as having no bearing with the programme and were as such not presented here. The comments covered school fees, relevance of courses, lecturers, release of results, programme structure among others.

Those things which students liked about the programme include relevance of courses, scope and diversification of the programme, quality of lecturers, opportunity to keep job and attend school at the same time. This is not unexpected as the programme is a professional one, designed for people who would want to keep their jobs as well as find and opportunity to improve themselves academically at the same time. All lecturers in this programme have professional training and it would be expected they would put into practice elements of pedagogy. If this is the case, then students my express likeness for them and their lectures (Afemikhe, 1989).

What the students do not like about the programme include making some books compulsory at registration, sale of irrelevant books, amount and rate of increase of school fees, late information about resumption, and teaching a course by more than one lecturer. The respondents did not also like examination time-table not usually released on time, the name of the programme, the rush with which courses are taught, lukewarm attitude of the public towards the programme and lack of no teaching subject and area of specialization. Other things not liked were the non-conducive nature of the lecture rooms, irregularity of lecturers at lectures, theory not put into practice, public not aware of programme content, courses being many, offering of General Studies, high handedness of lecturers, teaching till and even during examinations and late release of results.

The need for a teaching subject expressed by the respondents had earlier been mentioned by Oduaran (1986). This type of complaint by programme participants probably read to the recent decision to start an option with a teaching subject. This was borne out of complaints and the realization of the fact that Adult Education in Nigeria has not developed to the levels, obtainable in developed countries. A purely professional programme requires diverse job opportunities, which are not necessarily available now in Nigeria. Most students in this programme teach in Secondary Schools and the absence of a teaching subject is a limitation, as their initial teacher preparation may not meet requirements of extant changing secondary school curriculum.

The fact that programme is becoming expensive and school fees increase frequently. Part-time programmes are expected to be self-financing and to generate revenue for the university. The current economic crunch and the fact that lecturers are paid from proceeds necessitate the increases. How does one explain away the irregularity of lecturers at lectures? It is likely that they teach many courses or are engaged in other activities, as this programme takes place during the university holidays. The non-conducive lecture room environs from the large number of students admitted who sit in classrooms, initially constructed for few number of students. The general studies courses are expected to give students a broad horizon and if students call for its scraping, it means they do not know the relevance of such a course and they need to be educated on their relevance.

## Conclusion

What has emerged from this study is that we can identify programme strengths and weaknesses in an attempt to improve it. This could be done by examining skills that the programme participants have mastered, aspects of programme found satisfactory and those not found to be satisfactory. We also could explore what students like and what they do not like about the programme.

The conclusions that have emerged from this study are related to each of the issues discussed. First and foremost, the programme seems to have led to the attainment of most of the skills expected. Students claim they can design community development programmes, literacy education programmes and social welfare programmes. They can also design adult learning materials as well as evaluate adult learning programmes.

Secondly, the students have indicated that classroom accommodation, time of release of results and joint teaching of courses by more than one lecturer were least satisfactory.

Thirdly, the most satisfactory components of programme included one lecturer teaching a course, and depth and quality of lectures.

Lastly, the components of programme that were not satisfactory included the internship, amount of school fees charged, opportunities for extra curricular activities.

Based on the results of this study, the following recommendations are made:

1. There should be improvement in the classroom environment to make them more conducive. Thus in any attempt to enhance opportunities given to people to acquire some education, the facilities need to be considered so as to optimise benefits.
2. Results of performance in examination can serve a motivation purpose. There is need to ensure for all programmes, whether full-time or part-time, that results are released early enough to give the desired push to want to continue with the learning process.
3. Programme implementation requires that an appropriate time table be put in place. Participants in such a programme need to have an idea of this, if preparation are to be made particularly in situations

where financial outlay is involved.

4. What benefits accrue to one who passes through a programme is not made known by the name of such a programme. Therefore an enlightenment is required for the public to get a proper understanding about the scope, depth and opportunities that are open when one reads any programme and in deed Adult Education.
5. The fact that there is a rush in this programme, because of the large number of courses point to the fact that the programme scheduling may not have been properly done. What it portends is that exhaustive brainstorming is called for in scheduling any programme, if the participants are not to be unnecessarily stressed.

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# University Departments/Centres of Adult, Continuing Education and Extension: Challenges and Opportunities

Accepting Extension as the third dimension -- the first two being teaching and research of the university system -- the UGC issued Ninth Five Year Plan guidelines in 1997 for Departments/Centres of Adult, Continuing Education and Extension in Indian Universities.

New guidelines of 1998 accepted the philosophy of Continuing Education as a part of the total education programme to get teachers and students involved in extension education covering adult education, continuing education, population education and community education. Besides making educational content relevant to learner's needs, it also visualised feedback for introducing necessary curriculum reforms, based on experience gained by such interaction with the larger community. The broader objectives also included gender-sensitization, consumer and human rights education, HIV/AIDS and substance abuse.

## The Existing Scenario

### *Role of UGC*

The UGC also issued guidelines for colleges concerning Population Education and Extension Work to strengthen the existing Population Education Clubs, initiated in 1983 to improve awareness, attitudes and responsible behaviour among college students on population and related issues.

The UGC also provided for a project officer for the programme in the Department/Centre of Adult, Continuing Education (ACE) in several universities. However, after issuing the guidelines, the UGC did not release a grant at the rate of Rs.10,000 per college, for this purpose under the Ninth five year plan and the scheme was kept in abeyance.

The UGC has also been supporting Population and Development Education under Higher Education in 17 Departments/Centres of ACE in collaboration with UNFPA (the new phase 1998-2001). The programme aims at sensitizing university/college students and teachers on Population and Development issues in the service area of universities. Each PERC covers several universities to help them undertake these activities/programmes. The PERC operates through university level advisory committee and Project Progress Review (PPR) meeting at the UGC. Strength of the programme lies in counselling services on HIV/AIDS, RCH, adolescent and liaisons with government and NGOs.

### *Efforts of Departments/Centres*

Several Departments have also initiated Centre of National Open School for academic and vocational programmes for the out-of-school youth. Programmes, such as Certificate Course on Library Science and admissions at 10th and 12th levels are permitted through the Departments. The programme

adheres to UGC guidelines, but has no system of academic and financial monitoring.

Several Departments/Centres of ACE have opened IGNOU Study Centre for academic and vocational courses. Although it adheres to UGC guidelines, yet needs to be strengthened by developing networking and monitoring system.

Several Departments/Centres have certificate courses, diploma courses, M.A., Ph.D. and M.Phil level programmes on adult, continuing education and population education. However, their enrolment pattern is low and drop-out rate is comparatively high. In spite of low enrolment, the students and research scholars are gainfully employed in SCERT, DIET, NGOs, media and in Centres/Departments of ACE.

Vocational courses at institution, college, and community levels have been initiated by several universities to justify their existence and to identify their roles. These comprise modern mathematics for parents, and certificate courses in computer science, tourism, and journalism at institution and college levels; and chair canning, and secretarial practice at the community level. Some of these courses are highly popular.

#### *Role of Head/Director of the Department*

The Ninth five year plan says that since extension has to be the focus of attention of the university, the head/director should possess considerable leadership quality. Critical analysis of the programme has clearly shown that only such Departments/Centres are successful where good leadership, having sufficient experience in extension education, is available. JNU, SNDT, Gujarat Vidyapeeth and several other Departments/Centres fall under this category. The UGC should, therefore, identify persons having requisite leadership quality and experience and provide to them proper incentive and representation at national level.

Each university, in turn, should also identify good academic leader(s) in their Department and provide to them all freedom to undertake necessary activities/programmes in this area. Unfortunately, most of the universities pay low attention to this Centre/Department. As a result, academic staff -- i.e. Project Officer, Assistant Director and Director -- strive hard for their survival in the university system as university system normally does not accommodate non-vocational academic/teaching concept. For example, there is no statutory provision of non-vocational teacher in Delhi University. Therefore, each university, at Academic Council and Executive Council level, should thoroughly debate the role of this Department/Centre in the university system.

#### *Academic Staff of Department/Centre*

The UGC has harmonized designations of Project Officer as Lecturer and Assistant Director as Reader for parity with other teaching faculty. The core faculty (Professor/Reader/Lecturer or Director/Assistant Director/Project Officer) is directly recruited or taken on deputation through a selection committee.

#### *Refresher Courses in Adult, Continuing Education*

The UGC has introduced orientation and refresher courses in each subject

for Career Advancement Scheme (MPS). Few universities -- like Gujarat Vidyapeeth, Mumbai University and Gandhigram Rural Institute -- have even provided refresher courses on ACE. However, no regular provision exists on woman and environmental studies in any university.

The promotions or career-schemes in these Departments/Centres should not be based on one-time participation in a refresher course, but on the basis of continuous participation in programmes and activities on adult, continuing education and extension. As such relevant policies incorporated in the UGC's Ninth plan need to be re-examined.

## STRATEGIES AND MODELS

In the past few years, departments/centres of ACE have acquired considerable experience of continuing education, population education, literacy and post-literacy activities, and extension work. However, activities/programmes in these areas are not uniform in all departments/centres as these depend on the leader (head of the department) and the ground work covered to generate demand inside the university.

The UGC has identified/adopted several models as follows:

### Continuing Education

1. *Training Model* -- The model provided opportunities for undertaking training through the department/centre in the following areas: (a) Equivalency programmes as alternative education programme equivalent to existing formal, generator vocational education; (b) Income generating activities/programmes to upgrade vocational skills to enable them to conduct income-generating activities, such as modern mathematics for parents, science and sports journalism; (c) Quality of life improvement programmes to equip learners in the community with essential knowledge, attitude, value and skills to improve their qualities -- i.e. life-skills education, family-life education, etc.; and (d) Individual interest promotion programmes to improve quality of human resources, like public interest litigation.
2. *Technical and Academic Model* -- Under this model, department/centre is involved in: (a) Designing and developing curriculum framework and learning materials for various types of CE programmes; (b) Certification of these courses; (c) Preparing multi-media packages for short duration vocational training courses; (d) Organising orientation courses and training programmes for key resource persons; (e) Production of materials for neo-literates -- like comics, stories, etc.; and (f) Production of audio-visual cassettes, books and other visual materials.
3. *Community Research Model* -- It involves parents, teachers and students together under one umbrella and emphasizes learning needs of the community.
4. *Ground Level Model* -- Under this model centres are to be established to involve departments/centres and colleges in the work of extension, population education clubs and continuing education.
5. *Blocks/Districts Level Model* -- Under this model, the university is expected to concentrate its extension and field-outreach activities in the Block/District. It envisages that as many departments as possible from the same university will

have extension and field outreach activities in one locality and involve faculty and students, in their curricular and co-curricular programmes. The work put in by students involved in the project may be considered for academic credit.

### *Nodal Agencies*

The UGC has identified nodal agencies and defined their service areas as follows: (i) co-ordination of new initiatives; (ii) documentation and dissemination of information; (iii) networking at different levels; and (iv) advocacy.

The university/college must explore possibilities of tapping resources through other sources, such as National Literacy Mission, private trusts and individuals for their field outreach activities.

### *NLM and University Partnership*

The NLM, launched by Government of India in 2000 as a people's movement, recognizes that the adult education department in institutions of higher learning have a very useful and practical role to play. These departments have genuine contributions to make both in policy making and its implementation. A special scheme, for institutions of higher learning, has been conceived with the specific purpose of making their role more focused. Some of the areas of active contributions identified are: (1) Special resource support to literacy activities in all phases; (2) Resource support for continuing education schemes by preparing short-term courses for neo-literates; (3) Evaluation, research and documentation of TLC/PLC and CE programmes; (4) Involving university staff on a full-time basis in literacy programmes; (5) Participation in environment building; and (6) Running Continuing Education Centres.

A critical analysis of involvement of universities in these programmes, showed that few universities and individuals are active in this partnership. Maximum departments/centres have yet to identify their roles in this regard. Proper planning and effort for involvement from either is lacking.

## **CRITICAL ANALYSIS OF INVOLVEMENT IN UGC NINTH PLAN**

Following issue of UGC guidelines of 1998, several universities have conducted meetings to implement these. The national level efforts of the UGC were also pursued at zonal levels meetings, and proposals for Ninth plan were finalised. However, UGC changed their policy on implementing extension programme through university/college.

The funding of population education clubs were also kept in abeyance. There is no uniform pattern to provide Career Advancement Schemes in this. Prior to 1998, there used to be four meetings in a year in Department/Centre on Population and Development Education in Higher Education (in all 17 PERCs in departments/centres of ACE in 17 universities) but it has become an annual affair now. The UGC level advisory committee meetings have also been conducted only during Project-Progress Review Meetings of the UGC. Besides, UGC policy on extension activities/programmes also needs to be reviewed in the light of National Population Policy 2000.

## Research

The UGC and UNPF conducted inter-collaborative research meetings in 2000 on population and development issues. IAEA conducted a national level research meet on ACE at India International Centre in collaboration with JNU. The findings of both were published in *Indian Journal of Adult Education* and *Indian Journal of Population Education*. State Resource Centre, Jamia Millia Islamia is also finalising its research findings of a study conducted in the field of ACE and extension during 1995-2000.

## FUTURE DIRECTION

The UGC, through university system, should consolidate these efforts and the future researches be focused to strengthen extension programmes, RCH programmes of the Government of India, National Population Policy 2000, population and development issues and adolescent issues. Research is one of the areas that needs to be further strengthened through collaborative efforts by involving experts, practitioners, field-outreach workers and the university researchers.

Implementation of UGC Ninth plan at various levels needs to be reviewed. The university Executive Council and the Academic Council should thoroughly debate role therein of department/centre and core staff, including technical staff. Through a national level meet, UGC should identify collaborative activities with various international agencies (UNFPA, UNDP, UNESCO, UNICEF, and WHO), Union ministries and Planning Commission (NLM, Social Justice, MHFW, Women & Child Development), private sector (FICCI, PHD Chamber of Commerce) and prominent NGO's (like PFI, IAEA, and AIU). The meet at national level will be helpful in planning the activities/programmes, chalking out their implementation strategies, and sharing resources, trained manpower, success-stories and constraints in implementation.

Each department/centre of ACE needs to collaborate its activities/programmes with NSS, woman's development centres, social work, education departments, environment centres and other centres working in the field of extension education. Also, each Department/Centre needs to systematically collaborate with IGNOU, NOS, IAEA, State Governments and other agencies at local level through joint planning and implementation strategy, and sharing of manpower and resources (both financial and learning materials).

As already elaborated, without dynamic leadership and systematic planning, it is not possible to advance extension education at the university level. The Department/Centre should play the pivotal role inside the university to strengthen extension as one of the most important components of the university system.

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## ATTITUDE OF ADULT BENEFICIARIES TOWARDS TOTAL LITERACY CAMPAIGN IN DUNGARPUR DISTRICT OF RAJASTHAN

The present study is confined to Dungarpur district of southern Rajasthan, involving 120 respondents (60 male and 60 female), selected randomly from the age-group of 15 to 35 years. A scientific questionnaire was developed to collect the information. It was observed that 96.66 per cent male and female beneficiaries had positive attitude towards Total literacy campaign. There were no differences between male and female beneficiaries as far as their attitude towards Total literacy campaign was concerned.

### Introduction

Attitude can be defined as a tendency to act in some way towards some object, person, situation or idea. In general, it is a feeling of like, dislike, attraction, repulsion, interest or apathy towards other person, object, situation, ideas or any development programme etc.

The overall literacy percentage of Rajasthan (and India) reveals that it is very low. Realising this low level of literacy, ever since independence, various programmes have been launched by Government periodically eradicate the illiteracy from our country. For example, National adult education programme (NAEP) was launched on October 2, 1978. Non-formal education programme (NFEP) came into operation in 1979-80. After that "Operation Black-board" was started in 1986-87. In May, 1988 "National Adult education programme" was converted into a comprehensive programme known as National Literacy Mission (NLM) in the field of adult education. To achieve the objective of NLM, a new programme popularly known as the Total literacy campaign was launched in January, 1989.

Rajasthan state is also actively involved in Total literacy campaign. At present T.L.C. is spread in the 32 districts of Rajasthan. Ajmer and Dungarpur districts of Rajasthan have already been announced as the

fully literate districts in 1993. Ajmer is the first district of Rajasthan which has achieved full literacy (80-85%), followed by Dungarpur district and now both these districts are in post-literacy phase. Durgarpur district is a special case for TLC wherein a vast majority of about 70 per cent scheduled tribes live. Despite its large population, it had achieved total literacy. It is the matter of pride, because it is the first tribal district in the country which had achieved total literacy.

Much of the national capital and resources including manpower are utilized to a large extent for the eradication of illiteracy. Many voluntary organisations are also spreading literacy. Every possible effort is made to reach the masses to achieve the total literacy in the entire state of Rajasthan. If the attitude of the beneficiaries towards the T.L.C is studied and understood, it may become the guidelines for the future campaigns to be effective in other districts of Rajasthan and perhaps, elsewhere in India.

The present investigation is an analytical probe into the attitudes of male and female beneficiaries towards Total literacy campaign. The specific objectives of the investigation are as under:

1. To study the attitude of beneficiaries towards total literacy campaign.
2. To explore the difference between the attitude of male and female beneficiaries towards Total literacy campaign.

## **Methodology**

The present study was undertaken in southern Rajasthan. The villages in Dungarpur district within the radius of 2-20 kms from the headquarters of Panchayat Samiti were arranged in three categories of 'high', 'medium' and 'low' population villages. Two villages from each the three cluster of villages were selected randomly. At random 10 male and 10 female beneficiaries from each of the selected villages, in all 120 respondents (60 male and 60 female), in the age-group of 15-35 years were chosen. A scientific questionnaire was framed by the investigators to collect relevant data. To analyse the attitude of male and female beneficiaries towards Total literacy campaign, the scale developed by Jha and Singh (1974) was used with slight modification in it.

In case of male respondents, the score range varied from 51 to 99 with an average of 78.01, while in case of female respondents the

score ranged from 54 to 92 with an average of 78.10. The minimum and the highest possible scores that each respondent could obtain, were 20 and 100 respectively. But no respondent obtained scores below 51 and above 99. On the basis of scores obtained by each respondent, the respondents were classified into three categories viz., unfavourable (UF), favourable (F) and most favourable (MF). For the purpose of classification of the respondents, the grading system was applied in which 50 to 59 scores considered as "unfavourable", 60 to 74 scores considered as "favourable" and above 74 scores were considered as "most favourable" attitude.

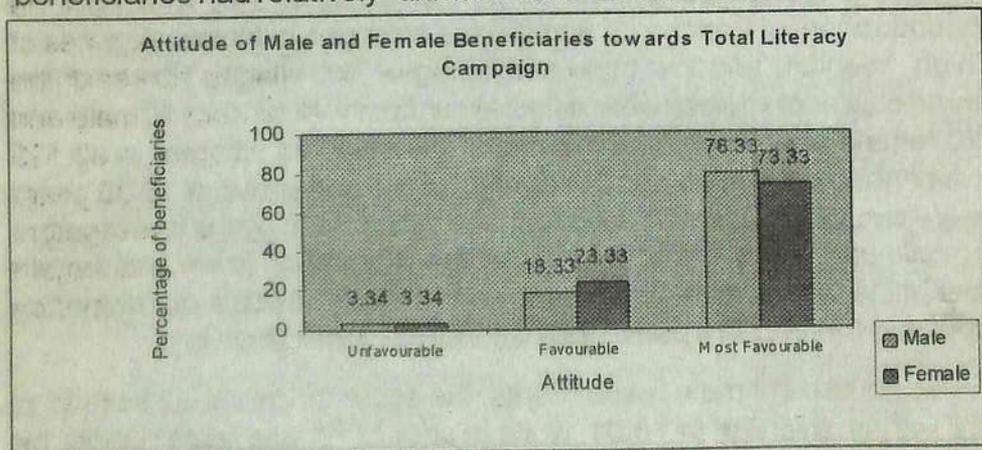
## Findings and Discussions:

### 1. Attitude of beneficiaries towards Total literacy campaign:

Table 1: Attitude of beneficiaries towards Total literacy campaign

Score	Kind of attitude	Male		Female	
		Frequency	Percentage	Frequency	Percentage
50 to 59	Unfavourable	02	3.34	02	3.34
60 to 74	Favourable	11	18.33	14	23.33
More than 74	Most favourable	47	78.33	44	73.33
Total		60	100	60	100

Table 1 shows that 78.33 per cent male and 73.33 per cent female beneficiaries had "most favorable" attitude, whereas 18.33 per cent and 23.33 per cent female beneficiaries had "favourable" attitude towards Total literacy campaign. Only 3.34 per cent male and 3.34 per cent female beneficiaries had relatively "unfavourable" attitude towards Total literacy



Since, we have considered both, favourable and most favourable categories as positive attitude of the beneficiaries, it can be inferred that 96.66 (18.33 + 78.33) per cent male and 96.66 (23.33 + 73.33) per cent female beneficiaries had positive attitude towards Total literacy campaign.

Thus, the results about the attitude of the male and female beneficiaries show the positive and definite impact of Total literacy campaign on them. The findings are in conformity with the findings of Marriappa (1982) who found that about 96 per cent men and 94 per cent women expressed their positive attitude and their desire towards literacy, more or less similar findings were reported by Sharma and Patel (1986) who reported that the attitude of whole group of adult learners towards adult education programme and its three components (literacy, functionality and awareness) were found to be favourable.

2. Difference between the attitude of male and female beneficiaries towards Total literacy campaign Null hypothesis (H<sub>0</sub>): There may be no difference in attitude between male and female beneficiaries towards Total literacy campaign.

**Table 2: Difference between the attitude of male and female beneficiaries toward Total literacy campaign**

beneficiaries	Range of scores	Mean score	S.D.	S.E.	C.V (5)
Male	51-99	78.01	7.55	0.97	9.67
Female	54-92	78.10	7.34	0.98	9.39

"Z" Cal 0.66 (N.S)

It is apparent from the Table 2 that the mean score, standard deviation, standard error and co-efficient of variance is nearly equal in relation to both the male and female beneficiaries. Further, calculated value 'Z' 0.066 is less than tabulated value of "Z" i.e. 1.96 at 5 per cent level of significance, hence null hypothesis was accepted.

It means, both the male and female beneficiaries were at par with respect to their attitude toward Total literacy campaign. In other words, both the categories of beneficiaries had similar attitude towards the Total literacy campaign.

The results are in the line with the findings of Sharma and Patel (1986) who reported that male and female adult learners showed no difference in their attitude adult education programme.

Misra and Kabthiyal (1988) also revealed that no significant difference existed between pre and post session attitude of the instructors towards adult education.

### Conclusion and Recommendation

It can be concluded that 96.66 per cent male and 96.66 per cent female beneficiaries had positive attitude towards Total literacy campaign and there was no significant difference between the attitudes of male and female beneficiaries towards the Total literacy campaign.

On the basis of highly positive attitude of beneficiaries towards Total literacy campaign, it is recommended that such types of literacy programmes be started in other districts also in interest of illiterates and the nation. The endeavours towards Total literacy campaign should not be stopped, it must be continued, till the illiteracy wiped out from the country.

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## PROBLEMS OF POST LITERACY CAMPAIGN: CAUSES AND REMEDIES

Despite formal education, non-formal education, and informal education, there are as many as 33 crore illiterates according to 1991 census. India having 16% of the world's population according to above census has literacy of 52.11% comprising 63.86% male literacy and 39.42% female, but at the same time India has 31.4 crore illiterates in 1981. Massive efforts are being attempted at governmental and non-governmental levels constantly. In 1978, adult education was given the name of national adult education programme and under this programme, it was felt that country soon may become literate, but despite that in 1981 illiterates in age groups of 11 to 35 years had become 11 crores. On declaration of national education policy (1986) government took the programme in its own hands and national literacy mission came into existence from 8 May 1988. In this programme, it was felt that for making areas/region literate, a block, a village or a district must be selected and an effective detailed plan must be chalked out, so as to make effective implementation of the plan so that it may comparatively produce better results than previous campaigns. Thus literacy campaigns throughout the country began. Under these literacy programmes who acquire literacy and become fully literate for maintenance of their literacy, subsequently post-literacy campaign and an arrangement of continuing education is made. Presently in the country in approximately 465 districts, the total literacy campaign are underway and in many districts, post-literacy and continuing education programme are in progress, among which Indore district of M.P. is also included.

From the research studies, it has been known that throughout the country wherever the total literacy and post-literacy programme are being run at any of places cent per cent results have yet not been reached. However it does not mean that cent per cent success in the programme can not be obtained. Of course it can be obtained if the obstacle in many of such programmes are removed amicably at appropriate time, promptly it can be obtained. Operation of these programme must be keeping in mind other barriers. Therefore today there is need to explore the causes/factors which affect the campaign and lead to negative impacts. This

article recounts from the author's research work for Ph.D. to discern those causes, summary of which is given here under.

### **(1) Neo-literates again becoming illiterates:**

Under total literacy programme those people who become literate, many among them, again turn illiterate that is after certain period/time their literacy vanishes. Thus tendency of neo-literates becoming illiterates further increases illiteracy and again main power and financial expenditure on such neo-literates goes to waste, new literates just does not become illiterate due to lack of subsequent post literacy campaign, but there are several other reasons which directly or indirectly are causes for it and related to the implementation, planning, operation, management, supervision, monitoring, evaluation, motivation etc. eg.:-

lack of constant supply of teaching learning material.

- inclusion of tough and big sentences, words in booklets.
- unrelatedness of teaching learning material with daily life activities of new literates.
- lack of proper and reasonable presentation of the contents in booklets primers.
- non-availabililty of library around home of neo-literates.
- female neo-literates not allowed constantly to make an access to centres due to superstitious/traditions, veil system (purdah system) among them is also a cause.
- shorter time period for basic literacy and limited experience of basic literacy centre co-ordinators.
- evaluation of literacy is not according to prescribed parameters and semi-literates being declared literate in hurry.
- neo-lioterates not taking interest in teaching learning process.
- non-doing of teaching learning by neo-literates, at the centres showing passiveness.
- inability of centre co-ordinators to draw personal attention towards each neo-literates.

## (2) Dropouts Among Neo-Literates:

Basic literacy and post literacy both programmes face an uphill task of dropouts among their learners that is the learners leave their teaching learning much before than expected. It has been found during research studies that number of neo-literates registered at the beginning of the centre are not found to be present at their expiry period. There are several other reasons for dropouts among neo-literates eg.:-

- Long time period for daily.
- No financial profits from centres.
- Inappropriate arrangement at centres.
- Physical exhaustion of neo-literates.
- Anger of family members.
- Unsuitable centre timing,
- Neo-literates finding works for more money.
- Lack of attractive programmes at centre.
- Indulgence of anti-social elements at centres.
- To look after small children.
- Change of residence of neo-literates.
- Beginning of new work at home.
- Arrival of maternity among female neo-literates,
- Change of centre's place.
- Change of working timing of neo-literates.
- Sitting together of male and female neo-literates,
- Teasing of people.
- Marriage of neo-literates.
- Distant location of centres from home of neo-literates.
- Purdah system among female neo-literates.
- Neo-literates going towards their relatives home.

- Commencement of seasonal work.
- Lack of recreational means.

### **(3) Admission of Semi-Literates and Illiterate Students in Post Literacy:**

Under different/various programmes and activities of post-literacy campaign whole/all benefits could be redressed only to those neo-literates who actually has fulfilled overall evaluation criteria for such literacy and this basis has been declared literate. From research studies, it has been known that there is such districts which has been declared literate even semi-literates and illiterates from such districts have been declared literate even been declared literate overlooking prescribed criteria of evaluation by national literacy mission, such learners also participate among with neo-literates in curriculum of post literacy. Since literacy level of such learners is comparatively lower than those of total literates. Therefore these students are unable to get the benefit of teaching learning and other activities. Hence, they find dull activities at the center and are compelled to leave such centres. Due to presence of semi-literates, Illiterates, the centre co-ordinators find difficult in operating teaching learning and other related activities. Therefore such students must be selectively identified and admitted in basic literacy programmes and after acquiring basic literacy they should be declared eligible for post-literacy and continuing education.

### **(4) Lack of Co-ordination Among Workers:**

Main field workers of post-literacy campaign are centre coordinators who are responsible for successful conduction of programmes and activities. apart from this, centre co-ordinators, there are regional co-ordinators, block co-ordinators, city co-ordinators, city organiser, district co-ordinator and project director are in the post literacy campaign. It has also been revealed from research studies that proper contact between centre co-ordinators and other field workers does not takes place, similarly mutual co-ordination among/ between workers of higher level is also lacking and hence resolution of problems does not takes place within the prescribed time period and hence desired result are not obtained.

### **(5) Lack of Constant Supervision And Monitoring:**

Research studies also have revealed this fact that during operation

and implementation of the programme there was overwhelming enthusiasm among field workers and higher ranked workers, but later on overall centre responsibilities were handed over to centre co-ordinators that is high ranking officials and regional co-ordinators neither perform duty of constant supervision nor monitoring, hence desirable results were expected could not be obtained.

### **(6) Lack of Constant Evaluation:**

Since under post-literacy campaign important role have been designated from centre co-ordinators to project director and each of them perform pivotal role and remain inter-dependent on each other. Any string of chain involved in works, function slowly or ceases to do then its effects on overall programme is evident. On evaluation, it is revealed that which of the chain (link) is working slowly and what are its causes of deceleration and what could be the remedial diagnosis for it. Evaluation also reveals weakness or progress of the work. On this basis, goodness and positive aspects are enriched which helps in speeding programme and also helps in confirming drawbacks, weakness in the programme and suitable measures are taken upto check errors. There are several facts in the programme which are generally overlooked, has its negative impacts on the programme/campaign are being revealed through evaluation. In research study it has also been revealed that constant evaluation of post literacy has not been carried out in appropriate manner. Even final evaluation was also formal.

Apart from above reasons several other factors have been found as barriers in implementation and conduction of the post literacy campaign. eg.:-

- Lack of conveyance facility to co-ordinators and officers.
- Inability in taking authoritative decisions.
- Domination of bureaucracy.
- Lack of people's participation.
- Non-payment of honorarium to coordinators on time.
- Governmental mechanization of programme.
- Lack of funds and tools/means.
- Insufficient time period.

- Lack of discipline and organization.
- Lack of trained master trainers.
- Non-arrangement of coordinators training.
- Non-co-operation of elected representatives.
- Disinterest among learners about the programme.

### **Suggestions For Successful and Effective Implementation P.L.C.:-**

- Revelation of the causes about neo-literates turning illiterates, must be diagnosed amicably.
- Causes of dropouts among neo-literates must be diagnosed.
- Mutual coordination and feeling of cooperation must exist among workers at all levels.
- Only fully literate learners should be registered (Enrolled) for post literacy.
- Effective constant supervision, monitoring, evaluation must be carried out by subject experts.
- Respectable honorarium must be paid to workers and co-ordinators at all levels on time.
- Pressure by government machinery should not be exerted on the campaign.
- Congenial atmosphere should be made to find, general public and public representatives participation.
- Suitable arrangements be made for workers at all levels for their exhaustive training.

If abovementioned problems and suggestions are kept in mind while implementing the programme/campaign, then desired results definitely would be obtained.

## COMPARATIVE STUDY OF ATTITUDE OF RURAL AND URBAN ADULT LEARNERS TOWARDS LITERACY CAMPAIGN

A sample study of learners' attitude towards literacy campaign was conducted in ten adult literacy classes in Mohali subdivision, Ropar Distt. (Punjab). Broadly, the aims of the study were to find out the rural and the urban learners' concept on total literacy campaign, to know the processing of literacy campaign, awareness level of learners, priority requirements in their area and motivation by the community.

Some of the broad conclusions emerged as a result of the study is revealing and the suggestion offered provide an answer how to improve the total literacy campaign.

### Introduction

A major part of global illiterates are in our country. Although that the only permanent solution to the problem of illiteracy lies in making primary education universal and compulsory, but adult education is also a powerful auxiliary and an essential incentive to primary education. As it is a common experience that illiterate adult impedes the literacy of children, even if it is compulsory and free. It is the need of the day that education facilities should be extended to adult too.

If our national literacy programme should be made a success all over the country, then it is necessary to relate it to the environment of the learners, reflecting their ideas, feelings, interests, needs, values, customs and attitudes. One of the main causes due to the lack of knowledge of the beneficiaries' view points. Such information would enable the programme more relevant and need-based, perhaps resulting in increased participation.

The present study is significant in the sense that the success of Total Literacy campaign of the nation depends not only on the quality of adult education functionaries or the facilities provided to adults to increase their professional efficiency, but also upon the favourableness of attitudes of the adult learners towards the programme.

The present study seeks to unfold attitude towards literacy campaign of rural and urban adult neo-learners in Mohali subdivision of Ropar districts of Punjab state.

### **Objectives**

- 1 To understand the rural and urban learners' concept on total literacy campaign.
- 2 To find out difference in attitude of rural and urban adult neo-learners towards the process of total literacy campaign.
- 3 Find out the priority requirements of the rural and urban learners.
- 4 To know the rural and urban adult learners' awareness on issues discussed in the literacy classes.
- 5 To find out the attitude of different community members towards literacy campaign.

### **Method And Procedures**

In this study normative survey method of research has been used. This method represents what exists now i.e. concept of adult learners' towards total literacy campaign, processes that are going on, effects that are being felt or trends that are developing in the surrounding environment.

Here, the term survey suggests the gathering of evidence relating to current conditions. The term normative implies the determination of normal or typical condition practices.

### **Sample of the Study**

For conducting the present study, the purposive random sampling method was used. The samples of 200 rural and 165 urban adult learners, from 5 urban and 5 rural area of Mohali subdivision of Ropar district were taken.

### **Analyses of the Data**

After the collection of data, it was systematically arranged, the codified and analysed by tabulation and frequency distribution. From the frequencies, the percentage distribution was calculated.

## Tools Used:

The questionnaire consisted of two parts. First part related with the bio-data of the respondents; the second part is divided into four sections consisting of questions related with concept, process, and awareness and community attitude. Three-point scale was considered to be most suitable scale for this study i.e. each statement's response was divided into agree', 'undecided' and 'disagree.' Then the percentage was calculated, With this, the researcher can accurately and judiciously analyse the respondent response.

## Results and Conclusions

**Table-1**  
**Distribution of Adult learners on the basis of age**

Age	Female				Male			
	Rural	per cent	Urban	per cent	Rural	per cent	Urban	per cent
15-25	27	13.5	29	17.58	2	1.00	1	0.6
26-35	104	52.00	80	48.48	9	4.50	3	1.82
36-45	45	22.00	57	31.52	5	2.50	-	-
46+	0	00	5	0.00	8	4.00	-	-

Age distribution of the sample of Rural and urban neo-learners given in the above table shows that overall majority of the rural and urban sample learners belonged to the age group 15-35 years, for whom the programme is intended. However, proportionally, more younger women were enrolled in the classes as compared to the male learners in both urban and rural area.

It can be seen from the above observations that from the rural sample one-third learners had completed the second primer, one-fourth had completed the third primer, and one-fifth learners were those who could do only signature. Further one-eighth rural learners were those who had just read the primer first.

**Table-2****Distribution of learners on the basis of number of primers completed**

No. of primers	Female				Male			
	Rural	per cent	Urban	per cent	Rural	per cent	Urban	per cent
Only signature	40	20.00	27	16.36	2	1.00	-	
Primer I	25	12.50	32	19.39	7	3.50	-	
Primer II	62	31.00	26	15.76	5	2.60	3	1.82
Primer III	51	25.50	76	46.06	8	4.00	1	0.6

On the other side of the urban sample, the maximum 46.00 per cent female and 0.6 per cent male learners of urban area had completed the third primer. 19.39 per cent female learners had completed the first primer and 15.76 per cent female learners had completed the second Primer. Further 16.36 per cent urban female learners were able to do the signature only.

**Table-3****Distribution of the volunteers on the basis of Age**

No. of primers	Female				Male			
	Rural	per cent	Urban	per cent	Rural	per cent	Urban	per cent
15-25	58	29.00	66	40.00	7	3.50		
26-35	67	33.5	64	38.79	9	4.50		
36-45	35	17.5	31	18.79	1	0.5	3	1.82
46+	19	9.50	0	00	4	2.00	1	0.6

It can be seen from the above table-3 that more volunteers (78.79%) in urban area as compared to rural volunteer (62.50%) were in the group of 15-35 years. This finding is helpful for total literacy campaign, because more adult learners were belonged to the same age group and also volunteers in this age group can work efficiently, if they are properly motivated and trained.

**Table-4*****Distribution of volunteers on the basis of education qualification***

No. of primers	Female				Male			
	Rural	per cent	Urban	per cent	Rural	per cent	Urban	per cent
Primary	23	11.5			0	00		
Middle	16	8.00	20	12.12	5	2.50		
Secondary	110	55.00	105	63.64	15	63.64	8	4.85
Graduation	25	12.5	32	19.39	6	3.00		

It can be observed from the table-4 that maximum volunteers of both rural (55 per cent female and 7.50 per cent male) and urban (63.64 per cent female and 4.85 per cent male) are had qualified for the secondary education. 12.5 per cent female and 3.00 per cent male volunteers of rural are and 19.39 per cent female and no male volunteer from urban area had qualified graduation. Whereas 8 per cent female and 5 per cent male of rural area and 12.12 per cent female and 2.50 per cent male of urban area had just qualified up to middle class. Further only 11.5 per cent volunteers of rural are and qualified only up to the primary education level.

1. The sample revealed that more urban learners (82.42%) compared to rural (69.50%) agreed that the help of total literacy campaign illiteracy could be eradicated.
2. More rural compared to urban agreed that with the help of literacy campaign they have become more self-reliant (83.51 rural, 81.12% urban), they have gained respect in the society (83.5% rural, 70.91% urban) and to get education is their first preference (82.50% rural, 74.54% urban).
3. Both rural and urban were of the view that in the literacy classes a lot of knowledge related with the total life style is obtained (67.00% rural and 67.8% urban).

**Table-5**

**Concept of the Adult Learners towards Literacy Campaign**

They can get more respect in society if they are educated.	167 83.5	117 70.91	31 15.5	47 28.48	2 1.00	1 0.60
Lot of knowledge related with total life style is obtained in the literacy classess	134 67.00	112 67.89	56 28.00	56 33.94	10 5.00	2 1.21
Total literacy campaign is efficiently working	138 69.00	96 58.18	57 28.50	52 31.52	5 2.50	17 10.30
Illiteracy can be eradicated with the help of total literacy campaign.	139 69.00	136 82.42	30 15.00	20 12.12	31 15.5	9 5.45
Total literacy campaign helps the adult learners to become self-reliant.	167 83.5	137 81.12	29 14.5	26 15.76	2.00 4	00 00
Education is the first preference for every illiterate	165 82.50	123 74.54	31 15.50	30 18.18	4 2.00	12 7.27

**Table-6**

**Process of the Adult Literacy Campaign**

More learners will attend the literacy classes, if the volunteer is local resident	116 58.00	91 55.15	21 10.50	23 13.94	63 31.50	41 24.85
Interest in education can be maintained, if the volunteer is regular	166 83.00	134 81.21	31 15.50	25 15.15	3 1.50	1 0.6
More will attend, if volunteer is of same sex.	103 51.50	78 47.27	15 7.50	18 10.91	81 40.10	69 41.82

Song/kirtan activities performed in literacy classes are also important	59 29.50	30 18.18	21 10.50	20 12.12	120 60.00	115 69.70
Primers, notebooks and pencils provided sufficiently.	194 97.00	103 62.42	7 3.50	35 21.21	1 0.5	27 16.36
Primers have relevant issues related to the needs.	115 57.50	93 56.36	82 41.00	69 41.82	3 1.50	3 1.82
Literacy classes should be located near the residence.	120 60.00	109 66.06	16 8	23 13.94	64 32.00	33 20.00
Literacy classes located in the common places.	165 82.50	122 73.94	16 8.00	24 14.55	19 9.50	46 27.88

More urban (66.06%) compared with rural (60.00%) agreed that literacy classes to be located near their residence.

More rural learners compared with urban learners agreed that:

- Literacy classes should be located in the common place (82.50% rural, 73.94% urban)
- Volunteers should be local resident. (58.00% rural, 55.15% urban)
- Volunteer should be regular (33.00% rural, 81.21% urban)
- Volunteer should be of same sex of the learners (51.50% rural, 47.27% urban)
- Material like primers, note books and pencils provided in the literacy classes are sufficient (97.00% rural, 62.42% urban)

Maximum rural and urban neo-learners viewed that song/kirtan activities are not performed in literacy classes and they dislike that these activities should be performed in the classes and almost half of the neo-learners i.e. 57.67% rural and 56.30% urban viewed that relevant issues related to the needs of the learners are in the primer.

**Table-7**  
**Priority requirement of the area**

Requirement	Rural Required undecided	Urban undecided	undecided Available / present	Available/ present		
Sn. Sr. School per cent	119 59.05	46 23.00	35 17.50	96 58.18	50 30.30	19 11.52
Road repair per cent	51 25.5	62 31.50	86 43.00	65 39.39	89 53.94	11 6.67
Cleanliness Per cent	119 59.50	81 40.50	0 00	61 36.97	104 63.03	0 00
Literacy centre per cent	34 17.08	166 83.00	0 00	43 26.06	73 44.24	49 29.70
Health centre Per cent	115 57.50	57 28.50	39 19.50	67 40.61	76 46.06	22 13.33
Veterinary centre per cent	48 24	120 60	31 15.00	0 00	165 100	0 00
Stitching class Per cent	67 33.50	132 66.00	0 00	99 60.00	66 40.00	0 00

From the above observations it can be inferred that rural neo-learners' priority-wise main and foremost requirement is cleanliness (59.90 per cent), then high or higher secondary schools (59.5 per cent). Further rural neo-learners' requirements are health centre (57.50 per cent), stitching centre (33.50 per cent), road repair (25.50 per cent) veterinary hospital (24 per cent), and literacy classes (17.08)

On the other side urban neo-learners, first and main requirement was stitching centre (60.00 per cent) then their requirement was senior secondary schools (58.18 per cent). Further urban adult learners' requirements were health centre (40.61 per cent), road repairs (39.3 per cent), cleanliness (36.9 per cent), literacy classes' (26.06 per cent). No urban neo-learner thinks of veterinary hospital (0.00 per cent).

**Table-8****Issues discussed in the literacy classes or having in the primers**

Awareness	Rural	(%)	urban	(%)
Aware more than four issues	46	23.00	44	26.67
Less than three issues	53	26.50	47	28.48
Not known	121	60.50	84	50.91

Above table shows that more urban (26.67 per cent) compared to rural (23.00 per cent) were aware of more than four issues related with the primer. Further again more urban (28.48 per cent) compared to rural (26.50 per cent) were aware of less than three issues related with the primers.

Thus it can be analysed from the above table that maximum learners i.e. more than half per cent had not retained the issues, which were discussed in the literacy classes.

**Table-9****Attitude of community members towards literacy campaign**

Sarpanch or Pardhan motivates learners to attend the classes	93 46.5	47 28.48	30 15.00	22 13.33	77 38.5	96 58.18
Local leaders motivate to attend the classes	80 40.00	51 39.91	57 28.5	32 19.39	63 31.5	82 49.70
Family member motivates the learners to attend the classes	141 70.50	128 77.57	19 9.50	17 10.30	40 20.07	20 12.12
Volunteer motivates the learners to attend the classes	149 74.50	110 66.67	39 19.50	45 27.27	12 6.07	11 6.67

Sarpanches (46.5%), local leaders (40.00%) and volunteers (74.50%) of rural area motivate the adult learners more as compared to Sarpanches or Pardhans (28.48%), local leaders (30.91%) and volunteers (66.67%)/of urban area.

## Conclusions

Maximum learners are in the age group of 15-35 years.

More urban learners as compared to rural learners had completed the second and third primer.

Maximum volunteers are also in the age group of 15-35 years.

Urban area volunteers proportionally more qualified, i.e. above secondary education than volunteers of rural areas.

Rural learners have more favourable attitude as compared to urban towards the concept and processing of total literacy campaign. These results however do not lead us to conclude that either rural or urban respondents were averse to the programme in general. But all of them differed in some degree of their favourableness.

More urban as compared to rural learners were aware of the issues which were discussed in the literacy classes or having in the primers.

Both urban and rural learners have some what different sensitivity towards village problems.

Community people of rural area motivated the adult learners more as compared to community people of urban area.

## Suggestions

As majority of adults showed positive attitude towards literacy campaign, which is quite encouraging. It is therefore suggested that increased efforts should be made to improve the process or functioning of the literacy programme, so as to increase the participation by planning the adult literacy programme. Motivational and environment building activities should be repeated so that neo-learners as well as community people understand why this literacy campaign has been launched? What is the concept behind the literacy campaign? And for whom this literacy campaign has been started?

The adult education programme should be made flexible in order to make it convenient for the beneficiaries to make use of the same. More emphasis needs to be laid in the process, awareness aspect, and attitude of the community people and to know time to time, the viewpoints of the beneficiaries about the campaign.

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## **ADULT EDUCATION IN INDIA: A MALADY-REMEDY ANALYSIS PROLOGUE**

Illiteracy bars as a great hindrance to gear any country towards technological progressiveness and economic prosperity. More so in India, where nearly 40% of the World's population suffocate in illiteracy, 48.8 million girls and boys together stagnate as a mass illiteracy group compared to other countries. Despite the extensive efforts made by the Adult Education Officials to uplift the rural populace there has been no significant change so far. However a sincere and sturdy effort has been exerted by teachers of Adult Education Programme to spread out more literacy throughout the country. Hence, this study has been conducted to analyse the present profile of the learners and teachers, constraints, if any, faced by them in the efficient functioning of Adult Education Programme and suggestions thereto.

### **Methodology**

The study was conducted at Perundurai block of Periyar district of Tamil Nadu in South India. The area has been purposively selected due to its backwardness. Fifty respondents in learners category, of which 20 males and 30 females, were selected from the block. Thirty animators were selected to have a sufficient sample size. A well-structured, pre-tested interview schedule and questionnaire for learners and animators were used respectively to collect the data. A simple percentage was used to analyse the data.

### **Findings and Discussion**

The findings of the present investigation has been depicted hereunder. The profile of the learners are presented in Table 1.

**Table 1.**  
**Profile of the Characteristics of Learners**

Particulars	Male (n=20)		Female (n=30)		Total (n=50)	
	No.	%	No.	%	No.	%
<b>Age</b>						
Young	20	100.0	30	100.0	50	100.0
<b>Caste</b>						
Schedule Caste	5	25.0	8	26.67	13	26.0
Backward Community	15	75.0	22	73.33	37	74.0
<b>Marital Status</b>						
Married	16	80.0	20	66.66	36	72.0
Unmarried	4	20.0	10	33.33	14	28.0
<b>Occupation</b>						
Agrl. Labourer	16	32.0	20	40.0	36	72.0
Businessmen	4	8.0	-	-	4	72.0
Tailor	-	-	2	4.0	2	4.0
Weavers	-	-	4	4.0	2	4.0
Petty Shopkeepers -	-	4	8.0	4	8.0	
<b>Family type</b>						
Joint Family						
Nuclear family	15	30.0	30	60.0	45	90.0
	5	10.0	-	-	5	10.0
<b>Annual income</b>						
Less than Rs. 5000	-	-	-	-	-	-
Rs. 5001-10,000	20	40.0	30	60.0	50	100.0
Rs. 10,001-15,000	-	-	-	-	-	-
<b>Social participation</b>						
Mahlila Mandals	-	-	10	33.33	10	20.0
Nehru Yuwak Kendra	2	10.0	3	10.0	5	10.0
Youth club	9	45.0	-	-	9	18.0
Non-Participants	9	45.0	17	34.0	26	52.0
<b>Media Exposure</b>						
Radio	20	100.0	30	100.0	50	100.0
Television	20	100.0	30	100.0	50	100.0
Films(Cinema)	20	100.0	30	100.0	50	100.0
Vazhkkai Kalvi	10	50.0	13	43.3	23	46.0

The above table 1 clearly indicates that all the learners of Adult Education were young and illiterates. Majority (74.0%) of them belonged to backward community and 26.0 per cent scheduled castes.

Regarding the marital status most (72.0%) of them were married and only 28.0 per cent of them were unmarried in both the male and the female learners categories.

With respect to their occupational status, men (72.0%) were working as agricultural labourers, followed by businessmen (8.0%), weavers (8.0%) small shopkeepers (8.0%) and tailors (4.0%).

Considering the family type of the learners a vast majority (90.0%) had joint family and a meagre percentage had nuclear family.

Coming to the income level, all of them were earning between Rs. 5001 and 10,000 annually.

While enquiring the learner's participation in the social organisations, majority (52.0%) were not participating in any organisation like mahila mandals, Nehru Yuwak Kendra, youth club or any other. A few had membership with such organisations.

While asking their exposure level to mass media most of the learners have been regular listeners of radio, television and cine-films, whereas nearly half of the respondents were regularly watching vashkkai kalvi (life education) telecasts.

The following table below explicits the profile of the teachers of Adult Education programme.

**Table 2. Profile of characteristics of Teachers (animators)**

Profile of characteristics	No.	%
<b>Age</b>		
15-25	15	50.0
25-35	15	50.0
<b>Marital Status</b>		
Married	18	60.0
Unmarried	12	40.0
<b>Occupational status</b>		
Merchant	3	10.0
Business man	9	30.0
Unemployed	18	60.0
<b>Educational status</b>		
E.S.L.C.	20	66.66
S.S.L.C	10	33.33
<b>Work experience</b>		
1-2 years	10	33.33
2-4	20	66.66

The Table 2 clearly represents that half (50.0%) of the were in the animators 15-25 age group and the remaining half (50.0%) were of the 25-35 age group.

Many (60.0%) of the animators were married and 40.0% of them were unmarried. Considering the occupational status of the teachers, majority were unemployed and a lesser percentage were possessing business. Regarding the Educational status of the teachers, majority (66.66%) of them were E.S.L.C holders and only one-third (33.33%) were S.S.L.C. holders.

With respect to work experience, many (66.66%) were having 2-4 years of experience and 33.33% of them were having 1-2 years of experience.

### Constraints and Suggestions

The constraints expressed by the learners and animators would help to make necessary modification in future in the adult education classes and lessons and it would bridge the gap between the learners and animators and other related problems.

The constraints explicated by the learners and suggestions are furnished below.

**Table.3 Constraints expressed by the learners and suggestions**

Constraints and suggestions	(n=30)	
	No.	%
1. Lack of time	40	80.0
2. Age factor that affects concentration quickly	48	96.0
3. Rearing children is difficult	40	80.0
4. By disturbance and interference by drunkards	50	100.0
5. Mental fatigue	40	80.0
6. Prevention by old age people	30	60.0
7. Loss of memory after some days	37	74.0
8. Class timing not suitable	32	64.0
9. Obscure and tough syllabi	36	72.0

10. Animators are less interesting	40	80.0
11. Local criticisms	33	66.0
12. Shyness	35	70.0

### **Suggestions**

1. Modifying time in consultation with all learners	50	100.0
2. Restriction for Drunkards	50	100.0
3. Inclusion of limited and easy syllabi	50	100.0
4. Appointing efficient and interested animators	45	90.0
5. Making efforts to convince the family members to allow the learners to attend classes	30	60.0
6. Separate classes for men and women	35	70.0
7. Women animators for women	40	80.0
8. Repetition of lessons to reinforce memory	32	64.0

The table 3 indicates that several constraints serve as obstacles for the learners to attend and concentrate on the lessons, of which the major constraint was by the interference and disturbance.

A vast majority (96.0%) stated age factor affects their concentration, while the majority of others (80.0%) complained lack of time, rearing children, mental tiredness due to heavy household chores and less enthusiastic animators were the major constraints faced by them in attending classes.

Many others (74.0%) have pointed out that loss of memory after a few days of learning, obscure and tough syllabi (72.0%) were the other constraints to attend the adult education classes.

Shyness of women animators (70.0%) to teach male learners and the local criticism (66.6%) were also reported by learners.

As many as 64.0% of them said that the class timing were not suitable to them and 60.0 per cent said that they were prevented by aged people at home like mother in-laws to attend the classes.

While enquiring the learners to give their own suggestions to overcome the constraints, most of them wanted that the class timing could

be modified in consultation with the learners, in addition to restricting strictly drunkards into the classes, and limiting the syllabi .

Most of them (90.0%) expressed their view that interested and efficient teachers should be appointed. Eighty per cent wanted that women teachers shall be appointed for teaching women.

Seventy per cent felt that there can be separate classes for men and women and 64.0 per cent hoped that their memory if the lessons can be repeated, it would reinforce.

A crucial constraint faced by as many as 60.0% of the married women learners was that the animators could convince their mothers-in-law and other aged elders at home to attend the classes freely without any restriction.

Meanwhile, the animators were also enquired to express their views to make the adult education programme effectively .

The table 4 clearly explains that while asking the animators to express their problems, all opined the following constraints namely, lack of time, lack of infrastructural facilities, lack of conveyance facilities, disturbance by drunkards/impunctuality by learners, lack of concentration by learners due to heavy domestic chores, difficult to teach heterogeneous group of 15-33 age, less payment, lack of incentives, suspicion by learners and officials over the animators, uninterested learners, disturbance and noise created by young children brought by learners, lack of shelter, contradictory questions posed by the learners, shyness of women teachers to teach male learners and fearing for local criticisms.

Almost everyone (93.3%) expressed the view that there were no co-operation among the learners to read, and 83.3% reported that timing was unsuitable as they come from distant place.

While enquiring the suggestions to overcome this melody, most animators felt that more incentives can be given for them and learners, paying sufficient salaries, appointing male animators for male learners, frequent monitoring and evaluation by AEP officials making easy syllabi, providing materials and non-material incentives, permanent posting to animators and appointing an assistant to the animators would definitely overcome the problems faced by them.

The constraints expressed by the animators are given below.

**Table 4. Constraints expressed by animators and their suggestions**

Constraints and suggestions	(n=30)	
	No.	%
Lack of electricity	30	100.0
Lack of infrastructural facilities	30	100.0
Lack of conveyance facilities	30	100.0
Disturbance by Drunkards	30	100.0
Lack of punctuality by learners	30	100.0
Lack of concentration by the learners	30	100.0
Difficult of teach heterogeneous group	30	100.0
Less payment to animators	30	100.0
No incentives to animators	30	100.0
Suspicion by the learners/officials	30	100.0
Disinterested learners	30	100.0
Unsuitable timing	25	83.33
Non co-operation from learners	28	93.33
Disturbance of young children brought by the learners	30	100.0
Lack of shelter in seasons	30	100.0
Contradictory questions posed by learners	30	100.0
Shyness of women teaches to teach male learners	30	100.0
Fear for local criticism	30	100.0
<b>Suggestions</b>		
Adequate incentives to animators	30	100.0
Sufficient salaries	30	100.0
Appointing male animators for male learners	30	100.0
Frequent monitoring and evaluation by AEP officials	30	100.0
Easy syllabi	30	100.0
Animators should use "Quotable Quotes"	22	73.3
Interested and enthusiastic animators should be appointed	20	66.6
Material and non-material incentives for animators and learners	30	100.0
Permanent posting for animators	30	100.0
Appointing an assistant to animators	30	100.0

Besides, many (73.3%) said that to make the class interesting and to break the monotony, "Quotable Quotes" can be used and 66.6 per cent said that interested, devoted and enthusiastic animators should be selected and appointed to anticipate a good result from the learner's side.

## **Conclusion**

Adult Education programme was launched to bring out more literacy and extensive measures had been taken up by the Government. But it was very superficial to meet the actual needs and aspirations of both learners and animators. An insight into the problem was not focussed and they remain latent.

Both learners and animator face severe problems to attend and participate fully in the classes. Though they are energetic and enthusiastic, the facilities and co-operation available to them were comparatively meagre.

Hence to bridge the lacunae, the government and officials of AEP should put forth intensive efforts to impart more comforts for both animators and learners, so that it could smoothen the programme to function effectively and increase the standard of the Adult Education programme thereby enhancing the socio-economic status to a higher level.

## AN EVALUATION OF WOMEN'S LITERACY EDUCATION PROGRAMME IN MIDWESTERN NIGERIA

### Introduction

In Nigeria, the development of educational programmes for women is of recent origin. The emergence of specific programmes for the education of women can be traced to the early 60s. The delay can be attributed to the fact that before then, education of women was not considered important (Oduaran, 1991; Oduaran and Okukpon d1997 and Omoruyi, 1998). The general belief was that it was a waste of time and resources sending a woman or a girl child to school. Besides, in Nigeria like as in many parts of Africa, woman were victims of many social, political, cultural and religious restrictions which prevented them from gaining access to education. Added to that, women were not seen as bona fide members of their natal home or family of orientation (i.e. the family into which they are born), since they have to be married out to other family. Consequent upon this, the women received no noticeable and serious attention in terms of access to educational pursuit. Education was discriminated against them in favour of their male counterpart. The socialization process domesticated the women, as it was oriented towards moulding than to serve the male members of the family and perform well their domestic or feminine role as mothers and managers of the home. Besides, girls were trained to be docile and service-oriented to their family-oriented to their family of procreation (i.e. their husband's family) to whom they go to live, when they eventually are married. Parents prefer to keep their girls at home and help with the household chore rather than sending them to school.

In the early 60s when the girl child started to gain access to educational opportunities, their education generally was given the least priority. This development led to high illiteracy rate among women. Little wonder therefore when in 1990 the literacy rate of female in Nigeria was put at 39.5%, as against that of the male which was 62.7% (Seager and Olson, 1986; Omokhodion, 1998). This by implication meant that the

female illiteracy rate in the country was about 61%. In addition, Omokhodion (1998) and Nwagwu (1998) also reported that 26.23 million out of the estimated 43.9 million women in Nigeria are illiterates.

The high illiteracy rate among women was the cause for great concern, especially against the background that a predominantly illiterate society cannot achieve and significant social, economic and technological development. Thus education was considered an instrument par excellence for achieving national development (NPE, 1981).

The development in the country in the 80s and accompanying socio-economic changes necessitated a change in the roles of women as housewives and mothers in society. The effective performance of these new roles requires that women be adequately prepared through education and training. This situation led to the identification of women's education as an area yearning for adequate attention.

As a corollary to the above in September, 1986, a national workshop was held in Dubal hotel in Lagos to produce a blueprint on women education in the country. A year later, the document was produced and recommended the promotion of women's education at all levels and in all sphere of human endeavour. Since then women's education has continued to receive a boost, series of programmes and actions have been taken to foster women educational development in the country. For instance in 1987, the better life for rural women came into being. One of the major aims of the programme was the academic empowerment of women. In 1989, the National commission for women was established by Decree No. 40 which was later repealed and replaced by that of Decree 42 of 1992. The commission was later upgraded and became the Federal Ministry of Women Affairs and Social Development, given the mandate to executive and promote projects and programmes to enhance the general welfare of women and children and the disabled. The body was essentially set up to facilitate the social, economic and academic emancipation of women. To redress the educational imbalance between males and females and reduce the high illiteracy among women in the country, women education centres were established throughout the country including the Federal Capital territory, Abuja.

The women education programme in these centres focusses on three major activities:

The provision of basic literacy and post-literacy education. This

programme involves women, who are illiterates and have had no privilege of attending the formal school system. Here they are taught basic skills in reading, writing, and numeracy or numbering.

Functional literacy education programme. This is meant for dropouts from the formal school system. Here the women are taught practical skills, involving fashion designing or tailoring, catering, home economics, typing, book-keeping, among others.

The Home management programme: This is for the women who have acquired the basic literacy skills, but who wish to acquire knowledge and skills in various fields in home economics.

The objectives of the basic, functional and post-literacy education programmes include:

1. the provision of functional literacy education for adults, who have never had the advantage of any formal education;
2. the creation of awareness among all citizens of the fact that equal opportunities exist, irrespective of age, locality, creed or specially status;
3. re-orientating the attitude of all women irrespective of age towards education;
4. awakening the consciousness of all women to the need for the development of a positive self-image; and
5. giving the adult citizen the necessary aesthetic, cultural and civic education for public enlightenment (NPE, 1981).

This present study evaluates the women's basic and functional literacy education programmes with a view to ascertain the progress made in the attainment of the programme objectives. These programmes are run as non-formal or vocational education programme involving married women and young girls with basic literacy, who have dropped out of school or did not have the opportunity of attending the regular school system due to hindrances such as early marriage, cultural practices or custom etc.

Evaluation of educational programmes involve gathering evidence of performance for making judgement about the amount of learning that has taken place. It is expected to lead to suggestions for improvement of the programme as well as help to determine whether or not the purpose

being served is met in terms of relevance of the programme to the way of life of the beneficiaries.

This study is important because the level of literacy of women poses a great problem which is likely to hinder their meaningful contribution to national development and the development of their families and positive self-image. Since these programmes are aimed at solving these problems and huge amount of scarce resources are invested in them, it is only proper to determine the effectiveness of the programme in achieving the anticipated results. This is the task, which this study seeks to accomplish.

In order to achieve the purpose, this study sought to provide answers to the following questions:

- 1 How adequate are the facilities provided for the implementation of the programme?
- 2 What is the quality of instructors in the programme?
- 3 To what extent has the programme achieved its objectives?
- 4 What is the attitude of the women towards the programme?

## **Methodology**

The study employed a simple survey method to gather data on the implementation of women literacy education programme.

## **Target Group**

The target group consists of women enrolled in the basis, functional and post-literacy programmes in the 20 literacy centres of the Agency of Adult and Non-formal education and women education centre of the Ministry of Education in Edo State of Nigeria. From this group, 15 women were selected from each literacy centre through simple random sampling procedure. Thus, a total of 300 women constituted the research sample.

## **Instrument**

The major instrument for data collection was the Women Literacy Programme Questionnaire (WLPQ), which sought information on Bio-data of respondents, objectives of women literacy programme, attitude towards literacy programme, quality of programme instructors and adequacy of facilities available for implementation of women literacy education programme.

Data/responses collected were analysed using frequency count, mean response, simple percentages and rank order. Results of the study are presented in Table 1

**Table 1: Adequacy of instructional facilities for the implementation of women's literacy education programme.**

S.N	Instructional	Facilities Adequate	Not adequate	Not available
1	Primers	80 (26.67)	220 (73.33)	0(0.00)
2	Charts	72 (24.00)	228(76.00)	0(0.00)
3	Posters	106(35.33)	194(64.67)	0(0.00)
4	Bill Board	34(11.33)	266(88.67)	0(0.00)
5	Stationers	60(20.00)	240(80.00)	0(0.00)
6	Chalkboard	180(60.00)	120(40.00)	0(0.00)
7	Overhead projector	0(0.00)	0(0.00)	300 (100.00)
8	Maps	0(0.00)	0(0.00)	300 (100.00)

Figures in parenthesis represent percentage response

Results presented in Table 1 above showed that majority of instructional facilities available for the implementation of women's literacy education programme are not adequate. This range between 40% and 88.67% of the respondents who claimed that the instructional facilities are not adequate for the implementation of women's literacy education programme. Results revealed that 180 or 60% of the respondents indicated that chalkboard facility is adequate for the implementation of women's literacy education programme, while 100.00% of the respondents stated that overhead projector maps were not available for the implementation of women's literacy education programme.

The data presented in Table 2 indicated that majority of the programme instructors were either Ordinary Level General Certificate (G.C.E. O/L) holders or Teachers Grade Two Certificate (TCII) holders. This accounted for 96.00% of the programme instructors, while 2.67% of the programme instructors were the Nigeria Certificate of Education (N.C.E) holders. It was also found that a negligible number (1.33%) of the programme instructors were holders of the Diploma in Adult Education. None of the programme instructors have any University degree.

**Table2: Distribution of the quality of instructors in the programme**

	<b>Qualification</b>	<b>Responses</b>
1	TCII/G.C.E. O.L.	288(96.00)
2	N.C.E.	8(2.67)
3	Dip. In Adult Education	4(1.33)
4	B.A./B.Sc./B.Ed.	0.(0.00)

Figures in parenthesis represent percentage response.

**Table 3: Mean response and Rank order of the objective of women's literacy education programme**

	<b>Objectives</b>	<b>Mean response</b>	<b>rank order</b>
1	Provision of functional literacy	5.04	2 <sup>nd</sup>
2	Creating awareness on existing opportunities of living	5.26	1 <sup>st</sup>
3	Re-orienting the attitude of female towards education	1.89	5 <sup>th</sup>
4	Awakening the consciousness of women for the development of a positive self-image	3.48	3 <sup>rd</sup>
5	Giving civic education for public enlightenment	2.32	4 <sup>th</sup>

The data on Table 3 above showed that creating awareness on existing opportunities for living was the most important objective of women's literacy education programme. This ranked foremost among the objectives of women's literacy education programme. This is followed by provision of functional literacy and awakening the consciousness of women for the development of positive self-image which ranked second and third respectively among the objectives of women's literacy education programme. Giving civic education for public enlightenment and re-orienting the attitude of female towards education ranked fourth and fifth respectively among the objectives of women's literacy education programme.

From the results presented in Table 4, the respondents agreed that government should provide enough fund and facilities for the

programme and that women participate in the programme, because of the benefits to be derived. They also agreed that they liked the women's literacy education programme.

**Table 4: Percentage of distribution of attitude of women toward literacy education programmes**

Attitude	Mean response	Decision
1 I like the women's literacy education programme	2.60	Agree
2 Since I started attending classes, I can now read and understand local newspapers	1.24	disagree
3 Women are favourably disposed towards the programme	1.26	Disagree
4 Women participate in the programme because of the benefits to be derived	3.48	Disagree
5 The programme as organised in the area meet the needs and interest of the women	1.32	Disagree
6 Women in the area participate actively in the programme	1.88	Disagree
7 Since I started attending classes, there is improvement in my skills	1.35	Disagree
8 women's literacy education programme is aggressive	1.20	Disagree
9 Government should provide enough fund and facilities for the programme	3.86	Aagree

However, respondents disagreed with the following statements: that women in the area participate actively in the programme, that since they started attending classes there was improvement on their skills and that the programme as organised in the area met their needs and interest. They also disagreed that women are favourably disposed towards the programme, that since they started attending classes they can now read and understand local newspapers and also stating that public enlightenment strategy to mobilize women to participate in women's literacy programme was to aggressive.

**Discussion of Result**

The result of the study revealed that most of the instructional facilities required for the implementation of women literacy education

programme in the area under focus were not adequate. The facilities include primers, chart, posters, billboard and stationers. Only the chalkboard was found to be adequate among the facilities, but the respondents claimed that even this was inadequate. Other sophisticated facilities like overhead projector and maps were found to be non-existent. This sordid state may have accounted for the reason why the respondents stated that government should provided enough fund and facilities for the programme. This finding collaborated earlier and similar findings by Osunde and Omorugyi (1997). The authors reported that the facilities available for the implementation of the literacy programme curriculum in Benin metropolis was grossly inadequate. This result also confirm the view of Omolewa (1981) and Omoruyi (1994) to the effect that one of the problems of literacy programme in the country is due to lack of basic instructional facilities.

The results of the study also point out the fact that majority of instructors in the programme are non-professionals. Only a negligible number (13.33%) of the instructors were found to have diploma certificate in Adult education. This means that the instructors employed and charged with task of imparting knowledge to participants of the women's literacy education programme are not schooled in the science of adult methodology or lack the necessary andragogy. This portents a grates threat to the successful implementation of the programme. This perhaps highlights the views of most of the respondents that every since they started classes, they have not been able to improve on their reading and writing skills as well as understand newspapers headlines.

Results also revealed that the creation of awareness on existing opportunities for living ranked the highest among the most important of the objectives of the women's literacy education programme. This was followed by the provision of functional literacy skill. It was also found that awakening the consciousness of women for development of positive self-image, giving of civic education for public enlightenment and re-orientation of the attribute of female towards education ranked next. This also proved that the desire to acquire functional skills that would enable them become more self-reliant, self dependent and the urge to know the opportunities that are open improving on their lots appear to be the for compelling women to enrol in the literacy education programme. The success of the programme therefore, would depend largely on its ability to assist participants achieve their desires and aspirations. This probably explains why some of the participants withdrew from the programme a

few days after starting classes. Participants of the programme were more interested in things that would enable them accomplish their desires and aspirations. They, therefore, become apprehensive when the situation is the other way round. This may also explain why the respondents indicated that they were not well disposed towards the programme. To them the programme as it is presently operated failed to meet their needs. Before enrolling in the programme the participants were desirous of acquiring literacy skills. Their interest was aroused and heightened, but as soon as classes commenced and the expected was not being accomplished, their interest began to decline and the tendency, therefore, was to dropout of the programme.

Moreover, the low level of attendance is attributable to poor enlightenment strategy which was expected to provide and create the awareness among the target audience of the existent of the programme and the benefit they stand to derive from enrolling in the programme. Therefore public enlightenment strategy need to be stepped up to mobilise the women to participate in the literacy education programme.

### **Recommendations**

Based on results of the study, the following recommendations among others are made:

- 1 Government should provide more funds to procure instructional facilities to aid effective instructional process in the programme centres;
- 2 Efforts should be made to employ more professional adult education instructors for the programme. Government should also organise in-service education package for the non-professional programme instructors to be acquainted with the science of adult methodology.
- 3 Government should embark on a more aggressive public enlightenment strategy to create awareness among women about the existence of the women's literacy education programme and point out the benefit they stand to derive from participating in the programme.

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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 update 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.

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July-September 2001

# INDIAN JOURNAL OF Adult Education

**International Literacy Day**

**Special Issue on**

**Role of Media  
in Adult Education**



Indian Adult Education Association

## INDIAN JOURNAL OF ADULT EDUCATION

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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. Mimeographed, xeroxed or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2" margin on A4 size paper. Footnotes and references should come at the end and not on every page.

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Jui-Sep 2001

<b>Editorial</b>	<b>3</b>
<b>Role of Media in Adult Education</b>	<b>5</b>
<b>Media and Adult Education — BS Garg</b>	<b>12</b>
<b>Media Support to National Literacy Mission : Role of Directorate of Adult Education —V. Mohan Kumar</b>	<b>16</b>
<b>Media Software for Adult Education — B.B. Mohanty</b>	<b>22</b>
<b>Communication Media in Adult Education —Tushar Mukherjee</b>	<b>31</b>
<b>Media in Adult Education — An overview — Prem Chand</b>	<b>41</b>
<b>Media and adult education in himachal pradesh —Manju Lohumi</b>	<b>47</b>
<b>Adult Education through Mass Media : Role of Universities and Academic Institutions — L.Raja</b>	<b>55</b>
<b>Media and TLC in Punjab — Manjeet Ahluwalia and Anuradha Sharma</b>	<b>61</b>
<b>Mass Media in Adult Education: Access, Exposure and Preferences of Neo-Literates in Andhra — D. Janardhna Reddy</b>	<b>67</b>

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## MEDIA AND ADULT EDUCATION

*In modern times media matters most. As the times roll on, media grows from strength to strength. All inputs of technological advancements in media — print, radio or electronic — have so far remained positively related to its growth and strengthening.*

*Today, media has emerged as the most potential weapon of political power. So much so that those who aspire to: climb ladder of political power; become top author, artist, player, athlete, etc.; and become opinion leader, social worker, academician, intellectual, etc., of substance are forced to make every move or even gesture keeping in mind the possible reaction thereto in the media, for today media coverage can really make or mar any one's career. Coverage of this categorical statement includes individuals, groups, political parties, or organisations — both formal and informal of any denomination — governmental, private or voluntary — whether discharging day-to-day administrative functions or undertaking any business or profit-making activity or working for any social cause or non-profit activity.*

*It will not be wrong to observe here that with technological advancements enhancing and intensifying the reach of media to the common man — his illiteracy and traditionality in thinking and life-style notwithstanding -- the media is becoming a synonym of political power and people's power. As people's literacy level, standard of living and level of cultural understanding goes up, media threatens to assume an unassailable position of becoming true 'spokesperson' of people's power in a democratic context, claiming to keep its fingers on common man's pulse and reflecting truly his moods, fancies and cravings.*

*Thus, we witness rapid strides of media to newer heights of power and unassailability through its baffling array of power to mould or even create powerful public opinion for or against any statement, programme or plan of activity. The reach and potentiality of this self-acquired capability of media is simply amazing.*

*However, when we match this scenario of power and potentialities of media with its record of contribution to amelioration of poverty, and resolving some of the most fundamental problems with which Indian society has remained afflicted for such a long time -- like non-availability of some of the basic necessities of life, such as food for the hungry, nutrition for newly born and mother, potable water and shelter; health and sanitation services, and certain pervading serious problems, like population explosion, unemployment, environmental degeneration, disease, corruption, exploitation, illiteracy, casteism, regionalism, criminalisation of politics*

*and politicisation of crime; etc. — we do not have much to write home about. Media has patently failed to discharge an effective role in solving these problems. Instead of running curative crusades, the media has remained satisfied with mere 'lip service' to these problems while concentrating on urban issues and indulging with relish in coverage of beauty contests, sensational stuff in the field of politics, crime, film industry, selected sports events, mainly catering to the needs of urban elites. True that media hardly had any choice because English knowing readers/listeners/viewers are based in urban areas and vast tracts of rural areas, where, in fact, most of our serious problems dwelve and proliferate, have remained uncovered or inadequately covered.*

*It is heartening to note that in recent years, the network of vernacular media, including print media, has improved tremendously. But here also some of the nagging problems have not been addressed adequately.*

*Today, we find ourselves in an enviable situation where media has emerged as an efficient tool of solving all our nagging problems. For example, see the near infinite capacity of Internet to access relevant information from world over at a mere flick of a button on computer. However, in the absence of skilled users of these tools, we are not in a position to make good use of these technological advantages. Therefore, we really need creative talent with requisite innovativeness and imagination to make significant dents on these perennial problems. For how could the multinational corporations vending soft drinks succeed in a short span of time to swamp rural markets while governmental department of audio visual field publicity have persistently failed to make their mark sufficiently. Surely crying over spilt milk is unwise. Let us, therefore, resolve in the new century to use media to the hilt in spreading literacy which is sure to reflect positively on most of our problems.*

**S. Y. Shah**

# ROLE OF MEDIA IN ADULT EDUCATION

## A Brief Report of the National Seminar

A National Seminar on "Role of Media in Adult Education" was organized by Indian Adult Education Association in collaboration with the Group of Adult Education, Jawaharlal Nehru University, at India International Centre, New Delhi, during February 6-8, 2001. Sponsored by the National Literacy Mission, Government of India, the seminar marked conclusion of year-long activities planned by the IAEA in connection with its Diamond Jubilee. Attended by about 65 participants from 16 states, the seminar provided an opportunity to the participants to review and discuss the role of media — print and non-print — in promotion of adult education programmes in India and to suggest suitable strategies for enhancing effectiveness of media in promoting adult education.

### *Inaugural Session*

Deliberations of the seminar began with observing of two minutes' silence in memory of the victims of Gujarat earthquake. The inaugural session was chaired by Prof. B.L. Pareekh, Vice-President of IAEA. The Chief guest was Hon'ble Justice P.B. Sawant, Chairman, Press Council of India. Prof. C.J. Daswani, Consultant, UNESCO at New Delhi, was the guest of honour. Shri N.C. Pant, Joint Secretary, IAEA, welcomed the guests. In his introductory remark, Prof. Pareekh, highlighted some of the important activities of IAEA and its special role through print media. In his address (read *in absentia* by Shri Prem Chand), Prof. B.S. Garg, President of IAEA pointed out that the media has a strong influence on the masses. He felt that the folk media can play a key role in motivating and mobilising the masses for literacy. Appreciating the manifold activities of IAEA, Hon'ble Justice P.B. Sawant, exhorted the members of IAEA to continue their yeoman's service to the cause of adult education. He observed that Article 45 of the Constitution, covering Fundamental Rights, which uphold the right of citizens to live with dignity *inter alia* includes the Right to Education for all. He felt that in the present information age, where everyone can be reached through media, Information Technology can be effectively used to promote adult education programme in the country. Recollecting some of the earlier films made by Sai Paranjpe and others for promotion of adult education programmes and keeping in view the Prasar Bharati, Justice Sawant felt that in the years to come, there was tremendous scope for using media for promotion of adult education programmes.

### *Addresses on the Theme*

Prof. Daswani said that one of the best ways to motivate non-literates towards literacy would be through demonstrating excellence in human relationships by the literates. He said that adult educators need to be cautious while using folk media for rural people. Prof. S.Y. Shah, Director of the Seminar, observed that if the administrators and policy-makers heed to the excellent suggestions made in the print

media regarding various aspects of adult education programmes. It may greatly help them in improving the programmes. Mentioning the dearth of researches on the impact of media on learners, Prof. Shah highlighted the need for undertaking more researches in this area. Profusely thanking the chief guest, guest of honour, other dignitaries and participants of the seminar, Shri K.C. Choudhary, General Secretary of the Association, commented on the importance of media, specially the print media, in promoting the cause of adult education. Reviewing achievements of the Association, he felt that with the active co-operation of members, the Association will be able to deploy media extensively for adult education programmes.

#### THEMATIC SESSIONS

##### *Four Sessions & 20 papers on Press, NGOs, Universities & SRCs*

In all, 20 papers were presented in four thematic sessions, covering the role of press, NGOs, universities and State Resource Centres. The first thematic session on role of press was chaired by Shri K.C. Pant. There were four presentations by Shri M.K. Tikku (*Hindustan Times*), Ms. Anuradha Raman (*Indian Express*), Prof. Ramesh Dave (*Nai Duniya*) and Prof. B.B. Mohanty (Orissa). The second thematic session was on the role of NGOs. It was chaired by Shri Avik Ghosh, Senior Fellow, National Institute of Adult Education, New Delhi. Papers were presented by Shri Tushar Mukherjee (Ramakrishna Mission), Shri Prem Chand, Shri A. Sundararajan (both from IAEA) and Shri Jaipal Tarang, FPAI (Delhi). The third thematic session was on the role of universities. It was chaired by Prof. Surendra Singh, Lucknow University. Papers were read by Dr. Arun Mishra (Garhwal University), Dr. Manju Lohumi (Himachal University), Dr. A.P. Reddy (S.V. University), and Dr. L. Raja (Gandhigram Institute). The fourth thematic session on the role of State Resource Centres was chaired by Dr. Mohan Kumar, Additional Director, Directorate of Adult Education. In this session, Dr. P.A. Reddy (S.V. University), Dr. Madan Singh (Literacy House), Dr. S.S. Rawat (Garhwal University), and Dr. Manjeet Paintal (RRC, Chandigarh) presented their papers.

##### *Special Session on Print Media and Group Discussion*

A special session on role of print media was chaired by Shri K.C. Choudhary, in which Prof. Ram Sharan Joshi, Executive Director of Makhn Lal Chaturvedi National University of Journalism, Bhopal, gave an extensive presentation. He said that the traditional role of media of sensitising people remains diluted and the space for social issues in newspapers is considerably reduced in recent times. Observing that media is dominated by political issues, Prof. Joshi noted that the grass-roots level journalists are not oriented towards this. At the same time, there is also a need for training adult educators in preparing papers, reports and success stories in an interesting manner for publication in newspapers.

Subsequently, there were three concurrent group discussions on the role of print media, electronic media and folk media which provided an opportunity to the

participants for an in-depth discussion and to identify appropriate recommendations for enhancing effectiveness of media. The first group discussion was chaired by Prof. Ram Sharan Joshi and the rapporteur was Shri A. Sundararajan. The second group discussion was chaired by Prof. B.B. Mohanty and the rapporteur was Shri S.C. Dua. The third group discussion was chaired by Smt. Kamala Rana and the rapporteur was Shri Prem Chand.

### *Special Session on Six Decades of Adult Education*

On the third day of the seminar, a special session on "Six Decades of Adult Education in India" was convened, and it was chaired by Shri J.C. Pant, IAS (Retd.), Chairman, India Literacy Board. Shri Bhaskar Chatterjee, former Director General of National Literacy Mission, was the guest of honour. Introducing the Chairman, Shri K. C. Choudhary said that due to the earthquake in Gujarat, the Diamond Jubilee Celebrations had to be scaled down. However, the IAEA decided to go ahead in a rather subdued manner and chalk out future directions. Then he spoke about inter-connections of media and adult education and requested Prof. Shah to provide an overview of important developments in the field of adult education during the last 60 years. Highlighting some of the major activities undertaken by the Association during the last six decades, Prof. Shah drew the attention of the participants to the unique role being played by the Association in bringing out the *Indian Journal of Adult Education* uninterruptedly since its inception in 1939. The Chairman of the session recollected the contributions made by IAEA, specially its past office bearers, like Shri Amarnath Jha. Congratulating the IAEA, Shri J.C. Pant felt that NGOs can play a key role in social transformation at grass-roots level. Afterwards Shri N.C. Pant, Joint Secretary, IAEA, read out messages of greetings on the occasion of Diamond Jubilee, from the President of India, the Prime Minister, Minister for Human Resource Development and other dignitaries. The guest of honour, Shri Bhaskar Chatterjee, gave a lucid but scholarly overview of the activities of National Literacy Mission since its inception in 1988. Recollecting some of the significant milestones during his tenure of six years as the Director General, Shri Chatterjee expressed immense satisfaction regarding increase in literacy rate in India; strengthening of institutions, specially NGOs, SRCs and Jan Shikshan Sansthan; and recognition of the work of NLM through Noma Literacy Award by UNESCO.

Shri V.S. Mathur, one of the former Presidents of IAEA, revealed his past experiences of working in the field of adult education. Recollecting some of the pioneering efforts made by Dr. S.R. Ranganathan, Dr. Ranjit Singh, Dr. Shafiqur Rehman Kidwai, and Dr. Zakir Husain towards the progress of adult education movement in India, Shri Mathur drew the attention of the participants to the recent challenges of globalisation and the importance of empowering the poor. After Shri Mathur's presentation, several state level reports were presented by Smt. Kamala Rana (Delhi), Dr. Manju Lohumi (Himachal Pradesh), Dr. R.N. Mahlawat (Haryana), Dr. Madan Singh (Uttar Pradesh), and Smt. Indira Purohit (Rajasthan). The session ended with a vote of thanks by Shri K.C. Choudhary.

## VALEDICTORY SESSION

The chief guest of the valedictory session was Prof. N.K. Ambasht, Chairman, National Open School. The session was chaired by Prof. S.Y. Shah. Shri B.N. Kamble, Vice-President, IAEA, welcomed the guests. The recommendations of the three groups were read out by Sarvashri A. Sundararajan, S.C. Dua and Prem Chand. After introducing the chief guest, Prof. Shah provided a brief overview of the deliberations of the seminar, and then invited participants to reflect on the future directions of IAEA. Most of the participants suggested that IAEA should set up a committee to examine the recommendations of the three groups and prepare an action plan for effectively deploying media for promotion of adult education programmes in the country. Some of the participants suggested setting up of co-ordination committees at national, state and district levels, for bringing the media personnel and adult educators more closer and also for organising regular orientation programmes for sensitising media. Besides, it was suggested that adult educators need to be trained in effectively using media and enhancing their media competencies. Briefly reviewing the changes in the concept of adult education in India, Prof. Ambasht observed that conceptual clarity has yet to emerge. He felt that there was dearth of researches in the field and there was also a need to educate policy planners on importance of literacy. In this, IAEA should take the lead. He said that in future, cyber media is likely to eliminate educators and technocrats may dominate the scene. In view of the changing scenario and emergence of Gyan Darshan Channel, IAEA should explore the possibilities of producing interesting adult education programmes for media. Shri R.N. Mahlawat, Treasurer of IAEA, proposed a vote of thanks.

## RECOMMENDATIONS OF THE GROUPS

*Group I : Print Media*

1. Appropriate strategies should be evolved for improving interaction between journalists and adult educators;
2. Journalists need to be oriented towards a better comprehension of importance and role of adult education in society. IAEA may evolve appropriate strategies in this regard;
3. Adult educators need to be trained in making presentation of success stories and reports in journalistic mode. For this, IAEA may organise workshops;
4. Success stories in adult education need to be publicised through involving eminent personalities;
5. Important adult education news and reports should be whetted by journalists before publication;
6. Special efforts should be made to invite VIPs for adult education programmes so that the media gives due coverage to adult education;

7. Reports on adult education programmes should be made news-worthy by highlighting their relevance to society;
8. Press releases should be well prepared and sent in advance;
9. Research on print media needs to be strengthened;
10. IAEA should make an appeal to the press to devote regular space for adult education;
11. A paper on adult education may be introduced in journalism courses;
12. IAEA should hold regular meetings with journalists for orienting and sensitising them about adult education programmes and policies;
13. On International Literacy Day, special supplements should be sponsored by advertisers in leading newspapers; and
14. IAEA may explore possibilities of launching a feature agency for providing relevant subject matter for press on regular basis.

*Group II : Folk Media*

1. Outreach of folk media needs to be expanded through:
  - (a) Involvement of Panchayati Raj Institutions and NGOs in the development and utilisation of media;
  - (b) Identification of available local talent;
  - (c) Training and orientation of the identified local folk artists;
  - (d) Setting up of local folk art groups comprising students, functionaries and local youths with the help of talented folk artists; and
  - (e) Orientation of field functionaries and the community in the use of folk media for adult education.
2. Contents of folk media needs to be diversified by identifying local needs of the community. These needs could relate to literacy, health education, environment improvement, sanitation, population education, eradication of superstitions to inculcate scientific temper, building self-confidence among the learners, and undertaking such other activities leading to improvement of living conditions of the people. However, for effective use of media, the needs may have to be prioritised so that emphasis can be laid on covering the priority needs first.

3. Effectiveness of the folk media needs to be improved by ensuring participation of all sections of the community in the folk media activities and performances. Local NGOs, Panchayats, Mahila Mandals, Yuva Mandals and educational institutions will need to be involved in a co-ordinated manner.
4. Suitable steps may be taken by folk media to utilise the services of other forms of media to reach the target groups. Folk songs/stories have to be printed in the form of booklets and widely circulated. Help of audio/video tapes has to be taken to make these songs/stories more popular among the people. Folk songs/dramas can be broadcast on radio and television. A multimedia approach will integrate folk forms of media with print and electronic media.
5. The IAEA, through its state branches and institutional and individual members, need to perform a vital role in development and utilisation of folk forms of media which can be effectively used to promote adult education.

As a nodal agency, the IAEA needs to take up following activities:

- (a) Local surveys in different areas to identify talent with regard to different forms of folk media prevalent in that area;
- (b) Need identification exercise and prioritisation of requirements keeping in view the human and material resources which can be mobilised;
- (c) Training/orientation of the identified talented artists to use their talent in the area of adult education;
- (d) Training/orientation of students/local youth and functionaries by talented artists in the area of folk art;
- (e) Forming of performing groups comprising talented artists and local participants;
- (f) Preparation of audio/video cassettes on the basis of scripts prepared through workshops. Documentation of these scripts to be done for wider publicity and use by different agencies/individuals for motivation and training;
- (g) Organising and monitoring of folk art performance, both directly and through different media support;
- (h) Mobilisation of resources from all available sources; and
- (i) Evaluation and proper management of a delivery system in this regard and utilization of feed back for improving the system up to the lowest level.

*Group III : Electronic Media*

1. Seeking from Government some kind of concession or rebate on development-oriented programmes on electronic media;
2. Impressing on *Akashvani* and *Doordarshan* to maintain a panel of scholars and specialists for specific programmes on adult education;
3. Impressing upon TV and Radio to come out with more powerful ideas and programmes to lift the level of consciousness of people in order that they provide popular support to developmental initiatives;
4. Giving special support to electronic media for serving civil society;
5. All the members of executive committee of IAEA should be Internet trained and have an *E-mail* account;
6. IAEA should organise a training programme on writing for electronic media;
7. IAEA should prepare itself to become a cyber university in the field of adult and non-formal education as suggested in the declaration of its Lucknow Conference;
8. Conducting indepth researches on the impact of media and its utilization; and
9. Need to collect data on profile of life and culture in India after intensive research for use in preparation of a meaningful and effective adult education programme for media.

## MEDIA AND ADULT EDUCATION\*

'Media' today, as we all know, is a powerful instrument of projecting the image of individuals, communities and nations. There was a time when outreach of media was limited to certain sections of the society; classical dramas were considered to be mainly a source of entertainment for the elite group. In the modern world, outreach of media in its different forms, which have come into being, has expanded tremendously. All sections of the society are now covered by different forms of media. It influences the life style of each individual, community and nation. Besides being a source of entertainment, it has become a major source of knowledge, information, and education. Media has created a thirst for information and knowledge among the people who want to reach out to the media to get information from different parts of the country and the world. Increasing demand for different instruments and channels provides to media an opportunity of reaching out to a very large section of the society. With this large clientele group, media can devise its programmes for entertainment, information, knowledge, discussion, persuasion, conscientisation, education and so on.

### EDUCATION AS A BASIC RIGHT — ITS NEGLECT AND REMEDY

#### Neglect

##### *Swelling Ranks of Illiterates*

Education is a basic human right. Universal literacy and basic education are the first important constituents of education. We, in India, have been struggling to achieve elementary (basic) education for all below the age of 14. As one of the fundamental principles enshrined in our Constitution, this goal was to be attained within a period of 10 years from the enforcement of the Constitution. However, we have unfortunately not been able to do so even till the end of the 20th century. One of the important factors, *inter alia*, which has been militating against the achievement of this goal during the last 50 years was non-realisation of the value of education for their children, particularly the girl child, by the parents. All those who missed schooling or dropped out from school before becoming literate, joined the category of adult illiterates when they attained the age of 15. As a result, number of adult illiterates, which was 187 million in 1961, increased to 209 million in 1971 and to 238 million by 1981. The 1991 census indicated that the number of adult illiterates in the country had increased to 271 million by 1991.

\* Edited version of the text of Welcome Address given by Prof. BS Garg, President, Indian Adult Education Association at the "National Seminar on the Role of Media in Adult Education" (held from February 6-8, 2001) on February 6, 2001 at India International Centre, New Delhi.

## Remedial Measures

### *Creation of National Literacy Mission*

National and international seminar discussions and reports appearing in media drew attention of the Government and the society towards the increasing problem of adult illiteracy. Media reports highlighted the fact that around one-third of the adult illiterates of the world resided in India and, if corrective measures were not taken, India's share may go up to 50 per cent of the adult illiterates of the world. National Literacy Mission (NLM) was set up in 1988 to meet this challenging task in a mission mode.

The NLM set for itself the task of making atleast the most productive and reproductive age group of 15-35 fully literate. When the Mission was deliberating on the methods and approaches to be followed to achieve its goal, the Ernakulam model of 'Total Literacy Campaign' which was reported to be very successful by media and other agencies was adopted as an approach for literacy programmes in the country. Media played its role in highlighting the problem of adult illiteracy in the country and also had its share in making and projecting Ernakulam experiment as a success.

### *The Ernakulam Experiment*

Was Ernakulam experiment a success from the beginning? What helped it to succeed? K. R. Rajan, the then Collector of Ernakulam, in his book entitled, *Mass Literacy — The Ernakulam Experiment* provides an answer to it. "The mass literacy campaign had to face considerable resistance in the beginning. For overcoming this, many strategies for awareness creation and motivation had to be adopted. In fact, a few months had to be set apart exclusively for awareness creation." He further elaborates, "the role of media was very important in the programmes for awareness creation".

## Contribution of Media

### *Media in Environment Building*

When the NLM adopted Ernakulam approach for literacy campaigns, it emphasised the need for environment-building activities before teaching/learning activities were taken up. The environment-building activities involved massive use of media of different kinds, ranging from folk media to electronic media, including radio, TV, press, etc. NLM, in fact, laid a high premium on environment building activities leading to creation of demand for adult literacy. Districts were expected to take up some of these measures of environment building before coming to NLM for sanction of a project for TLC. Districts, which were not found to have made full publicity for the forthcoming literacy campaign, were not sanctioned the full project but were provided funds to create favourable environment for literacy throughout the district which *inter alia* included use of folk and mass media, before the literacy

project could be sanctioned to them. Some of the environment building/media forms which were used for motivating the learners and functionaries in TLC projects were posters, banners, hoardings, wall writings, cinema slides, newspaper articles, *pad yatras*, *Kala Jatthas*, group songs, *nukkad nataks*, etc. Regular programmes on TV, radio and articles in the press were also used to create a positive attitude among the influential sections of the society. *Kala Jatthas* became a popular media of environment building. They adopted local culture, professionals (trained local artists) and students in setting up their own *Kala Jatthas* at village, block and district levels.

### *Recognition of Media Inputs*

Role of media in literacy campaigns has been recognised as an essential input for creating favourable environment at the initial stage, and environment-building activities were also made part and parcel of the campaign till the end. In fact, evaluation studies have shown that media support not only helped in creating demand for literacy, but it also helped to sustain the literacy campaign during the teaching-learning phase. Denzil Saldanha, on the basis of evaluation of TLCs in Maharashtra and other States, in his article on "Cultural Communication in Literacy Campaigns" in *Economic and Political Weekly* emphasized the role of communication processes in literacy as "Communication processes in literacy campaign have important implications for the movement of vast sections of people from a culture of orality to one of literacy. Several cultural groups and literacy activists are thrown up by the process of cultural mobilisation that takes place on a relatively extensive scale during the district campaigns."

### *Impact of Media on Literacy, Post-Literacy & Continuing Education Phases*

As you are aware, the Total Literacy Campaign phase is now over. Some of the campaigns achieved very good results. Their impact has been felt not only in the areas where these were implemented but also in other areas. Responsible media has highlighted these successes. Documentation and sharing of these successes at different levels has won us pats and prizes at national and international levels. National Sample Survey Organisation (NSSO), on the basis of the results of their 52nd round of the sample surveys, emboldened us in saying that the literacy rate of the country has gone up during 1991-97 (*i.e.* a time-frame of just six years) by about 10 percentage points from 52 in 1991 to 62 in 1997 as compared to an average decadal growth of 8.5 percentage points in the past. But we are also aware of our weaknesses, deficiencies and even failures.

We have to make more intensive efforts during the post-literacy and continuing education stages to cash on our past successes and to provide corrective measures to arrest our deficiencies/failures. Media has a greater role to play in this task. Under mopping up programme of those who were left out or did not achieve the desired literacy level, the semi-literates and non-literates need to be persuaded to join post-literacy/continuing education programme in order that they do not continue to remain illiterate. This hard core of the non-literates will need to be reached out with an

intensive motivational campaign. The so-called low literacy districts/states still continue to lack a favourable environment for literacy. Television and radio are engaged in the task of spreading the messages of literacy. Several audio/video spots and films have been prepared and are being used in the field. These efforts will not only need to be continued, but also focussed in low literacy districts/states.

### THE CHALLENGE AHEAD

Adult education is not only concerned with eradication of illiteracy. It is much more concerned with improvement of quality of life of the adults. The terminal concept of education has yielded place to life-long education. The new concept of adult education calls for effective networking with the formal and non-formal systems as well as innovation because the knowledge that one gathers during formal education system also gets dated and needs to be updated. In view of this expanded role of adult education, modern mode of communication will play a vital role in taking adult education to the learners. Distance education has been recognised as one of the important constituents of the present education system. Mass media — including television, radio, computers and satellites — will revolutionise the system of education, more particularly the adult education which is outside the formal schooling system. The 'Lucknow Declaration', which was made following the Forty-Ninth All India Adult Education Conference organised by IAEA in March 2000, brought to the fore that the Right to Education and the Right to Learn throughout life is the fundamental right of the people. The Conference also acknowledged the role of advanced means of communication and information technology, including access to Internet on education and learning of the adults. I am sure, this seminar will discuss the role of media, including mass media and folk media on adult education, more thoroughly and come out with its suggestions/recommendations.

## MEDIA SUPPORT TO NLM : ROLE OF DIRECTORATE OF ADULT EDUCATION

### INTRODUCTION

Education shapes an individual from end-to-end. Notwithstanding this overview, there are, noticeably a few who have risen to the top of their lives without this adjunct: here exceptions prove the rule. Education does not merely impart literary ability, it also expands awareness and disciplined behaviour. India had the historic distinction of having had the best academic institutions which drew dozens of scholars from all over the globe. What is marvelled as hi-tech scientific advancement of today, much of it was already there in use in our ancient land. Unfortunately, many of these advancements were left unexplained to the posterity. Hence, we lost the legacy of science. Strict social constraints in those days barred opportunity for mass education with the result that a large section of the society became unalphabeted. With this scenario looming large, population exploded enormously to worsen the situation further.

Lack of universal literacy has been a major setback in restricting the overall development in free India. Literacy is a tool to be used in everyday life, a device to be constantly sharpened and perfected, so that it becomes a person's constant companion. Functional literacy is most effective, when it liberates people from their restrictive beliefs and creating among them an awareness about their potentials.

Adult education has been as old as the culture of India. Initially, adult education was through oral traditions, as the knowledge was transmitted not through script but by recitation. The written scripts were circulated among the monopoly circle of elite high caste people.

Numerous adult education programmes have been planned and implemented in modern India — both before and after independence — by individuals as well as by the Central and State Governments. In the beginning, literacy meant reading and writing and, hence, a lot of importance was given to writing names. However, in course of time, creation of awareness on matters of interest to the learners' day-to-day life, particularly on the trade/vocation they were engaged in, was also included as an ingredient of literacy programmes. In 1978, when the National Adult Education Programme was implemented in India at macro level, these basic components, viz., awareness, functionality and literacy were included in it. The main focus of this programme was not only to impart three R's, but also to improve the quality of life.

In 1988, National Literacy Mission (NLM) was launched as a mass adult education programme in the country. It was to be approached through district-

specific campaign mode, with time bound and assured follow-up and continuing education. Mass campaigns have been essentially campaigns for social mobilisation for awakening and arousing people in all walks of life. As people's participation in literacy campaigns began to increase, their involvement in socio-economic activities also became more meaningful. When the NLM was launched, efforts were made simultaneously to enroll adult illiterates, and an army of literacy workers — *i.e.* volunteers to impart literacy, resource persons, master trainers and trainers to organise training programmes for promoting literacy level. The Total Literacy Campaign (TLC), launched under NLM, also highlighted the importance of these literacy programmes to solicit favourable public support for the massive programme.

Today, literacy programmes have been initiated in 559 districts (out of 588 total in the country). The TLC for Basic Literacy is in progress in 172 districts. The next phase of Post Literacy is going on in 292 districts. More than 12 million volunteers from all walks of life have been associated with the literacy programme, making it the largest voluntary movement since independence. Can all these be achieved only through inter-personal relationship? Herein, media played a major role as a friend in need.

### Media

Information is power. The art and science of using information to one's advantage is one of the keys to widen influence and capture power in any society. As a matter of fact, man alone has the capacity to generate information through new symbols, and to share the meaning of these symbols with fellow men. One may even look with advantage at human history through the information/communication prism. It is the history of an ever-increasing capability to create new and more shared symbols. Throughout human history, man has been utilising this capacity to generate information and share it with others to their mutual advantage, to ward off danger, to inform about new opportunities, etc. In brief, information/communication is the key to organise human life.

At the dawn of civilization, man's tools of communicating ideas and messages to others were his voice, gestures, engravings and paintings. But as human civilisation evolved, people discovered more efficient methods to transmit their ideas through speaking or writing for simultaneous sharing with a large number of people. This is what we know today as the mass media — the press, the radio, the film, and T.V. Thus emerged the mass media society.

With the dawn of the 21st century, the media has become a *sine qua non*, which it never was before. Starting with an institutionalised base to generate awareness among the masses, media has emerged directly as an instrumentality to dominate our lives, more like a forum of cultural expression with a culture of its own. It was supposed to reflect on the way of life of people. Besides becoming a way of life by itself, it has now become one of the most essential industries of our time.

Media has already started allotting some space and time to villages, which earlier were either ignored or treated casually. And with tempting incentives being promised, villagers and people of the lowest rung of the society are themselves gearing up to develop themselves. Radio, television and cinema are persistently focusing on the plight of the down-trodden, the underprivileged and the unprivileged sections of the public. Newspapers are also adopting villages and with their influence, more colleges and universities are following suit. As the news media spreads reports of rapid developmental strides taking place in rural areas regularly as spotlight catalyst for the development of the entire community, the pattern suited to a particular environment is being worked out.

In India, the print media took its early roots in the provincial capitals of British Raj—Calcutta, Madras and later Bombay. These cities, with their wide readership, accounted for the growth of their newspapers' circulation. Advertising in the media also developed in these metropolitan cities. As the freedom struggle gained momentum, more newspapers were published from main centres of the agitation, like Delhi, Lahore, Lucknow and Kanpur. Later, several other newspapers were published from the princely states of Mysore, Hyderabad, Bhopal and Baroda.

Newspaper readership continued to grow in urban areas. After independence, the print media emancipated from its pre-colonial past, spread into semi-urban and rural area. Advanced technology, better roads and transport helped newspapers to spread faster into semi-urban areas, although these were still popular in the cities. A new society comprising the information-oriented, modernized, literate and economically stable class emerged. With the rapid growth of newspapers, cost of publishing newspapers also rose. The powerful sway of the print media drew big industrialists to invest in newspaper industry.

Newspapers have become a medium to promote class interests. While English newspapers tend to cater only to the needs of the rich and the elite, the vernacular newspapers reached the lower sections of society. But their reach and access are conditioned by literacy level and their buying capacity. According to the latest surveys, newspapers are procured and read by one-fifth of the India's more than one billion population. A wide gulf exists between the information rich and information poor. Hence, there is an absolute necessity to have a section exclusively for the neo-literates in the newspapers, especially the vernaculars newspapers which sway political and administrative decision-making in the states. Unfortunately, too little efforts have been made in this regard.

With the advent of satellite television in India in 1991, the growing importance of television as a medium has become evident. Moreover, following the Supreme Court ruling that "air waves are public property", resulting in reintroduction of the Broadcast Bill, possibility of public service broadcasting has become a reality. Hence, television has become the most attractive medium, both for entertainment and education. However, television has its own limitations, while radio continued to be

the common man's medium in view of its wider reach to the far-flung corners and inexpensive hardware costs.

Even though both of these powerful electronic media cover almost the entire country, software related to adult education is not developed by them adequately as planned activity to ensure regular supply for telecast/broadcast. Hence, the Directorate of Adult Education started totting-up a proactive lead in this area.

#### PRODUCTION OF MEDIA SOFTWARE: ROLE OF DIRECTORATE OF ADULT EDUCATION

Production of media software in the Directorate of Adult Education started in 1986. In the beginning, proposals from the producers were scrutinised by the Media Consultant of the Directorate and if the proposal was found to be in order and suitable for adult education, it was considered for production. However, in 1990, in view of International Literacy Year, substantial budget provisions for media activities were made by the Directorate, which required systematization of production of media software. Hence, separate empanelment of producers for the Directorate of Adult Education was done for the first time. Apart from this, the NLM also had the prerogative of assigning production to any producer of repute with proven ability. The cost estimates were scrutinised and cleared by the Communication Planning and Costing Committee (CPCC). Again, in the year 2000, a fresh empanelment of producers was done through notification in newspapers. Now, the entire production of media software is done only through the empanelled producers. Today, the Directorate has in its stock more than 300 audio-video programmes, which can be broadly classified under three categories, viz. motivation/mobilisation, training and instructional. However, they are inter-dependent in the places where they are used. Even though there is an excellent instructional film titled, *Chouraha*, production of such instructional films was discontinued, as the district-specific primers were developed for the campaigns.

#### Production of Films

It may not be possible to describe all the details about media software produced by the Directorate of Adult Education here. However, the following are some of the programmes which require special mention:

*Chouraha*— This is an instructional film of 40 episodes, each of 15 minutes' duration. The film not only teaches the learners to acquire the basic literacy skills, but also informs a lot about matters of concern in a person's day-to-day life. Animated characters create an extra interest among the learners.

*Khilti Kaliyan*— A motivational film of 24 episodes, each of 15-20 minutes' duration. This is considered to be one of the best films produced on adult education to kindle awareness of learners on topics of immediate importance. In it, the art of

literacy skills are beautifully inter-woven with general knowledge.

*Dhai Akhar* — A film of five episodes, each of 27 minutes' duration. This is a training film. It teaches the skill of handling village situations before starting a literacy programme. Two characters (one male and another female) appear and disappear at times and help the person in charge of literacy programme by giving useful leads.

*Swapana Siddhi* — A film of three episodes, each of 20 minutes' duration. This, again, is a good training film which guides volunteer to learn how to handle a primer and how to teach the contents of the primer to the best of his/her ability.

*Ek Thi Gunja* — This is a telefilm of 87 minutes, duration based on a real story of a tribal girl in eastern India. The film reveals that education alone can literate an individual fully to fight the social stigmas which obstruct the progress of an individual, community and society in general.

*Sabrang* — This is a film with a magazine format. It has 13 episodes of 27 minutes' duration. Each episode is divided into different units and each unit deals with the awareness components of the learners.

*Jeet Gi Chhanno* — A film of 27 minutes' duration on the success story of a rural girl, who attends the literacy centre, gains the confidence and courage to register protest against her parents' decision on early marriage.

*Kuch Naya Sa* — A 13 episode film of 27 minutes' duration; this is a motivational film.

### **Production of Video/Audio Programmes**

Video programmes like *Master Deep Chand*, *Kagaz Ki Lekhi*, and *Sabrang* and audio programmes like *Indradhanush ke Rang*, and *Bhadri Naya Savera* are again some of the masterpieces available with the Directorate.

The programmes produced are used both in the broadcast/telecast mode by circulating them in all the AIR Stations/Doordarshan Kendras and non-broadcast/telecast mode by sending copies of the programmes to the field agencies.

Imaginatively conceived and attractively produced spots are telecast/broadcast at prime time for which only 25 per cent of the commercial rate is paid by the Directorate. With the launch of *Gyan Darshan*, the Education Channel, separate time allotment has been obtained for adult education programmes.

Apart from these electronic media, the traditional and folk media also play an important role in educating the public. These are fully utilized in the districts by using the local artists.

## CONCLUSION

Notwithstanding all the attractions of the media, nothing can substitute the vital inter-personal contact of the teacher and taught (here the volunteer and learners) who are close to each other. As such, other efforts are only side supports.

## MEDIA SOFTWARE FOR ADULT EDUCATION

### INTRODUCTION

*Many Voices, One World*, is the report of the International Commission on the Study of Communication Problems, which was constituted by UNESCO. While summarizing, the report observes: "Development strategies should incorporate communication policies as an integral part in the diagnosis of needs and in the design and implementation of selected priorities. In this respect, communication should be considered a major development resource, a vehicle to ensure real political participation in decision making, a central information base for defining policy options, and an instrument for creating awareness of national priorities." Communication is an integral part of education and development. Prime Minister Rajiv Gandhi, in his forward to the Seventh Five Year Plan, had observed: "Development is not just about factories, dams and roads. Development is basically about people. The goal is the people's material, cultural and spiritual fulfilment. The human factor, the human context, is of supreme value. We must pay much greater attention to these questions in future." It has been established beyond doubt that there is a positive correlation between adult education and development. One of the indispensable components of human resource development is literacy, which is an "essential tool for communication and learning, for acquiring and sharing of knowledge and information, a precondition for an individual's evaluation and growth and for national development."

#### *Facts of NAEP*

Our National Adult Education Programme (NAEP) was inaugurated on the Gandhi Jayanti Day of October 1978 as a massive programme having three facets: literacy, functionality and awareness. The policy statement emphasized that stress was to be laid on learning, rather than teaching, on use of the spoken languages in literacy programmes and on harnessing the mass media. According to the policy document on NAEP, "A critical role can be played, in this context by the mass media—films, TV, radio, newspapers, publicity posters, etc. This would require an ingenious and coordinated effort, in which official and non-official media shall have to converge to serve the objectives of the programme."

#### *Mutual Relationship*

Adult education needs communication support and the communication media also needs the support of adult education so that the messages are understood, perceived and favourably treated by the intended audience. Unfortunately, this mutual relationship between adult education and media has not always been very healthy. The report of the Third International Conference on Adult Education, held in Tokyo

in 1972, states: "Thanks to the rapid technological development of modern means of communication, it had become possible to reach far larger numbers of people than anyone had imagined even a few years ago. To the mass media a major role should be ascribed in arousing among people everywhere an awareness of the common social, economic and cultural forces affecting their way of life. The media could provide not only formal instruction, but also valuable information and cultural enrichment." The report further states: "Yet almost nowhere had the full potential of the mass media been enlisted in the service of adult education. On the contrary, the mass media were often used for anti-educational purposes. The basic problems were how to exploit the media with a view to extending educational opportunities, how to reduce cost without lowering the quality of learning and management of the educational process."

The Fourth International Conference on Adult Education, held in Paris in 1985, while noting in particular that a number of countries have experience of low-cost community radio and television, mobile low-power transmission units and other innovative technology for providing a broad range of adult education services; that the radio has not been made really accessible to majority of the peoples, particularly in developing countries that rural cinema and rural theatre have not been developed and adequately exploited as significant media for adult education; that such activities may require strengthening of relations between those bodies responsible for adult education and those bodies responsible for radio, television and other electronic media; and that training in effective educational utilization of such technologies is frequently required- recommended that Member States: (a) promote in every possible way wider use of mass media for development of adult education, in particular to spread literacy and to raise the level of education of adults so that they can play a more active role in the economic, socio-political and cultural life of their countries, and in solution of major problems of present day; (b) make available to UNESCO and other Member States, with common conditions and concerns, the experience they have acquired through activities and programmes in these fields; (c) take every measure possible to make radio more accessible to majority of their citizens and to take initiative in promoting use of rural cinema and rural theatre in their adult education programme."

#### *Areas of Vigorous Support*

However, adult education needs vigorous communication support in the following areas:

1. Objectives of adult education programme have to be carried to the people in the shortest possible time. This is a public relations function.
2. People, particularly the intended learners, are to be motivated to participate actively in the programme.
3. Awareness of the environment and other problems is to be created.

4. The massive training programme of adult education personnel is to be reinforced by communication media.

These common tasks can be very effectively performed through the electronic media, both radio and television, particularly television.

The Third World experience in using TV for literacy and adult education is very interesting. The expansion of TV has become so rapid that today there are some 32 separate TV services operating in Africa, 118 in Asia and 75 in Latin America.

#### *The NPAE's Societal Mission*

The National Policy on Education (1986) envisages that adult education would be a means for reducing economic, social and gender disparities. The National Programme of Adult Education (NPAE), which was conceptualised and designed as a phased time-bound programme, to cover approximately 40 million learners by 1990 and another 60 million by 1995, has been succeeded by the National Literacy Mission, which is one of the five national Missions started "with a view to applying technology and scientific research for the benefit of the deprived sections of the society and the areas which are critical to the country's development". It is a societal mission supported by a political will at all levels for achievements of its goals. The objectives of the mission were to impart functional literacy to 80 million illiterate persons in 15-35 age group; 30 million by 1990 and additional 50 million by 1995. The document on National Literacy Mission elaborates functional literacy to imply "achieving self-reliance in literacy and numeracy; becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organization, and participation in the process of development; acquiring skills to improve economic status and general well being; imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norm, etc." The Mission envisages establishment of a nationwide network of continuing education centres through better utilization of the existing organization, new institutional structures and open and distance education programmes. The National Literacy Mission "will concentrate on the 15-35 age group which is crucial for the country's development", having its focus on the rural areas, particularly women and those belonging to the Scheduled Castes and Scheduled Tribes.

#### **Issues and Strategies**

##### *Issues*

The six issues identified for success of the National Literacy Mission (NLM) are: national commitment, creation of an environment conducive to learning, motivation of learners and teachers, mass mobilization and people's involvement, techno-pedagogic inputs, and efficient management and monitoring.

### *Strategy*

NLM has been designed to face the crucial and central issue in literacy, which is motivation. People's participation will be accelerated "through media and communication, creation of local level participatory structures, taking out of *jatthas*, training of cadres of youth, etc." These efforts of the Mission go towards creation of an environment conducive to learning. Effective people's participation is expected to increase involvement of voluntary agencies, for which other administrative measures are to be taken. The other strategies of the Mission are expansion and strengthening of mass movement for functional literacy, institutionalization of continuing education, particularly through establishment of *Jana Shikshana Nilayams*, ensuring availability of standard learning material and universalizing the outreach by extending facilities for literacy, continuing education and vocational training in all parts of the country by 1990.

Another important strategy of NLM is to initially undertake technology demonstration in 40 districts for "development, transfer and application of technopedagogic inputs" and to evaluate results for application beyond 40 districts.

Achievement of the Mission objectives needs an effective Mission Management System, and such a system would be established to include "mechanisms for suitable staff selection and development, collection flow and utilization of information, systematic monitoring and mid-course corrections where, necessary, and impact evaluation".

### *Communication Components*

Inherent in the Mission objectives are several communication components, which enable functional literacy to be meaningful. Achievement of self-reliance in literacy and numeracy, creation of social awareness in the learners, acquisition of skills in them to improve their economic status and helping them to imbibe the necessary social values are possible through effective communication.

Each of the six key issues identified for the success of NLM is associated with communication. The most important Mission strategy, which faces the central issue in literacy, namely motivation, is a dynamic communication strategy. The other elements of Mission strategy, such as securing people's participation through media and communication, improving ongoing programmes by application of suitable training and pedagogical innovations; institutionalizing continuing education through organization of *Jana Sikshana Nilayams* and ensuring availability of standard learning material are also related to communication. The entire area of Mission Management System is related to information and communication. It can be said that NLM, when translated into operational terms, is reduced to a series of communication tasks; and therefore, needs the support of the communication media, materials and structures.

### *Inputs for People's Participation*

A societal mission like NLM "depends on social mobilization, active participation by the potential beneficiaries, literacy workers and the whole community. The strategy for securing people's participation is a part of the total strategy for mass mobilization for the implementation of NPE".

The NLM identifies following communication inputs for securing people's participation:

1. Regular programmes on radio and TV for information, motivation and active involvement;
2. Systematic use of newspapers for creating a positive attitude towards promotion of literacy among the influential sections of society;
3. Sponsoring theatre groups to take the messages to the street corners, hamlets in rural areas, fairs, etc.; and
4. Folk and traditional media for creation of an environment".

### *Jatthas*

The Mission also highlights the importance of "Jatthas – Cultural caravans for New Education" and envisages the following:

1. Groups of teachers, students, non-student youth, artists moving in trains, buses, bicycles, and on foot, for the cause of New Education, including literacy, environment, science for everyday life, women's equality and national integration;
2. In towns, *mohallas* and villages, they pass through, they discuss issues to counter fundamentalist, reactionary and obscurantist elements and make the poor perceive the importance of literacy as a tool for amelioration of their plight; and
3. Along with discussion and debate, there may be *nukkad nataks*, operas, improvised plays, and group singing.

A *Jana Shikshana Nilayam*, which will be a principal instrumentality for organizing post-literacy and continuing education programmes, is designated as "a communication centre, where community radio, audio cassette players, TV and possibly VCR may be provided". Mass Media is supposed to supplement other programmes of continuing education.

### *The SITE Programme of India*

India's Satellite Instructional Television Experiment (SITE, 1975-76) was considered a very costly experiment in mass communication. According to Ramesh Chander and Karnik, "We in India, therefore, look on SITE as a gigantic case study to find answers to technical and programmatic problems in the planning, designing and creating of a viable system of educational broadcasting by Satellite". In all,

2330 villages in 20 districts in six states were covered under SITE. Programmes were produced for telecast in four languages: Hindi for Rajasthan, Madhya Pradesh and Bihar; Oriya for Orissa; Telegu for Andhra Pradesh; and Kannada for Karnataka. As only two audio and one visual channels were available, programmes were produced to go simultaneously into two language versions with one visual. M.P. and Orissa, Bihar and Rajasthan, and Andhra Pradesh and Karnataka, were the same visual units. The three base production centres had to constantly keep requirements in view while producing programmes. The cost of software production alone was Rs. 3000 (\$333.00) for every minute of cinematic programme through SITE. Out of the 1320 programme-hours required by SITE, the actual pre-scanning to be done was for about 1164 hours; and the cost of its production was Rs. 209.5 million (\$23 million).

#### *Production Process*

Television is the most complex of all educational mass media and the production process of television programmes starts after the curriculum planning process is complete. The programme preparation phase includes development of scripts and materials, compilation of inserts and illustrations leading to final production or recording of programmes. Therefore, the task of the producer is not so easy. He has overall responsibility of the programme. He prepares the programme format, controls the selection of script contents, visuals and casts, and coordinates the work of the production unit. He should have knowledge of the subject matter, although he can always take the advice of a subject-matter specialist.

To produce adult education software, the producer should ideally have sound knowledge of adult education. Following four situations are visualized having in each case a different type of producer:

- A. Producer is adult educator with TV background,
- B. Producer is adult educator without TV background,
- C. Producer is TV expert with adult education background, and
- D. Producer is TV expert without adult education background.

In 'A' and 'C' above, the producer is also able to direct the programme because of his knowledge of the medium and the subject matter. But, within adult education itself, the programme can be on agriculture, health, social customs, family welfare and so on, and it is impossible for any producer to have in-depth knowledge of these fields. Hence, the need for subject-matter specialists. But the producer has to be sensitive to the needs of the audience.

In an audio-visual medium, like the TV, it is the language and the visuals used which matter. To quote Agrawal, "Inappropriate use of telecast language was the single most important factor that affected the comprehension of the programme, specially in Hindi speaking clusters". People like to hear the language they speak, but very often this simple truth is not realized.

### *NLM and Media*

NLM recognizes the fact that spectacular developments in the field of communication technology have multiplied the linkages between education and communication. There has been a tremendous increase in the educational potential of communication. The educational system is beginning to lose the monopoly of education. Communication is becoming itself a vehicle for and a subject of education. Therefore, NLM should re-examine its communication inputs in view of the communication components inherent in it, and design appropriate and innovative communication structures and methods.

Another area, which needs vigorous support of NLM, is the rural press, whose role in promoting post-literacy and continuing education, particularly in Africa, has been well established.

### *Radio and Formal and Non-formal Education*

Radio has been, and is being, used for both formal and non-formal education under five categories in various parts of the world: (1) Open Broadcasting – the unorganized audience, (2) Instructional Radio – the organized learning group, (3) Radio Rural Forums – the decision group, (4) Radio Schools – the non-formal learning group, and (5) Radio and Animation – the participating group. There are certain assumptions behind each strategy to which radio has been put to use about radio's effects, about the structure of reception and about learning and social change. NLM should evolve its own strategy of using radio, keeping in view its objectives and tasks to be performed.

Distance education should be effectively used not only for promoting continuing education, but also for providing facilities for training of adult education personnel. In the U.S.S.R., distance education "was born out of the necessity to train thousands of volunteers who offered to teach illiterate adults throughout the country, in which about 76 percent of the population was illiterate in the early 1920s. The vast contingent of 'people's teachers' was trained through specially devised correspondence courses. As a result of this massive campaign, illiteracy was completely eradicated within two decades." Here is a lesson for NLM as well as for the Indira Gandhi National Open University.

### CONCLUSION

The Chairman of the International Programme for Development of Communication (IPDC), UNESCO, has drawn a few important conclusions from the proposals submitted to it. These are as follows:

1. Interaction between media and civil society is an ongoing dynamic process in many developing countries.
2. New technologies can enhance and facilitate this process, if and when

these are being used in a cost-effective and economic way.

3. New waves of technology, especially digitalization and compression, can be new binders on media and civil society.
4. Independent and responsible media that want to serve civil society cannot be left to the market sources alone. They need ongoing support and encouragement.

Since Independence, the biggest thing to happen in India is Information Technology. It is one area in which we are truly world class and we can take an extraordinary pride. It is a homegrown success.

The Information Technology Act, 2000, is there, and waiting to become the law of the land. It is a comprehensive Act incorporating, among other things, e-commerce, e-governance, broadband and computer resources. The 'mantra' of the 21<sup>st</sup> century is 'convergence', so that computer, telecommunication and television, all converge into one.

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# COMMUNICATION MEDIA IN ADULT EDUCATION

## CONCEPT OF ADULT EDUCATION

### *Difference between Literacy and Adult Education*

Adult education has not yet reached India. Here, it is generally equated with literacy in the narrowest definition of the term. Adult education, in the real sense of the term, presumes basic literacy and caters to continuing education of the adults on the basis of what the adults want to learn. In that sense, adult education is demand driven and not prescriptive, as in the case of formal education, which always has a syllabus prescribing what the learner should learn. All over the world, adult education is regarded as a vital educational intervention in the civil society, intended to generate knowledge and skills in diverse areas of adult concern which are not included in their formal learning agenda.

In 1976, the UNESCO defined adult education as that body of organised educational process through which adults develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviours -- the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development. The definition also removed the fetters of content level and method of formal or non-formal structure of such education and makes no distinction between adult education and initial education in schools, colleges and universities as well as in apprenticeship so long as the adult learn what they want to learn and not what the syllabus-makers want them to learn.

Given the definition as above, there is no legitimate space for literacy education in the scheme of adult education. But in India, literacy education permeates adult education overwhelmingly, possibly, to fuel demand for adult education which has little space in a non-literate society. In fact, the extant continuing education programme, launched by National Literacy Mission (NLM), as the final sequel of the total literacy trilogy, can claim to be a legitimate kin of adult education.

### *CONFINTEA V Definition*

The CONFINTEA V, held in Hamburg in 1997, reiterated the UNESCO definition and added that adult learning encompasses both formal and non-formal learning through continuing education, including informal and incidental learning available in a multi-cultural society, where theory and practice-based approaches are recognised.

## ROLE OF MEDIA IN ADULT EDUCATION

That being the nature, content and reach of adult education, it is very difficult

to search out past roles of media in promotion or otherwise of adult education in India. To state it modestly, the Indian media took notice of anything non-formal or non establishment education system only after NLM was launched by late Rajiv Gandhi in 1988. The media and actually started covering these events only when district after district began claiming total literacy.

### *Initial Coverage in Media*

Initially, the coverage was evaluative and highly critical. Later, some encouraging reports were filed. Leading the field were *The Times of India* and *The Daily Express* in the north and *The Hindu* in the south. In the east, *The Statesman* remained more or less silent but that was well compensated by the vernacular dailies from Kolkata, who were prolific in reporting both the good and the dark sides of the campaign. *Anandabazar* and *Bartaman* led the pack, ably assisted by *Ganasakti*, the CPI (M) mouthpiece which had a stake in reporting and did it in glorious overstatement. Of the electronic media, All India Radio took the leading role and reported success stories in profusion, sometimes ignoring objectivity. It had also took part directly in making people in distant places literate by initiating radio-aided literacy teaching programmes. On the other hand, television had a muted response. Although playing a vital role in popularising literacy campaign through advertisement (possibly without charging the normal fees) posted by the most unimaginative media experts of NLM. These banal advertisements are still being telecast regardless of the need or relevance in the present context. Some of the literacy related plays put up both by the radio and TV had been honest attempts to create right type of ambience among the functionaries and non-literates nonetheless.

### *Contribution of IJAE to Adult Education*

In adult education, however, media had no known role in India. It may be that the concept is unknown to them. But *The Statesman* had published a number of articles on adult and non-formal education. The *Economic and Political Weekly* of India had also published a series of research-oriented articles both extolling and criticising Total Literacy Campaign (TLC) in general, but seldom on pure adult education. That leaves the *Indian Journal of Adult Education (IJAE)* published by the Indian Adult Education Association to be the sole authentic journal which publishes articles on adult education — both research-oriented and field-oriented — regularly, but it is a drop in the ocean. Only if we could stretch adult education to suit to present needs, it can be said that the media by definition should cater to adult education and nothing else. In this widest interpretation, adult education will really have no quarrel with the media, but, for the present discourse, we should define adult education in narrower sense and include only those items which promote adult learning after ascertaining what the adult would like to learn or, in short, demand-based intervention. In such a category, no medium would fall automatically. There has been no conscious effort by any sector of media to promote adult education in a premeditated manner.

### *Major Role of Folk Media*

Besides print and electronic media, the traditional folk media has also been playing a major role in disseminating adult education throughout the length and breadth of the country. Although the cities of modern India have sidelined folk media to a large extent, it is still continuing with its traditional role of entertainment and education in the remote countryside where influence of modern media has hardly reached. Hence, keeping its unique reach and appeal among the non-literates, the NLM has assiduously promoted folk media by financing local folk cultural groups. They rose to the occasion and presented a number of literacy-related materials which proved to be highly motivating for mobilising rural non-literates to participate in literacy programmes. *Kala Jathas* has, thus, become a norm for all literacy campaigners to adopt after witnessing the phenomenal success of the *Bharat Gyan Vigyan Jathas* which crisscrossed the entire country and roused unprecedented voluntarism among the literates on one hand and motivation for literacy among the non-literates on the other. Among non-traditional items, street-plays and skillfully contrived one-act plays, scripted by imaginative village playwrights, proved equally effective in generating enthusiasm among the rural people towards literacy.

### *Issues Involved*

It is, however, not enough. Chris Cavanagh, President, North American Alliance for Popular and Adult Education, himself a writer and storyteller, demands greater role media. According to him, "Adult Learning, Media, Culture and New Information and Communication Technologies is a 'carrefour' where a diversity of issues meet in multiple and overlapping ways". The issues are changing learning environments, learning and teaching practice, and relationship of media and the new information and communication technologies. Cavanagh explores the relationship of the medium to the message and the possibility to transform the many changes being witnessed in adult learning into opportunities for participation and practice.

The Jomtien Conference of Adult Education (1990) pledged that "the need throughout the world -- for the question is not one that concerns the developing world only -- is for every one (adult learners) to be in command of the knowledge they require in order to understand the world in which they live. This pledge should be renewed and the efforts undertaken pursued". This is indeed a tall order and unless the media provide unequivocal support, such demands could not ever be met.

### *Need to Support Indigenous Context*

The Humburg Conference, on the other hand, critically evaluated the extant role of the old and new media in promoting adult education and raised a few questions which are relevant even today. One of the questions stated that the mass media and new information technologies as tools for dissemination, manipulation and, increasingly, interactive use of enormous amount of information have been

dominated, to this point, globally by a northern and western cultural bias. It, therefore, recommended that the international and national strategies increase use of technologies and the media for adult learning must take into account the need for diversity and integrity of language and culture and include a commitment to support indigenous content.

#### *Problem of Access of New Media*

The second issue addressed by CONFINTEA V was the problem of access. In India, the profusion of media — both print and electronic — notwithstanding, its access is still circumscribed by non-literacy and lack of infrastructure. In spite of decades long rural electrification programmes, few villages have electricity and even if they have, hours of load-shedding kept them out of electronic media. Among print and electronic media, radio appears to be universal. But according to Cavanagh, in comparison with old media, the new information technology has an enormous potential for communication, interaction and distribution of content. It is also a powerful tool to increase the opportunities of all citizens to have access to education, information and knowledge and to create materials as part of the learning environment.

#### *Apprehensions from New Media*

Cavanagh, however, warned that with the advent of new media, the danger of reinforcing social disparity — that could enhance social exclusion, isolation, time acceleration, disappearance of local spaces and the end of private life — will also grow. Indeed, in developing countries like India, ostentatious flaunting of newer communication gadgets, sprouting cyber cafes and hysteria on Internet have accentuated the cultural divide between the *novoe riche* and the left outs within the emerging middle class. It is, however, premature to take new media into account in most of the developing countries in spite of steady inroads of information technology in their polities. Chris Cavanagh was candid when he admitted that “access to adult education programmes, using both low and high technologies, is predicted not only on the foundation of basic skills, but also on the availability of time, money, energy and physical ability to take part. Certain segments of population of every society do not have those resources because of poverty, gender, age, location, illness or disability, language or cultural background”. Besides social restrictions anticipated by Cavanagh, use of new technologies in adult education raises many other intractable issues. These issues relate to ensuring cultural and linguistic diversity, relevance to non-affluent under-represented groups, ability to allow for establishing of initiatives, such as inter-generational connections, and the danger of further marginalisation of those who cannot take advantage of the mass media and new technologies because of various socio-economic factors. But it is certain that implementation of old and new media technologies will ultimately lift geographical barriers for adults wanting to be educated and the concept of lifelong learning and the use of media will affect the practice of adult education. It would ultimately end the dithering among adult learner and adult educator on the right time of learning and remove the notion that one engages in education only during early part of one's life.

## MASS COMMUNICATION IN ADULT EDUCATION

Illiteracy is India's sin and shame and must be liquidated as early as possible. The pity is that even after 53 years of independence, illiteracy could not be wiped out. It is an undisputed fact that 100 per cent literacy can not be achieved in near future through formal education system alone. It is also true that any nation, particularly India, can not wait for indefinite period to become fully literate. Therefore, some alternative systems of education, including adult education, will have to be explored and adopted for achieving the cherished goal of 100 per cent literacy by the end of next decade.

### INTRODUCTION

#### *Launching of Massive Adult Education Programmes*

Feeling the urgency of making our nation fully literate, the Government of India launched the 'Adult Education Programme' at national level for the first time on 2nd October, 1978 to cover about 100 million illiterates, who were between the age of 15 to 35 years, within 10 years' period. On various grounds, we could not reach that target during the stipulated period. Later, the National Literacy Mission (NLM) was established on 5 May, 1988 by the Government of India and country wide Total Literacy Campaign (TLC) was launched. The TLC programme was: (1) area-based, (2) time-bound, (3) cost-effective; (4) outcome-oriented, and (5) volunteer-based.

By and large effective, but was not extensive enough to cover all illiterates in a time-bound frame, because of a very large number of drop-outs. It was not only useful but also absolutely necessary to utilize media for creating an environment, where all children in the age group of 6 to 11 years enrolled and retained in schools and other illiterate persons covered through various alternative systems of education for making them functionally literate.

#### *Expectations from Media*

Taking such a view, Government of India accorded high priority to Adult Education by including it in the "Minimum Needs Programme" as well as in the "20-Point Economic Programme". The education imparted in the programme is a package comprising acquisition of literacy skills, upgradation of vocational skills for more productive activities and raising the level of social awareness of the beneficiaries of the programme. To implement this programme on a massive scale, besides the Government agencies, several voluntary organizations and universities have been brought together to quicken the pace of implementation to move towards realising 100 per cent functional literacy in the shortest possible time. It was in this context that the media became effective and attractive to all persons.

## ROLE OF COMMUNICATION MEDIA

Media resources were expanding to enhance its reach among the masses. The power of media to bring about attitudinal changes is well recognized. Media can easily motivate the learners. Communication opens up vast possibilities of tackling the problem of illiteracy. With this view, the NLM in 1988, laid special emphasis on maximum use of media in adult education.

### Need for Constant Mass Communication Support

#### Reasons

Adult education needs mass communication support constantly due to following reasons:

1. Carrying objectives of adult education programme to the people in the shortest possible time,
2. Sensitizing and motivating people to participate sincerely in the programme,
3. Enhancing awareness on the environment and other allied problems, and
4. Reinforcing massive training programme for adult education personnel through the communication media.

In view of comprehensive nature of adult education programme, a variety of approaches, methodologies and materials have to be used to realize the objectives of the programme. It is in this context that the role of media becomes more important and relevant.

#### Advantages

The media becomes vitally necessary in a large country like ours, where vast masses of populace are to be covered under that programme to impart to them functional literacy in a short period. Therefore, it has become imperative that electronic as well as traditional folk media are used essentially for: (1) promotion as well as instructional purposes in the programme, particularly in relation to the aspects of creating congenial environment for the programme to operationalise teaching-cum-learning processes, training and orientation of functionaries; (2) follow-up of the programme; and (3) subsequently persuading Continuing Education Programme. In short, advantages of use of media in the programme are as follows:

- Communication becomes effective and proper;
- Less effort is involved in communication;
- Message transmission becomes easy;
- Literates, neo-literates and illiterates — all are influenced;
- Explaining of difficult subjects becomes easier;
- Contents are retained for a longer time;
- Messages reach wider circles of people; and
- Motivation of participants is sustained for longer durations.

### *Media Modes and Adult Education*

Media in its different modes promotes adult education in various ways. These are discussed in the following para.

#### *Television*

Television/video programmes are widely recognized as the most powerful media for communication. Many developed and developing countries have been using it for purposes of education and development. It can reach out to an enormous cross-section of population with simultaneous presentations and combines various kinds of audio-visual aids. It is capable of helping learners and viewers to overcome the cultural barriers and social deficiencies. In short, television has immense attraction and enormous potentiality in forming attitudes, shaping values, and broadening vision of life. In the field of education, television is used for different modes of education—non-formal, distance, planners and correspondence. It has become an effective medium for teachers, trainers and those handling correspondence education. About 90 per cent of the population has been benefiting from television.

Presently, most of the messages relating to adult education find place in the national programme. Quite obviously, they cater to the needs of Hindi speaking states as well as those states having small portion of the population knowing little bit of Hindi. By its very nature, adult education programme has to keep in view the huge proportion of illiterate population of our country living in different geographical regions: speaking variety of languages and dialects; holding diverse views on values of life, social norms, taboos, family and social traditions, etc. They have to be motivated and educated through appropriate messages in their local languages/ dialects by the Regional Stations of television channels.

#### *Radio*

Radio/audio programme has been effectively utilized for rapid expansion of education. Radio and tape-recorders are common everywhere now-a-days. There is an adequate infrastructure for production of programmes and many agencies have been producing radio/audio programmes. There is also a wide network of facilities for broadcasting and reception of these programmes. Therefore, utilization of radio/audio programmes has become most convenient.

The radio/audio programmes should necessarily be accompanied by pre- and post-broadcast activities, use of printed graphic materials for making it useful and interesting to different groups of learners. All India Radio (AIR) covers nearly 89 per cent of the population of India.

AIR introduced programmes for children from Bombay (Mumbai) in 1929 and later from Madras (Chennai), in 1930. The pioneering school broadcast programme started in 1932 from Madras (Chennai) Radio Station. Other Radio Stations followed these education programmes with considerable success. Adult Education Programmes are broadcast by 14 Radio Stations on an average of 3-4 programmes per week.

Nature of these programmes is generally motivational and functional. The Central Institute of Indian Languages, Mysore, has been producing programmes for teacher-training and also for teaching Hindi to adults. Almost all Radio Stations produce and broadcast programmes of non-formal education for drop-outs, and those who have not joined schools. AIR broadcasts regularly non-formal educational programmes to thousands of farmers.

#### *Films, Film-scripts and Documentaries*

Films have been playing an important role for educating and entertaining people in general and students in particular. Feature films and documentaries have been more popular in educating people.

Films Division of the Government of India has been significantly producing films, particularly documentaries. Films Division is the largest Central Government documentary film-producing unit in India and one of the largest of its kind in the world. For learners, these films have been found very useful.

By and large, the coverage by the Films Division of Government of India is confined to production of documentary and other short feature films. After repeated telecast, these lose their charm and are replaced by fresh telecast, but since these are of short duration and are particularly specific, these do not carry the same weight compared to messages which are communicated in a very subtle way by means of pithy dialogues and conversations on values of life, need for change in attitudes, social norms, etc., in films produced by private film producers.

Film-strips and slide-tapes are also produced by various agencies which are educationally highly useful as these educate people on various subjects, such as population education, environment education, national integration, etc., as components of adult education.

#### *Print Media*

Creating awareness is one of the important aspects of adult education. The print media is particularly more important in creating awareness about education among people who suffer from following disadvantages:

- Lack of knowledge or ignorance which prevents people from taking full advantage of available government facilities and assistance in diversified areas like agriculture, animal husbandry, industry, family welfare, etc.
- Inequality of wages for equal labour due to lack of knowledge about labour laws, problems of child labour, etc.
- Social discrimination due to social factors, like untouchability, casteism, etc.
- Social evils like alcoholism, dowry, child marriage, etc.
- Indifference towards health and hygiene.
- Indulgence in superstitions like exorcism, offering sacrifice of innocent animals, birds, etc.
- Effects of burgeoning population, etc.

The print media — newspapers, magazines, journals—can create awareness and educate people through use of local languages /dialects effectively.

Mahatma Gandhi enumerated three main objectives of the newspapers:

The first objective of the newspaper is to comprehend the views, needs and problems of the people and to put forth them accordingly. The second objective is to create desirable feelings in the people. Third objective is to give frank and accurate expression of social events to educate, awaken and mobilize the people.

Turner Catledge rightly remarked, "News is usually information from which the people derive stimulation".

Cartoons in newspaper are sometimes so striking that magazines reprint these, and readers cut these out and preserve these to show to others. Publishers of print media also issue annual collection of cartoons.

Posters, charts, etc., can also be effective medium for sensitizing, generating awareness and educating the people. But these should be efficiently designed and made attractive.

#### *Traditional and Folk Media*

The traditional folk art is an effective medium for educating the people. Development agencies and educational institutions have been using it to convey educational messages to the people. The media belongs to the people, who are also media's target groups. Usually people are familiar with a variety of forms of media, such as puppet shows, dramas, kirtans, story telling, etc., which have been commonly used for communicating various educational messages.

Literacy House, Lucknow, has been successfully using puppet shows since 1960. They train functionaries and field workers to use puppetry for creating congenial atmosphere and motivating people for adult education programmes. The Literacy House organizes training workshops for making and using various kinds of puppets, such as glove puppets, string puppets, shadow or leather puppets, rod puppets, and the like. Out of these, glove puppets are the most popular and easy to learn and handle.

#### SUMMING UP

As we have seen, modern forms of media — like T.V., radio, films, and print media — have been used to attain 100 per cent functional literacy under adult education programme.

For further improvement, expansion of different forms of media at all stages should be widely used at national, state and district levels to disseminate useful information pertaining to adult education. The production of information to be so disseminated must precede careful planning to suit long-term interests of the programme. The National Policy of Education, 1986 has clearly mentioned in this regard as follows: "The generation of relevant and culturally compatible educational

programmes will form an important component of educational technologies, and all available resources in the country will be utilized for this purpose". Since the media has tremendous potential of registering profound influence on the public, proper screening should be done in the production process of media items.

For effective utilization of media for adult education programme, necessary steps should be taken to generate inputs through research and evaluation on continuous basis to bring about improvements in the programme output.

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# MEDIA IN ADULT EDUCATION — AN OVERVIEW

## INTRODUCTION

Our country had a glorious tradition in the field of education. Main objective of this tradition was not only to make every one a mere literate, but also to educate him fully about his moral and social obligations. Pursuant of this objective, masses were made conscious of their responsibilities towards maintenance of moral tone of the social order through a variety of visual and oral communication techniques, like *Raslilas*, music and songs, and social and religious preachings. The folk media was a very popular and powerful means of educating the masses in those days.

### *Adult Education Today*

Imparting literacy to adults has today become an essential ingredient of adult education programmes. Adult education is considered as a means of educating the adults to improve their living and working conditions. The concept of social education, which was part of Community Development Programme of the First and the Second Five-Year Plans of the country, included literacy, extension, general education, and leadership training and social consciousness as its components.

Functional literacy, according to the National Literacy Mission, implies: (i) achieving self-reliance in literacy and numeracy, (ii) becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organization and participation in the process of development, (iii) acquiring skills to improve the economic status and general well-being, and (iv) imbibing the values of national integration, conservation of environment, women's equality, observance of small family norm, etc.

### *Hamberg Declaration*

The Hamberg Declaration on Adult Learning (1997) talked of adult education as more than a right and a key to the 21st century and declared it as a powerful concept for fostering ecologically sustainable development, and promoting democracy, justice, gender equity, and scientific, social and economic development.

### *Media*

Media as a means of communication and entertainment played its role in providing information and educating the adults in the past. Audio-visual aids, films, radio and TV have also contributed to adult education in the form of instructional media. Today, with the technological advances and instant global reach, communication and the media have become an integral part of life of the people. Use of computers and Internet has revolutionized the media systems. In the 21<sup>st</sup> century, both the traditional folk media and the modern media have a key role

to play in promotion of adult education.

#### MEDIA IN NATIONAL ADULT EDUCATION PROGRAMME

National Adult Education Programme (NAEP) of 1978 was designated as a high mass programme with quality of planning. It was to be implemented on a selective basis. Motivation of adult learners was considered a very important part of the planning of that programme. A critical role was assigned to mass media — films, TV, radio, newspapers, publicity posters, etc.— for creating a favourable environment for implementation of the programme. The review committee of NAEP (1980) observed after two years of implementation of the programme as follows: "It is apparent that, taken as a whole, the majority of institutions, agencies, the media and individuals who could make a contribution to the programme are yet to be involved in it". The evaluation reports of the adult education programme conducted during 1978 to 1985 identified *inter alia* that the learning environment in adult education centres was defunct and that mass media did not provide appreciable support. The National Literacy Mission, while acknowledging the lessons learnt from the past experience, emphasized the role of media and communication in the following terms:

1. Regular programme on radio and TV for information, motivation and active involvement;
2. Systematic use of newspapers for creating positive attitude towards promotion of literacy among the influential sections of society;
3. Sponsoring theatre groups to take the message to the street corners, hamlets in rural areas, and fairs; and
4. Folk and traditional media for creation of an environment.

#### Role of different forms of media during the last decade

There is no doubt that during the last decade, media has played a better role than in the past in supporting Total Literacy Campaigns (TLCs) launched by the National Literacy Mission throughout the length and breadth of the country and in popularizing other activities which form part of adult education. The concept of TLC itself envisaged a mandatory role for media in creating an environment, which was conducive to launching of the campaign. Environment building activities depended heavily on use of media of different kinds — electronic, print, folk, traditional, etc.

#### *Electronic Media*

Television, at the national as well as regional level, earmarked prime time for telecasting advertisements and messages of literacy/adult education programme. Telespots, talks, plays, dramas, telefilms, success stories, folk songs and other relevant information on functioning of literacy campaigns were communicated and shown as part of TV programmes. These activities have enhanced the understanding of the people about literacy programmes, and has raised their motivation to participate in the literacy campaigns. As a result, outreach of television is no more limited to the affluent sections of the society. Since electronic media integrates oral and visual

media, its impact is more lasting. Apart from individual families owning their own television sets, community sets have also become popular in rural areas. Television has provided information to the viewers in respect of different aspects of their living and working conditions. It also telecasts programmes for improvement in agriculture. There is a separate channel for educational programmes. University Grants Commission, Adult and Continuing Education Departments of universities, Open Universities and Open School systems are using this channel for extending the outreach of the educational system beyond the formal system of education. Television has also been used as an instructional medium for literacy and adult education programmes in different parts of the country, particularly for demonstration of the use of experimental methods of teaching and learning. At the continuing education stages, use of television has vast potential for information, motivation, experimentation, demonstration and providing education on different aspects of quality of life and social issues of national importance.

Radio has also played its role in communicating messages of literacy and adult education, more particularly to the rural and remote areas of the country. The transistor revolution has made it easier for the radio to reach the widely scattered rural and hilly areas of the country. It can be taken to the place of working in the field or forest and is not very costly. Even the community listening programmes are organized in many villages of the country. Farm and home broadcasts of the All India Radio are very popular in rural areas. Special radio programmes have been broadcast for literacy from different radio stations on the basis of requirements of the learners of the area and in consultation with the state and district literacy committees. Radio broadcasts include regular programmes for farmers, women and youth on different aspects relating to their economic, educational, social and cultural needs. Modern method of agriculture and discussion on related issues in the form of lectures, problem solving, questions and answers has become a popular subject of the radio programmes. Radio as an instructional medium for literacy and adult education programmes has been widely used in Thailand. Some experiments have been done in our country also. But the co-ordination at the field level has not been very successful. However, learners, who are used to guided learning, have not been able to adopt this distance learning method fruitfully. But the electronic media will be widely used in future for training of functionaries and also for imparting education to the neo literates as well as the educated sections of the society who need orientation in their living and working skills.

### *Print Media*

Print media has performed a formidable role in taking the literacy and adult education programmes to the community. Print media played a positive role in conveying to the masses and the educated sections of the society an appeal for their participation in the Literacy Campaigns. Success of Ernakulam literacy campaign was widely publicized by the local and the national press as a very successful campaign, when the Prime Minister of India declared Ernakulam a fully literate

district on February 4, 1990. The Postal Department issued a special cover to commemorate the historical occasion of the declaration. Director General of National Literacy Mission sent communications to the Collectors of 450 districts of the country to adopt the Ernakulam campaign approach to eradicate illiteracy from all the districts of the country. The Ernakulam experiment has been documented by the then Ernakulam Collector K.R. Rajan in his book *Mass Literacy: The Ernakulam Experiment*, for wide publicity of the approach followed in Ernakulam. Wide publicity of this success story by different forms of media, including the print media, facilitated the task of NLM in adopting this approach for literacy and adult education in different parts of the country. Newspaper articles, advertisements, posters, banners, leaflets, songs, dramas and other forms of print media were widely used to make appeal to the educated sections of the society to provide their services as volunteers in the national programmes of literacy and education for the educationally, socially and economically deprived sections of the society. The response was tremendous and unprecedented. Millions of volunteers came forward and devoted their time and energy to work for this social cause. Print media has documented in the form of books, reports, articles, etc., the dedicated services rendered by the volunteer teachers, the functionaries, the managers of the programme and the activists in several districts of the country where the literacy campaigns have succeeded. The print media has also drawn attention towards the short falls, mistakes, failures where the campaigns failed to achieve their goal. The print media has functioned as a watchdog, while appreciating the good efforts, it has also issued warnings and provided feed-back for corrective measures.

Newspapers and other print media succeeded in creating a positive attitude towards promotion of literacy in the country. The cynicism, which existed before launching of the campaign approach towards literacy programmes, has, to a large extent, subsided. Print media, apart from the visual aids, is the main form of instructional media. Literacy primers, reading books, story books, guides for teaching the primers, newspapers, periodicals, and wall papers, have been used as the main source of teaching/learning activity in literacy and adult education programmes. National Resource Centres, State Resource Centres, University departments of adult and continuing education, District Resource Units, Zila Saksharta Samities (ZSS) and other organizations are engaged in preparation of relevant and useful material for these programmes. Print media has helped adult education, including literacy programmes, in not only mobilizing the illiterates and the educated sections of the society for participation, but it has also functioned as a watchdog for proper implementation of the programme.

#### *Films, Folk and Traditional Media*

Film and theatre have taken the message of literacy and adult education to the target groups of these programmes, who are illiterate and poor. These media are very popular among the masses of the country, particularly the rural masses. Various films have been prepared by different agencies and institutions which convey the

messages of literacy, both directly and indirectly. Many of these films integrate these messages with recreation and entertainment. Directorate of Adult Education, Government of India, has been encouraging and providing funds for production of such films. State Governments and Zila Saksharta Samitis have also sponsored production of these films which have been screened in rural areas of the country through different modes of media communication. Special films on literacy and adult education are screened at the time of International Literacy Day every year. These films educate people about the importance of being literate and educated. Some of the films on literacy and adult education have been given awards. Field publicity departments, the universities, State Resource Centres, ZSS's and other agencies take these films to the rural masses.

Theatre groups were also sponsored to take the message of literacy and adult education to street corners and hamlets in different parts of the country. Different types of dramas have been staged by these groups. Value of literacy and education in the day-to-day life of the learners and for their development and that of the society has been stressed through these performances.

Folk and traditional media are most suited to reach the weaker sections of the society. There are a number of folk-art forms prevalent in different parts of the country. These have been used effectively by the literacy campaigns for communicating with the local people. Local talents have been used to integrate messages of literacy and adult education in different folk art forms. Adult education functionaries have also been trained by the local artists and have participated in performances of folk media. *Kala Jathas* have become a popular medium for creating favourable environment and motivating the learners to join literacy/ adult education programme. Local music, folk dances and folk dramas have been successfully used as part of environment-building activities of the literacy campaigns. These folk forms of media attracted community participation and the occasion was utilised to convey the messages of literacy and adult education. Puppetry has also played a vital role in communicating the messages and motivating the learners to join literacy programmes. Folk and traditional media has widely been used to create scientific temper among the people and to inform them about the dangers of following superstitions and traditional faiths blindly. The media has also created awareness among the people against social evils and have created a favourable environment for promoting national values, like national integration, conservation of environment, women's equality and observance of small family norm, which form part of the adult education/literacy programmes.

### *Perspective on Role of Media*

Adult education is an integral part of the global scheme of life-long education and learning. One or the other forms of media is not adequate to meet the varied requirements of adult education. It requires a well planned multi-media approach. The NLM aims at imparting functional literacy to the 15-35 age group to achieve the

threshold, sustainable level of 75 per cent literacy by the year 2005. This needs the support of right environment and enthusiasm for teaching/learning activities. A multifaceted communication strategy will need to be adopted for mass mobilisation. Learning skills acquired by the neo-literates during literacy campaigns are only fragile. Instructional media support through electronic media, during post-literacy and continuing education stages, will be needed to consolidate, sustain and enhance the literacy skills of the neo-literates. The equivalency programmes, forming part of the continuing education designed by the Zila Saksharta Samitis, National Open School and other agencies also need media support. Jana Shikshan Sansthan are taking up skill-development programmes for urban and rural neo-literates. These institutions impart technical and vocational skills ranging from candle and *agarbati* making, sewing and embroidery to computer courses. Media support will strengthen these courses. Information Technology has advanced to such a level that the computers, Internet systems — with suitable softwares and the electronic media — can promote literacy and adult education programmes very effectively. The first generation media comprising the charts, maps, exhibits, models, demonstration dramatisation and the second generation media text-books and printed matter will continue to play a leading role. The third generation media—comprising photographs, slides, filmstrips, motion pictures, recordings, radio and television—has to play an increasing role in promotion of adult education. The fourth generation media, comprising communication between man and machine, is creating its own space for providing media support in future programmes of adult education. Thus, all the instruments of media— folk, traditional, print and modern—need to support adult education programme to enable it to promote scientific, social and economic development. Learners of the future will not only be passive recipients but become active processors of information. The mainstream of education and learning in the 21<sup>st</sup> century will be distance education supported by media.

## MEDIA AND ADULT EDUCATION IN HIMACHAL PRADESH

Over the years, media has come to occupy an important place in all walks of life. No people's programme can be successful without adequate media support. In fact, all awareness programmes have become so much dependent on media support that the very approach of these programmes had become media-oriented. Mass media, mainly electronic and print media, as the word goes, is the only effective medium of reaching out the people, especially the target groups, in a vast and diverse country like India with meagre resources.

### INTRODUCTION

Government and enlightened sections of the society have always shown interest and concern for literacy and adult education, but not much has been done during the first four decades after independence. Education for all or hundred per cent literacy has been a major thrust area in the successive five year plans, but failure to involve the people, who are supposed to be the actual beneficiaries, has been a major setback.

#### *Literacy Drive and Its Components*

An ambitious adult literacy plan has been launched in the country. A three or six-month crash programme will not be enough for permanent results. The rural press can and should play a major role in the follow-up operations. Three components of the adult literacy drive are: promotion of literacy, functional skill, and social awareness. The rural press can achieve objectives splendidly. The written word enjoys far more credibility than the spoken word and endures longer. Anything printed in a newspaper carries the aura of incontestability. To the village people, especially, the written word is sacred.

#### *Reinforcing Literacy*

The printed word, particularly in the rural areas, has a fascination of its own. It is a catalyst for change and growth. To improve recognition, understanding and appreciation of the printed word, specially for those for whom it is not a routine matter to interact with books and newspaper, is a worthwhile task. Aldous Huxley has said, "Every man who knows how to read has to magnify himself, to multiply the way in which he exists, to make his life full, significant and interesting". The rural newspaper, with its simple language and contents close to the interest of its readers, reinforces this reading habit, day in and day out. Since reading is basic to

the understanding of the working of a host of social, economic and political institutions, the rural press, by cultivating and reinforcing the reading habit, performs an important role in the process of social and political awareness.

The Father of the Nation also observed, rather dreamt, may be in vain, may be mistakably as follows: "When our villagers are fully developed, there will be no dearth in them of men with a high degree of skills and artistic talents. There will be village poets, village artists, village architects, linguists and research workers. In short, there will be nothing in life worth having which will not be available in the villages. Today, the villagers are dung heaps. Tomorrow they will be like tiny gardens of Eden, where dwell highly intelligent folk whom no one can deceive/exploit."

### **Himachal Pradesh: Its Potential and Achievements in Adult Education and literacy**

The situation in hilly and backward states, like Himachal, is more difficult and launching awareness campaigns for socio-economic and educational programmes is a challenging task. But in Himachal, the literacy programme has been a laudable success and the literacy percentage is expected to go up to 85 to 90 during 2001 census.\* The tiny state of Himachal Pradesh — with its financial, social and topographical constraints — has made tremendous progress in the fields of adult education and literacy. The literacy rate of the state, which was just 7.1 per cent in 1951, rose to 42.48% in 1981 and 63.54% in 1991. Though efforts had been made in this direction during the past five decades, but literacy and adult education campaigns attained real momentum in the last decade.

#### *Role of NGOs and State Government*

Spread of awareness, gradual improvement in socio-economic status, and concerted efforts made by the government and other organisations, has brought Himachal among the top six literate states. It is all set to achieve the literacy rate of nearly 90 per cent in the 2001 census.

The role of voluntary organisations and involvement of youth and local leaders and volunteers at the grass-root level has turned literacy programmes into a mass movement, which not only hastened the state to achieve nearly 100 per cent enrolment in primary education, but also increased the literacy rate to a level which can be broadly defined as total literacy.

Apart from support mobilised by various awareness programmes launched by state government and the policy shifts, the role of people and voluntary organisations and non-governmental organisations were crucial in this regard.

\*The literacy rate in 2001 Census Report for Himachal Pradesh has turned out to be 77.13

-- Ed.

### *Himachal Gyan Vigyan Samity*

Himachal Gyan Vigyan Samiti (HGVS) which spearheaded the Total Literacy Campaign (TLC) in the state, gave the desired boost to the literacy campaign by launching various programmes and creating its own model and action plans which yielded desired results. It may be worth mentioning here that the programme hardly got any support and the success of the programme was mainly attributed to the sustained efforts of dedicated volunteers, especially the youth, who were involved in the programme in a big way.

The state has entered the post-literacy and continuing education phase. Therefore, the voluntary organisations and other bodies engaged in the field of adult education and literacy need to redouble their efforts to make the state fully educated.

Here, an effort has been made to discuss the role of HGVS in the spread of literacy and awareness in Himachal Pradesh.

Success can be gauged from the fact that at primary level, the enrolment is 100 per cent and dropout rate at present is only 0.2 per cent.

## STUDY ON ROLE OF MEDIA IN ADULT EDUCATION AND LITERACY IN HIMACHAL PRADESH

### **Objectives & Methodology of the Study**

#### *Objectives*

The present study has the following objectives:

1. To study quality and content of information about adult education and literacy disseminated to the media and the manner in which it was done.
2. To analyse coverage of adult education and literacy in print media on the basis of material supplied to media persons.
3. To devise mechanism to elicit active support of media for popularising literacy and education.

#### *Methodology of Research*

To obtain research-based data for planning media support, the study has made an in-depth study of the various strategies adopted for the media support in promoting literacy with reference to adult education. The strategies involved:

1. Preparation of basic material (base-line studies);
2. Preparation of posters, slogans and stickers;

3. Organizing coverage in magazines/newsletters;
4. Preparation of press releases/notes;
5. Preparation of pamphlets;
6. Organising press conferences;
7. Organising functions/seminars/workshop;
8. Training modules;
9. Slogans for wall writings;
10. Involvement/co-operation of other departments;
11. Solidarity role of NGOs in mass awareness;
12. Features and article writing;
13. TV and radio coverage;
14. Door- to-door campaign;
15. Awareness campaign;
16. Exhibitions; and
17. Preparation of annual reports and souvenir.

Strategies for mass communication have been analysed at district and state levels in terms of perceptions of media persons, administrators/organisers and beneficiaries/community persons. Coverage in the print media was based on widely circulated regional newspapers.

### Sample Tools and Data Collection

#### Sample

The sample for study consisted of 20 media persons, 20 organisers, and 40 beneficiaries from four out of 12 districts of Himachal Pradesh, viz. Kullu, Mandi, Shimla and Sirmur.

The organisers used the following means to reach the people:

1. Involving of local people in activities like *Kala Jathas*, puppet shows, *Nukkad Natak*, *Ma-beti melas*, Mahila Sammelans, etc.
2. Covering of workshops, training programmes, seminars and conferences by media persons.
3. Display boards and wall writings about literacy were displayed at public places, such as bus stand, ration shops, sources of drinking water and Block Development Office.

The sample of news clippings regarding adult education were taken from English and Hindi newspapers, viz. *Indian Express*, *Jansatta* and *Giriraj*.

### *Tools*

Considering the essential features of the study, following tools were constructed and standardised: (1) Interview schedule for media persons, (2) Interview schedule for administrators/organisers, and (3) Interview schedule for beneficiaries.

### *Collection and Tabulation of Data*

Following types of data were required to achieve the objectives of the study:

1. Items pertaining to media support, such as news clippings, from regional newspapers.
2. Feedback from media persons, organisers/administrators and beneficiaries from four districts on suitability and effectiveness of media support for popularising adult education.
3. Other printed material brought out by government and NGOs for promotion of adult education and literacy.

Mostly, frequencies and percentages have been used to tabulate and analyse the responses to the questions in the interview schedules. However, for clarity in presentation, all the objectives of the study have been analysed, presented and evaluated separately.

### ANALYTICAL DISCUSSION

#### *General*

The quality and content of the material prepared and the information disseminated through various modes was of good standard and succeeded in achieving the objectives up to a reasonable level, but the volume of the information supplied was neither regular nor adequate. Besides issuing press notes and handouts, other modes like printing of colourful posters, calendars, pamphlets and booklets were also adopted. Efforts were also made to popularise the programme through advertisements in newspapers.

The coverage of the programme in the print media was satisfactory as compared to efforts put in by the organisers but there had been no sustained effort to motivate media persons to take initiative in this regard. The media coverage did not commensurate with the work being done in the field and there was need to speed up efforts to expand the coverage.

The efforts of the organisers at the state and district levels to seek media support were not adequate and effective as the officials entrusted with the task did not have a clear perception about the strategy to be evolved for creating awareness about the programme and give it wide publicity. The media persons were associated with the programme right from its launching but the organisers lacked initiative for maintaining a close rapport with the media persons and providing them necessary information on a regular basis. In the districts, the organisers mainly depended on official channel

of DPRO for supplying information to the press.

During the literacy campaign, nearly 200 booklets and books, brochures and pamphlets were brought out. Coloured posters, calendars, stickers and other display advertisement material were also prepared and distributed.

Articles and features were published in different newspapers and magazines about literacy programmes but the number was not substantial.

The SRCs and NGOs, like *Gyan Vigyan Samiti*, also published annual reports and souvenirs and magazines like *Dhar* and *Gyan Vigyan Patrika* which was widely circulated.

The literacy programme being run completely under the control of Deputy Commissioners, the approach towards media was bureaucratic and centred mainly around release of advertisements in the name of Zila Saksharta Samiti.

Traditional modes of approaching people through street plays, songs, folk music and art, slogans and broadcast from All India Radio, etc., proved to be an effective medium, creating awareness among the people, but print media and electronic media especially visual media, was also being increasingly used.

*Mandi Zila Saksharta Samiti* alone carried 66 very attractive slogans regarding literacy and brought out 37 booklets for neo-literates.

#### *Data Pertaining to Newspapers and Periodicals*

As many as 19 daily papers, including national, regional and local newspapers, were read in the state. The circulation of these papers was around two lakh. *The Tribune* and *Indian Express*, both published from Chandigarh, and *Punjab Kesari* and *Jansatta*, published from Jalandhar and Chandigarh respectively, had wider circulation in the state. The *Punjab Kesari* had readership of 63,728 followed by the *Tribune* (22,015), *Jansatta* (20,000) and *Indian Express* (12,000). During survey, it was found that, coverage programmes related to adult education and literacy was much less in *The Tribune* and *Punjab Kesari*. As such, *Indian Express* and *Jansatta*, which gave wide coverage to these programmes, were selected for analysing the coverage in the print media.

Besides, 26 weeklies and 23 other periodicals published from Himachal Pradesh also had limited readership in the state, but *Giriraj* weekly was an exception and had readership of about 27,000. As such, *Giriraj* weekly was selected for scrutiny of news coverage. It was also observed that the coverage in Hindi newspapers/weeklies, which were widely read in the rural areas was more as compared to English papers.

#### *Press Notes/Releases and Advertisements*

The press notes, handouts and other material supplied by Department of Primary

Education to the media persons were widely published in the newspapers. It was observed that barring variation of 10 percent, the material supplied was literally reproduced in print media. Samples of press notes, issued by organisers and news reports published on the basis of the information supplied, bore testimony to this fact.

#### *Mechanism to Elicit Active Support of Media*

The media persons, organisers and beneficiaries were of the unanimous view that proper and effective mechanism should be evolved for better media support for achieving the targets under primary education and literacy programmes. The need for proper co-ordination at various levels to ensure regular flow of information to the media person and a system for getting regular feed-back from the field was also stressed.

The state level organisers suggested different mechanisms to elicit active support of media as follows:

1. Local media persons should be involved in the programme.
2. Publicity campaign should be organised during local fairs and festivals in the rural areas.
3. *Nukkar Natak* and *Ma-Beti Melas* should be organised frequently.
4. Adult education bulletin could also help in publicising the programme.
5. Separate media cell, fully equipped with modern technology and facilities, should be created so that the video-films can be prepared for publicity campaign.
6. Electronic media, such as TV and radio, should also be used for publicity campaign to reach the masses in remote and far-flung areas of Himachal Pradesh.
7. More and frequent interaction with media persons in the form of "Meet the Press", press releases, and press conferences could help enhance wide publicity of the programme.
8. Directory of media persons should be prepared to mobilise active support of media persons.

The organisers offered a wide range of suggestions for seeking effective media support. Holding of regular press conferences, producing high quality video films and audio cassettes, providing sufficient material to press about the activities of the programme, organising the publicity campaign, giving advertisements in newspapers, and actively involving the teachers. Contributing articles in regional newspapers and seeking editorial support for the programme were also suggested.

As a result of combined efforts of government, NGOs, Panchayati Raj institutions and media, the literacy rate of the state of Himachal Pradesh was all set to take a quantum jump. The administrators and NGOs were of the view that the literacy rate would increase from 63.54 percent in 1991 to nearly 90 percent in 2001 census.

Success can be gauged from the fact that at primary level the enrolment is 100 percent and drop-out rate at this time is as low as only 0.2 per cent.

#### CONCLUSION

The conclusions were drawn after the qualitative analysis of the data according to the objectives set for the study which were as follows:

1. Preparation of posters, calendars, slogans and pamphlets;
2. Organising *Nukkad Natak*, *Ma-beti Melas* and *Mahila Sammelans*;
3. Convergence with other departments;
4. Organising mass mobilisation programme;
5. Publication of articles and features;
6. Broadcasting radio talks, discussions on rural programmes;
7. Release of advertisements to newspapers;
8. Organising seminars, workshop and training programmes; and
9. Involving local people through cultural troupes.

## ADULT EDUCATION THROUGH MASS MEDIA — ROLE OF UNIVERSITIES AND ACADEMIC INSTITUTIONS

### INTRODUCTION

Science and Technology has united the world into a global village. Any village is capable of accessing all possible information. In the era of information revolution, media plays a pivotal role in motivating, influencing and changing socio-political, economic, cultural, environmental and spiritual activities. Media influences the society to act, revolt and march against oppression. Media sensitizes the masses to raise their level of awareness and helps develop a new and meaningful life-style. There is, therefore, a greater need for new thinking with a scientific temper to understand the media's role in promoting adult education for successful and sustained development of a nation.

#### *Involvement of Universities/Colleges*

The First Department of Adult Education was started in March 1962 at Rajasthan University (*Shah*). The University had organized a number of short-term courses and the first graduate course in Adult Education was started subsequently. M.A. and Ph.D. programmes were also introduced at the University of Madras in July 1977 followed by that at S.V. University, Tirupathi, in the same year. Likewise, there was a tremendous expansion and a number of adult education departments were opened in many Indian Universities. At present, 98 universities in India have departments of adult education (*Report*).

The University Grants Commission (UGC) policy frame of 1977 paved the way for the university system to get actively involved in the trinity of education, viz. teaching, research and extension. Though some universities and colleges were involved in adult and continuing education process as early as 1970, yet, however, it was in 1978 that the universities got engaged in a substantial manner in the National Adult Education Programme (NAEP). Kothari Commission reviewed the activities of adult education during 1980-1983 (*Report*).

Based on the Commission's report, the UGC renewed the process of involving universities and colleges in adult education programme. Accordingly, 98 universities and 2000 colleges conducted programmes on eradication of illiteracy, population education and continuing education through planning for printed articles, publishing research reports and using folk, print and electronic media in a limited manner. Twelve documentation centres were established to work as course banks and educational resource centres. These centres concentrate on population education.

### *Involving Academic Bodies and Media in Adult Education in Thrust Areas*

Colleges in semi-urban areas have sufficient close links to transmit the right message. During 1983-85, the main thrust areas were adult literacy and post-literacy campaigns. Universities and colleges were engaged in preparation of learning material.

The teachers and students were already involved in promotional and supportive roles. The colleges were also best suited to be developed as district-level resource centres. These are the knowledge centres with community of scholars and students. Further they had laboratories, libraries, etc.

NAEP has suggested two important strategies for achieving the targets: These are: (1) Suitable schemes should be formulated to support traditional and folk arts *per se* and also their fuller and wider use in the furtherance of literacy and adult education programme; and (2) The potential of electronic media, particularly the telecasting/broadcasting network available through INSAT, should be utilized (*National*).

*The Review Committee on NAEP*, headed by Prof. DS Kothari *inter alia* made the following observations and recommendations (*Report*):

The electronic and folk media were not properly organised for securing a regular support to adult education through mass media. The thrust has only just begun but the arrangement needs to be institutionalized for securing significant inputs for the programme. Universities and Colleges should prepare need-based teaching/learning materials, conduct training, prepare evaluation tools, organise adult education centres, conduct research involving the students for identification of illiterates, and conduct classes and training by using print, electronic and other media.

The University Grants Commission (UGC) should provide funds and general guidelines, and organise seminars, meetings, conferences, workshops, and training programmes for university and college teachers and animators.

#### STRENGTHS AND WEAKNESSES OF USING MEDIA

##### *Strengths*

The universities and colleges have certain strengths in using the print, electronic and other media. These are as follows:

(1) Availability of knowledge, experience, expertise, infrastructural facilities, adequate staff, funds from UGC, audio visual materials, course and curriculum development skills, training and organizing skills, and students strength.

(2) Availability of requisite skills for coordination with departments and others, linkages with GOs, NGOs and international organizations, and having close linkages with villagers.

Even though there are strengths and facilities in the universities and colleges, these also suffer from certain weaknesses.

### *Weaknesses*

It is good to understand and appreciate Information Technology for its incredible use for the betterment of the humanity through media, but, at the same time, this will not create committed and creative visionary leaders for the nation. Therefore, what do we need more than the technology is dynamic and dedicated leadership. IT would produce more and more high-tech persons but will not create a full-fledged, totally developed personality.

It would bring the whole world on-line but would not bring families together. Therefore, the traditional folk arts and culture are like gold and pearls.

Though there are advantages in the communication technology, there are weaknesses too therein. These are as follows: (1) Lack of needed support from higher authorities; (2) Lack of motivation on the part of policy-makers; (3) Lack of right type of communication at all levels; (4) Cost intensive procuring, installing and maintenance; (5) Causes unemployment through eliminating human labour; (6) Personality barriers; (7) Lack of needed technical skills and training; (8) Lack of adequacy of own resources and dependence on others for resources; (9) Faster pace of obsolescence and wastage involved therein; (10) Psychological barriers; (11) Lack of exploration of traditional skills and knowledge; (12) Under-utilization of available technologies; (13) Problems in replacement; (14) Lack of coordination and cooperation among the university and colleges; (15) Problem of miscommunication; (16) Twelfth hour decisions of governments in planning, funding and implementing the programmes; (17) Monotony of the programme; (18) Negligible effectiveness of the programme; (19) Impossibility of practical exercise; (20) Lack of proper infrastructure; (21) Lack of scientific research in mass media; and (22) Lack of people's participation.

### *Strategies to Promote Adult Education through Media*

The time has now come for the universities and other academic institutions to make use of the latest technologies for effective implementation of adult education at different stages. The following are suggested strategies:

#### *1. Television for Development*

When there is a good effort, there would be an excellent effectiveness on the whole. Among all mass media, TV plays a very creative and constructive role. Almost all the villages have got public TV. The TV has become an essential item for any family. The successful launching of INSAT-1B in 1970 and its operation have ventilated great vistas to the role of television for developmental support and mass communication in mass education. This has to be strengthened and extended to all the 245 universities and 9000 colleges in India.

#### *2. Technology Vision with Mission*

The future of India depends very much on visionary and creative personalities, who could understand the past, present and future scenario of science and technological developments in using the mass media for holistic development of the

nation. Dr. APJ Abdul Kalam, Principal Scientific Adviser, Government of India, has also urged the spread of IT application country-wide for purposes ranging from boosting business to spreading knowledge about fundamental rights and responsibilities, impart skills to provide preventive health-care information and for several such items pertaining to acquiring a better standard of living. It can be a very useful tool for transmission of education to even the remotest parts of our country to eliminate illiteracy. India's system of education and skill-generation can be transformed in a decade, if we can creatively and purposefully deploy IT technologies (*University News, Vol. 38, No. 22*).

### 3. Multi-media Approach

As satellites connect and unite the existing communication systems, the institutions and human attitudes have to be united with missionary zeal to create total development of the nation. For that, proper linkages and cooperation have to be established through properly trained personnel.

All three media are to be properly used at the appropriate place with appropriate theme.

### 4. Four P's Formulae to be Adopted

The universities and other academic institutions have to follow four P's strategies for effective implementation of adult education programme. The four P's are: 1. Procure, 2. Perform, 3. Process, and 4. Produce.

These four P's are four pillars of adult education. First of all, efforts should be made to procure the information that exists, wherever it be. Secondly, the information has to be processed on the basis of local and regional language. Thirdly, they have to produce and determine the mode of communication. The fourth stage is performance for the villages or masses. Each stage has to be linked with one another without any lapse in the activities.

### 5. Seven C's Principles for Effective Use of Media

For effective use of media, seven C's must be taken care of before it reaches the masses. The seven C's are as follows:

1. *Content* : Should be clear and crisp.
2. *Content* : The relevance and need of the message should be based on situational requirement;
3. *Clarity* The message should be very simple. For this, follow the principle 'Keep It Sweet and Short' (KISS);
4. *Credibility* Where there are more number of TV channels, people always choose the reliable TV network, like BBC;
5. *Continuity* Consistently repeat the importance of success stories of adult education.

6. *Channels* Certain themes can only be telecast through television to be more effective. For example, when there is cricket play, whole lot of youth sits to watch only cricket that we see in sports channel. Like that, the government has to adopt one separate channel to telecast daily adult education programme throughout the country, that too in the evening, when all the people would be at home to watch.
7. *Capability* : The UGC has established Audio Visual Media Research Centre (AVMRC) and Educational Media Research Centre (EMRC) only in few places (*Report*). They have done much work on production and propagation of adult education. The UGC, the Government and education institutions should be in a position to write, create, produce and perform the right type of information about adult education. Nowadays, because of information empowerment, illiterate women like Chinnapillai (Kalangiam— A Self-Help Group set by a Madurai based NGO in Tamil Nadu) has given tremendous training through awareness. She has been awarded *Shri Sakthi Puraskar* Award by the Central Government of India. This is the best example in making use of the media to enhance the capabilities of women through adult education. If Jhabua Development Communication Project of Indian Space Research Organization (ISRO), Hyderabad, can create a lot of video cassettes on adult education, why can't the NGOs and educational institutions do it?

Combination of all C's will lead to retentivity of messages and ideas for action in creating efficient education through media in adult education.

#### CONCLUSION

The great challenge before the humanity is to live with nature and technological changes. That is why, the role of universities and other academic institutions have to create a proper linkage between information technology and people, between theory and practice, and between global cottage and the real cottage.

The overall purpose of any developmental activity of the government cannot override the need of the people at the bottom level. So, it is a must for us to take advantage of the new user-friendly, flexible, adaptive concepts of IT and use these for adult education through electronic media along with spiritual revolution. This is very much essential for the total development of the nation.

The government should evince interest in forming a new task force to come out with appropriate recommendations for effective use of the electronic mass media for adult education programmes. The success story of Gandhigram Rural Institute and also the role of media in adult education by different agencies are given as further strategies.

## Annexure 1

### Mass Media Approach of Gandhigram Rural Institute

Gandhigram Rural Institute (GRI) has played a key role in using the media for adult education. GRI has been functioning for the past five decades in the field of education for rural development. From the very inception, this institute has been serving the villages in the surrounding areas. The founders of the Institute were the direct disciples of Mahatma Gandhi. From the beginning, Trishul approach was adopted in imparting education, that is teaching, research and extension. Formal education begins at *Balwadi* level and continues up to Ph.D programme.

Having rich experience in basic education, adult education, formal, informal and non-formal education and being situated in a rural atmosphere, GRI has achieved tremendous progress in promoting literacy, both functional as well as enhancing awareness through using available media. Let us see how GRI has succeeded in it:

#### MASS MEDIA APPROACH OF GRI

<i>Folk and Traditional Media</i>	<i>Print Media</i>	<i>Electronic Media</i>
Organising street plays, folk songs, <i>Devarattam</i> , group dance, dramas, cultural festivals, puppet shows, cultural competitions, cultural exchanges among students and villages. Also conduct training and demonstration.	Conducting survey, preparation of teaching materials, research articles, pamphlets, reports, books, newsletters, curriculum development, dramas, songs, feedback, and success stories.	Taperecordings, slide shows, preparation of audio cassettes, and video cassettes, dramas through All India Radio, TV, and telephone counselling.

The approach of the GRI has perceptible impact in the service villages. Regarding population education and family planning through multimedia effort, this Institute has created a national record of zero growth in population in a village. That was one of the models for implementation in other universities and colleges.

It has created 100 per cent literacy awareness in this district through frequent visits and stay in villages by the students and staff members through using traditional folk media, like, drama, street plays and songs. This University Department of Adult Education has won the NLM (UNESCO) Award in 1998 for carrying out successful Mission of non-formal education.

In a semester, for 25 days students and staff members of GRI visit, interact, and stay in villages for the purpose. These visits are called field visits, field placements, field work, and field study. Village Placement Programme also focuses on survey and data collection. NSS camps and special camps are organised during natural calamities which help establish close association and linkage with the villagers through holding intensive interpersonal communication.

## MEDIA AND TLC IN PUNJAB

Total Literacy Campaigns (TLC) demand vast human resources for mobilisation and motivation of all sections of the society — both literate and non-literate — to further their constant interaction. The role of media and modern methods of communication have a vital role to play in this phase of the TLC as well as in subsequent phases. Media publicity and coverage helps creation of learning environment.

### HOSHIARPUR DISTRICT EMPIRICAL STUDY

#### *Objectives of the Study*

As such, a study was undertaken in Hoshiarpur District of Punjab to examine the role of media on mobilizational and motivational aspects of TLC. The study infers as follows :

- It is usually expected that a learner will join literacy classes, if he or she is aware of it and is motivated thereto.
- Mobilisation makes people aware of their needs and prepares them to do something about these needs.
- Generally media has a special role to mobilise and motivate both the learners and the functionaries.

The central factor in all literacy campaigns is motivation. Therefore, adequate people's participation is sought through media and communication, organisation of *jatthas*, training of youth cadres and launching of mass movement. The different forms of media used are posters, street plays, television, radio, and personal contacts with volunteers, sarpanch, Mahila Mandal members and school children.

The study covers differential impacts of media in motivating and mobilising the learners and functionaries of NLM, messages flashed in different media forms, their effectiveness, frequency of repetition, timing of the programmes, and themes of programme(s).

#### *Methodology and Sample*

The information was collected through interview schedules from both the learners and functionaries working in the TLC in Hoshiarpur District. Break-up of random sample of 228 learners from different

areas is as follows:

Hoshiarpur Block (wards and villages)	71
Kathgarh	40
Garhshankar	60
Dasuya and Mukerian	57
Total:	<u>228</u>

Another sample of 31, comprising functionaries (all volunteers) from the same area was taken and their opinions on the role of media were gathered with the help of a questionnaire for the purpose.

#### ANALYSIS OF DATA AND DISCUSSION

The study comprised three parts. In the first part, role of sources of awareness of beneficiaries was examined. In the second, relative effectiveness of publicity in media on literacy was examined. The third part focused on response of functionaries.

#### Part I: Awareness Sources Motivating Beneficiaries

Data on relative role of different sources of awareness on literacy programmes, which motivated beneficiaries to join classes, are given in Table 1.

TABLE 1: SOURCES OF AWARENESS IN MOTIVATING BENEFICIARIES TO JOIN LITERACY CLASSES

Sr. No.	Sources of Awareness of Beneficiaries	People	Percentage
1.	Posters	58	25.4
2.	Jago, Prabhat Pheri and Rally	73	32.0
3.	Volunteers of programme	135	59.2
4.	Sarpanch	23	10.1
5.	School-going children	68	29.8
6.	Mahila Mandal	23	10.1
7.	Television	12	5.3
Total :		392	171.9*

(\*Total of the percentage in the table exceeds hundred, because of more than one response given by individuals.)

Information was gathered from the learners regarding what motivated them to join the literacy programmes. The multiple responses by the participants clearly pointed out as to what was influencing them to come to the programme.

Table 1 indicates that the volunteers are the highest source (59.2 per cent) providing information and motivating the learners to join the literacy programme. Apparently, personal contact and the information provided by direct communication works more effectively. The next factor, also of personal influence, is school-going children (29.8%). Other factors influencing the adult learners are posters (25.4%) and *Prabhat Pheries* (20%). The latter influences are rather indirect. The electronic media, being attractive and effective, readily motivates the adult learners to join literacy programmes. The procession in the streets, direct meetings with the community people and personal service also drew them to the programme.

#### *Medium Providing Information About NLM*

TABLE 2 : MEDIUM PROVIDING INFORMATION TO BENEFICIARIES ABOUT NLM

<i>Sr. No</i>	<i>Medium which Provided Information About NLM</i>	<i>Frequency of Areas to Medium</i>	<i>Percentage</i>
1.	Poster	44	19.3
2.	Rally	17	7.4
3.	Jaloos	28	12.3
4.	School Children	28	12.3
5.	Volunteers	40	17.5
6.	Radio	28	12.3
7.	Television	145	63.6
Total:		330	144.7*

(\* This figure exceeds 100 due to multiple responses of beneficiaries.)

Majority of the learners (76%) came to know about the NLM through the electronic media. The posters also contributed significantly (20%).

Information may have reached the adult learners through their school-going children or through other educated persons in the family. Combining the results together, it can be concluded that the electronic media (TV, radio) disseminates first-hand information on TLC or kindles public awareness on adult literacy as *Kya Yeh Wahi Mohan Hai* to the adult learners. But the second most vital complementary phase of mobilization and motivation sparks through personal contacts by volunteers, sarpanch, peer group, school-going children and others. This is the marked phase, when decisions are made by the learners to join the programme.

It has been observed that personal human influence is the key factor in all situations to reach out to the people, retain them, and keep them completely absorbed in the programme.

Human approach, leadership and societal influence persuade the class of learners. His doubts and misgivings, perhaps, are clarified in personal discussion. Hence, personal approach by volunteers, Sarpanch, local leaders, village elders and teachers should precede any mobilization programme for the learners.

## Part II: Relative Effectiveness of Publicity of NLM in Media

### *Messages Broadcast during Publicity of NLM*

TABLE 3 : FREQUENCY OF MESSAGES BROADCAST IN NLM PUBLICITY

<i>Sr. No.</i>	<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
1.	Literacy related messages	161	70.6
2.	Cleanness: Personal hygiene and environment	88	38.5
3.	Mother-child health and immunization	150	65.8
4.	Family Planning & balanced diet	128	56.2
Total:		527	231.1*

(\*This figure exceeds 100 due to multiple responses of beneficiaries.)

Various messages were announced for different clientele in literacy campaigns. Mainly the messages were literacy related (71%). Otherwise the messages were on personal cleanliness and healthy surroundings. Family Planning, balanced diet, mother-child healthcare and immunization were also included in the publicity of NLM.

### *Relative Effectiveness of Literacy Related Media Programmes*

TABLE 4: EFFECTIVENESS OF VARIOUS KINDS OF PROGRAMMES AND THEIR FREQUENCY

<i>Sr. No.</i>	<i>Kind of Programme</i>	<i>Frequency</i>	<i>Percentage</i>
1.	<i>Nukkad Natak</i>	22	9.6
2.	Songs	83	36.7
3.	Bhajan	45	19.7
4.	Pad-yatra	40	17.5
5.	Jago	45	19.7
6.	Plays by school children	67	29.4
7.	<i>Giddha</i> (folk dance)	56	24.6
8.	<i>Boliam</i> /Slogan	17	7.5
Total:		375	163.7*

(\*The figure exceeds 100 due to more than one response of beneficiaries.)

Analysis of different kinds of programmes held in the area show that the highly effective medium to motivate adult learners was literacy songs (36.7%). People join the *Kavishiri* and participate in the Singing *Jattha* conveying message of literacy, motivating thereby their neighbours from the community to join the programme. Play skits organised by the children also contribute significantly to motivate the learners. Young children, with their innocence, help in mobilising and building an environment for the community members. Traditional folk dances (24.6%) help the learners to bring all at one place to dispel their doubts, and discuss experiences. Devotional songs and *jago* (19.7%) also contribute in influencing the mind of the adult learner to remain attached to the programme.

#### *Frequency of Literacy Programme*

TABLE 5 : IMPACT OF FREQUENCY OF LITERACY PROGRAMME

<i>Time Gap</i>	<i>Frequency</i>	<i>Percentage</i>
Within three months	133	58.3
Between three to six months	95	41.5
Total:	228	100.0

The most important step is to sustain the interest of the learners in various literacy related programmes, so that the learners remain associated with the programme. For this, as is apparent from Table 5, environment building and mass mobilization programmes should continue throughout the period of the programme.

### **Part III: Response of Functionaries on Different Mediums Used for Adult Literacy Campaign**

#### *Response of Functionaries on Mediums used for Adult Literacy Campaign*

TABLE 6 : FREQUENCY OF MEDIUM USED IN TLC EFFECTING  
RESPONSE OF FUNCTIONARIES

<i>Medium</i>	<i>Frequency</i>	<i>Percentage</i>
Audio/Video	7	22.6
Kirtan/Bhajan	8	25.8
Jagran/Rally	10	32.3
Folk Media	19	61.3
Banner/Poster/Newspaper	12	38.7
Total:	56	180.7*

(\*This figure exceeds 100 due to more than one response of functionaries.)

From the response of the functionaries, it can be said that the folk art suits the

best medium for literacy campaigns, although other media forms were also effective in creating awareness and mobilisation of the masses.

All the functionaries opined that posters effectively bring literacy related awareness among the masses.

#### FINDINGS AND CONCLUSIONS

##### *Findings*

Relative role of different sources of awareness about literacy programmes is as follows:

- |                   |   |  |
|-------------------|---|--|
| In Multimedia     | : | TV, radio, film slides in cinema are very good source for awareness.                             |
| Personal Interest | : | Volunteer, head (sarpanch), Mahila Mandal, and children do help motivate people to join classes. |

##### *Conclusion*

The campaign can be viewed separately through the eyes of two partners—the learners and the functionaries. The most important outcome of this research is that personal service is the strongest source of motivation and mobilization in literacy campaigns. However, general awareness can also be effectively evoked through the electronic media.

It has been observed that the volunteer is the most valuable resource for providing information and in motivating the learners to join the literacy classes and for sustaining their interest in the classes. School-going children and local organisers also form the part of the providers of the personal service.

Both electronic media and the folk media are valuable in influencing the attitude of the learners and in creating an awareness about literacy and developmental issues.

The vital outcome of our research is the indispensable nature of personal service. The local organisers were the key to orient the programme as they were providing personal services. Words of advice from volunteers can convert drop-outs of literacy classes into regular students. Similarly, irregular students can be brought back through repeated visits to the homes of the learner by the volunteer. Thus, motivation and mobilization of non-learners by volunteers is as important as motivating and mobilizing the learners.

## MASS MEDIA IN ADULT EDUCATION IN ANDHRA — ACCESS, EXPOSURE AND PREFERENCES OF NEO-LITERATES

### INTRODUCTION

Mass media has, in a big way, now emerged as a major source of communication. One can now reach a large number of individuals at a time with less cost. Recognising its potentialities, the governments and non-governmental agencies are using media for spread of information and creation of desired awareness among the masses. The important agencies of mass media, apart from traditional media, are radio, television, films, newspaper, audio-video cassettes, etc. These are now capable of penetrating into the masses effectively. Radio, television, films and other audio-visual media are now widely used in the field of adult education, in different ways for different purposes. Generally they are used: (1) as a direct teaching method, (2) as an aid in teacher training, (3) to stimulate learner motivation, and (4) to increase public awareness about literacy programmes.

Though all the channels of communication are equally relevant to adult education, only three categories of media are covered in this article. These are: broadcast media (radio), telecast media (TV), and print media (newspaper).

#### *Research Studies Conducted in India on Efficacy of Mass Media*

Research studies have been conducted in different parts of the country and abroad to examine various aspects of mass media and to suggest suitable measures for its effective use. The All India Radio, Hyderabad (1977), through a study conducted in Andhra Pradesh, suggested that developmental news should be communicated in simple language through different programmes, like stories, songs, question-and-answer sessions, talks and so on. According to Rekha Bhagat (1985), the most favourite radio programmes were: news (65.7%), drama (65.1%) and film songs (65.1%). Similarly, the study conducted by Bhandari (1970) in Haryana revealed that radio listeners favoured programmes like music (33%), cultural programmes (23%), news (23%) and the rest showed interest in developmental programmes. A study was also conducted by Cherian and Chandra (1989) to examine the impact of television on acquisition and retention of knowledge by rural people. The study revealed that men used to watch television programmes at least 3 to 4 times in a week and women 1-2 times in a week. The viewers watched mainly light entertainment programmes, like film songs, dramas and movies. However, the television helped them gain significant amount of knowledge about advantages of consuming green leafy vegetables, immunisation and laproscopy. The gain in knowledge was more among females than males. Dikle *et al* (1991) found that the content of newspaper

was too easy to understand for 62.6 percent of subscribers and the language was difficult to understand for 32.6 percent. An attempt was also made by Sabharwal and Verma (1997) to find out media utilization in NLM Centres in two villages of Haryana. The result revealed that combination of media (instead of single media mode) facilitated better comprehension and understanding. They concluded that media can be effectively used for environment building, motivation of learners and instructors, people's participation, teaching methodology, management and monitoring. The study conducted by Meenambigai and Ramachandran (1999) in Tamilnadu on a sample of 120 media users (farm women) concluded that majority of farm women preferred agriculture topics in all the three media (TV, radio and print) and the most preferred modes were: folk songs, success stories, small box news items and tit-bits. Majority of them were satisfied with the present timings and duration of farm broadcasting and farm booklets. In case of farm publications, nearly half of them preferred one page matter with a periodicity of once in a week. Saroj Malik (1987) identified the reasons for not watching TV as follows: social inhibition in visiting places where community sets are located at odd hours, domestic work, inconvenient timings, and uninteresting programmes.

#### *Media Experiments in Foreign Countries*

According to a survey by UNESCO (1989) on role of radio and television in literacy campaign, the second half of the 60's saw expansion of TV services in the field of adult education. The Jamaica literacy project used TV for motivation, information, reading, word building and writing. Short films were also used for motivation, word games, cross-word puzzles, and captions. Media programmes were prepared and broadcast/telecast under two distinct categories, *i.e.* instructional and motivational.

The television literacy campaign of Yugoslavia formulated various innovative programmes, like spelling books to encourage learners to use written language and four operations of elementary arithmetics and also other programmes for marriage counselling, history, etc. In Algeria, TV was used for direct literacy teaching through suitable programmes. Innovative programmes were also designed in Egypt for the benefit of illiterates, neo-literates and others. These programmes aimed at providing general knowledge, simple science, vocational skills, general economics, moral values, etc. Special programmes were also designed to promote reading habits by way of reviewing and reading neo books. In Cuba, radio and TV were used for raising the pedagogical and methodological levels of thousands of non-professional teachers who were recruited for implementation of the programme. A series of supporting programmes were also designed in Tanzania to prevent neo-literates from relapsing into illiteracy. The radio education programme consisted of three programmes, namely literacy through radio, teacher's training, and the one titled as "Let Us Develop Ourselves". The rural newspapers contained four pages with national news on page one. The second and third pages carried local news, editorial and letters to the editor. The fourth page contained developmental information (on agriculture, health, etc.)

## STUDY ON ACCESS, EXPOSURE &amp; PREFERENCES OF NEO-LITERATES

The study was conducted in rural areas serviced by four Grama Panchayats falling under two Mandals of Chittoor district of Andhra Pradesh. In these areas, besides adult education, continuing education programme of Government of India was also in operation.

*Objectives of the Study*

These were as follows: (1) To examine the extent of access to the mass media in rural areas; (2) To assess the level of exposure of neo-literates to the mass media (radio, television and newspaper); and (3) To identify preferences of neo-literates in relation to the types of media programme.

*Methodology*

To start with, two Mandals namely Chinnagottigallu and Nagalapuram in Chittoor district were randomly selected. In these mandals, again four grama panchayats were chosen on random basis. Finally, 80 neo literates were selected from the four grama panchayats of Chittoor district. Data were collected from these 80 neo-literates of continuing education centres with the help of a structured interview schedule.

**RESULT AND DISCUSSION***Profile of the Sample*

It is necessary to have an understanding of socio-economic background of the sample of the study as it provides a base for an analysis of responses of respondents to various aspects of mass media. A simple majority (51.2%) of respondents were in the age-group of 26-35 years, followed by those in 15-25 years (37.5%) age-group. As for the occupation, majority (55%) of them were small farmers. Agricultural labourers constituted 31.2 percent of the sample. Women respondents were in majority (52.5%) and a large number of neo-literates were married (76.2%). With regard to community of respondents, 51.2 percent of the sample belonged to Backward Classes, one-fourth to forward classes and 24 percent to SC & ST.

*Access to Media*

Utilisation of any article by the people largely depends on availability of such articles in the area where the people are living. This equally holds good for mass media usage also. It is with this idea that an attempt was made to examine the availability of television sets, radio sets and newspapers in four Grama Panchayats of Chittoor district.

The figures given in Table-1 show that televisions and radios are available in all Grama Panchayats as well as in all habitations. This indicates that the people of these villages have got access to TVs and radios. However, all households may not be owning a TV or a radio, but these are available in their villages. Similarly, dish antennas are installed in three Grama

TABLE 1: AVAILABILITY OF TVs, RADIOS AND NEWSPAPERS

Sl. No.	Name of Village	No. of Habitation	Population	No. of TV's	No. of Radios	No. of Newspapers	Availability of Dish Antenna
1.	Rangannagarigadda	4	1300	100	25	6*	Yes+
2.	Gottigallu	4	700	19	15	1	No
3.	Diguvayuru	4	1100	29	14	3*	Yes+
4.	Karani	2	1150	45	30	1	Yes+

\* Available in two habitations only.

+ Available in one habitation only.

Panchayats. However, only main villages are having the facility of dish antennas. Another interesting feature is that there are more number of TV's than radios, almost double the number of radios. However, it is disheartening to note that many habitations (57%) do not have the facility of newspapers. They are available only in six habitations out of 14. Secondly, though the newspapers are available in some habitations, the number is very meager. This indicates that access to print media is very poor. It may be noted that under the scheme of Continuing Education, one newspaper is supplied to each Continuing Education Centre, which is usually located in the main village.

#### *Extent of Exposure*

Though availability of mass media facility in villages is one of the indicators of media exposure, but it does not guarantee usage of media by all people. Socio-economic variables, like education, age, and occupation may have a strong association with the level of exposure. The neo-literates were asked to state whether they are using television, radio and newspapers. A three-point scale was used to measure the exposures that is every day, occasionally, and nil.

TABLE 2: LEVEL OF EXPOSURE TO TELEVISION, RADIO AND NEWSPAPER

Mode of Media	Everyday	Occasional	Nil	Total
Television	33 (41.2)	39 (48.7)	8 (10)	80
Radio	15 (18.7)	33 (41.2)	32 (40)	80
Newspaper	20 (25.0)	38 (47.5)	22 (27.5)	80

(Figures in parenthesis indicate percentages.)

The data in the table indicates that, of the three modes of media, the level of

exposure to television was very high, followed by newspaper. Only 10 percent of the sample don't have any exposure to TV. About 41 percent of neo-literates were watching TV everyday and another 49 percent occasionally. Regarding radio, nearly one-fifth (18.7%) of the respondents were listening to radio every day and 41.2 per cent occasionally. However, about 40 percent of the learners were not having the benefit of listening to the programmes. As for newspapers, one-fourth neo-literates were reading paper everyday and similar number of neo-literates were not at all reading the newspapers. It is interesting to note that the exposure to newspaper was higher than the exposure to radio, though the availability of newspaper in rural areas was lesser than radio. The main reason for better exposure to the print media might be due to the fact that newspapers were supplied to Continuing Education Centres where neo-literates were enrolled as learners.

### *Preferences of Neo-literates*

A variety of programmes were being covered by mass media agencies. TV channels and radio stations were telecasting/broadcasting several types of programmes for the benefit of people. Similarly, print media was also covering different features to suit the tastes of different categories of people. It is in this context that the respondents, who were using the media either regularly or occasionally, were asked to indicate the types of programmes which were found very interesting by them, separately for television, radio and newspapers.

TABLE 3 : POPULARITY OF DIFFERENT PROGRAMMES OF MASS MEDIA

<i>Television</i>	<i>Radio</i>	<i>Newspapers</i>
Serials — Telugu (68%)	Film songs (69%)	Films (62.2%)
Films/Film Songs (59.7%)	Drama/ <i>Harikatha</i> (54.4%)	Political affairs (55.3%)
News (45.8%)	News (49.0%)	Govt. schemes (50.8%)
Science (27.7%) (Health, Agriculture)	Science (32.7%) (Health, Agriculture)	Science (31.1%) (Health, Agriculture)
Business-prices (20.8%)	Business-prices (9.0%)	Business-prices (22.9%)
Sports—Cricket (15.2%)	Sports—Cricket (5.4%)	Crime (21.3%)

The data indicates that majority of neo-literates were interested in watching Telugu serials, followed by films/film songs and news. These findings, to a large extent, are in consonance with the television ratings of viewers of Hyderabad *Doordarshan*. The *Deccan Chronicle*, a daily newspaper, conducts audience research every week to identify top ten Hyderabad programmes for its *Entertainment and TV Guide*. Weekly average viewership to Telugu news is 41.8 percent (*Entertainment and TV Guide*, November 25, 2000). Over 27 percent of neo-literates of the present study were also watching science programmes, like health, agriculture, etc. An analysis of responses to radio-related questions indicated that majority of neo-literates are listening to film songs followed by dramas/*harikathas* and news. About one-third of neo-literates were also listening to knowledge promotion programmes, namely

agriculture, health, etc. As for newspapers, majority of respondents were reading the newspaper to know about films, political affairs and developmental schemes of the government. Other interesting features of newspapers were: science, prices of commodities, crime and sensational matters.

#### CONCLUSION

Mass media plays a vital role in disseminating information and creating favourable attitudes among masses. Recognising its importance, attempts were made to use media as a learning strategy in the field of adult education, both in India and abroad. Television, radio and films are widely used in various ways — as a direct teaching method, as an aid in teacher training — to stimulate learner motivation and to increase public awareness about literacy programmes. Research studies were also conducted to examine various aspects of mass media and thereby to facilitate their optimum use in developmental sectors. There is a need to increase media studies in the field of adult education. Hence, an attempt was made to: (i) examine the extent of access to the media in rural areas; (ii) assess level of exposure of neo-literates to radio, television and newspaper; and (iii) identify interests of neo-literates with regard to types of programmes.

The results showed that TV and radios are available in multiple numbers in all the four revenue villages, which include 14 habitations. However, more than half of the habitations do not have access to newspaper. Thanks to continuing education programme, some villages were having the facility of newspapers. Of the three modes of media — TV, radio and newspaper — the level of exposure of neo-literates to TV is very high. Most of them were watching TV, either regularly or occasionally. As for their interests in programmes, most of the neo-literates were showing interest in films and serials. News is also an interesting item for nearly half of the respondents. Fourth priority was given to general science programmes (agriculture, health etc.). For wider coverage, the transmission of developmental messages may be synchronised with telecasting/broadcasting of films and serials.

IAEA BOOKS IN ENGLISH

	Rs.	US \$
1. <i>Studies in Indian Adult Education</i> by SY Shah (1999)	150.00	15.00
2. <i>Literacy -- Positive Indicators</i> compiled & edited by Kamala Rana (1997)	75.00	7.00
3. <i>Turning Experiences into Learning -- Cases in Adult Education</i> Rajani R Shirur & C Villi (1997)	60.00	7.00
4. <i>Total Literacy by 2000</i> edited by KC Choudhary & JL Sachdeva (1995)	40.00	5.00
5. <i>Directory of Adult Education Institutions in India</i> (1993)	30.00	5.00
6. <i>Development of Human Interests by Dharm Vir</i> (1993)	40.00	4.00
7. <i>A B C of Non-Formal Education</i> by KS Pillai (1993)	40.00	4.00
8. <i>Approaches to Total Literacy</i> edited by BB Mohanty & JL Sachdeva (1992)	30.00	4.00
9. <i>Each One Teach One -- Laubach's Materials and Methods</i> edited by SY Shah (1991)	75.00	9.00
10. <i>Strategies for Literacy in International Literacy Decade</i> edited by JL Sachdeva (1990)	15.00	2.00
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17. <i>National Literacy Mission -- Problems and Prospects</i> edited by JC Saxena & JL Sachdeva (1989)	15.00	2.00
18. <i>Adult Education Terminology</i> by JL Sachdeva (1989)	7.00	1.00
19. <i>Adult Education in Bihar</i> by SY Shah (1989)	20.00	2.50
20. <i>Adult Education in South-East Asia</i> by BS Garg (1987)	10.00	2.00
21. <i>Popularising Science and Technology Through Adult Education</i> edited by JL Sachdeva (1987)	10.00	2.00
22. <i>History of Adult Education in India</i> by SC Dutta (1986)	60.00	10.00
23. <i>Role of Adult Education and Mass Media for Civic Education</i> edited by JC Saxena & JL Sachdeva (1986)	50.00	8.00
24. <i>Literacy to Liberation</i> edited by SC Dutta (1986)	60.00	10.00
25. <i>Study of Relationship between the Period of Learning and Level of Literacy and Reading Interests of Neo Literates</i> by Mushtaq Ahmad (1985)	40.00	7.00
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28. <i>Unity in Diversity : Role of Adult Education</i> edited by SC Dutta (1985)	10.00	2.00
29. <i>Development Work Among Rural Women : A Guide Book</i> by Krishna Bai Nimbkar (1985)	10.00	2.00
30. <i>Adult Education Research in India</i> by Salamatulla & SD Bareth (1984)	40.00	7.00
31. <i>Towards a Comprehensive Adult Education Programme</i> edited by SR Mohsini, JL Sachdeva & Asha Vohra (1983)	30.00	7.00
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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 update 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

Re-Thinking Adult Literacy and Post-Literacy from an International Perspective

*Preraks* in Continuing Education Programmes—Kerala Experience  
Impact of Awareness on Attitude Towards Reservations for Women in Panchayati Raj Institutions

Life-long Education : Present Status and Future Strategy Media for Democracy

Technological Empowerment of Farm Women of Udaipur District (Rajasthan)

Non-Formal Education for social Development : The Issue of Management in Nigeria



## INDIAN JOURNAL OF ADULT EDUCATION

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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. Mimeographed, zoxed or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2" margin on A4 size paper. Footnotes and references should come at the end and not on every page.

All correspondence should be addressed to the Editor, *Indian Journal of Adult Education*, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110002, India.

Oct- Dec 2001

<i>Editorial</i>	2
<i>Our Contributors</i>	3
<i>Articles</i>	
<b>Re-Thinking Adult Literacy and Post-Literacy from an International Perspective</b> — Alan Rogers	5
<b>Preraks in Continuing Education Programmes—Kerala Experience</b> — K. Sivadasan Pillai	22
<b>Impact of Awareness on Attitude Towards Reservations for Women in Panchayati Raj Institutions</b> — Kailash Chander, Sushila Dahiya and S.P. Singh	27
<b>Life-long Education : Present Status and Future Strategy</b> — Ranjit Singh	31
<b>Media for Democracy</b> — Bibhuti Bhusan Mohanty	41
<b>Technological Empowerment of Farm Women of Udaipur District (Rajasthan)</b> — Dhriti Solanki, S.L. Intodia and P.K. Dashora	48
<b>Non-Formal Education for social Development : The Issue of Management in Nigeria</b> — B.O. Ogonor	55
<i>Notes</i>	
<b>Moving Continuing Education Towards Learning Society</b> — Neerja Sharma and Hemanta Khandai	64
<i>Book Reviews</i>	
<b>Adult Education : Training &amp; Development Handbook (R.C. Sharma)</b> — B.S. Garg	68
<b>South and East Asian Adult Education [James A. Draper (Ed.)]</b> — M.K. Gaur	69
<b>Statistical Database for Literacy: Provisional Population and Literacy-2001 (Prem Chand)</b> — Vinod Gupta	71
<b>Gandhi and Ambedkar: Saviours of Untouchables</b> [Shesharao Chavan] — K.D. Gangrade	72

## THREAT TO CREDIBILITY

*Due to the rather belated realization of education as one of the most critical inputs to sustainable development leading to qualitative improvement in human life, Adult Education today is, in fact, one of the fastest growing areas of study. Starting from mere lettering of the unlettered, it now traverses vast tracts following establishment of clear and unquestioned linkage between education and improving quality of human life. With vital inputs flowing in from rapid advancements in Information Technology, the potentialities in the area of raising quality of human life are also on an upswing, stretching almost to an infinite level. This unprecedentedly rapid pace of expansion in adult education is, thus, posing newer challenges of defining its boundary lines as its multidisciplinary nature is pushing it to newer pastures day in and day out.*

*With the situation in such a total flux and the discipline of Adult Education experiencing a rubber-tent syndrome, a major threat lurking round the corner could well be the credibility of the discipline itself. Not that this phenomenon is temporary and a passing phase as the faster pace of obsolescence in Information Technology is bound to continue in future for a number of decades, it is perhaps time to sit up and give thought to define the core areas of Adult Education to avoid being caught helplessly in an all-engulfing sea which today constitute "improving quality of human life" for it is offering much more than what the discipline can possibly chew.*

*It is, therefore, high time for all espousing genuine concern for Adult Education, particularly the eminent ones, to come together and constitute a representative Working Group to deliberate in detail on the future of Adult Education in India and come up with a document embodying necessary guidelines to be followed in future with regard to demarcation of boundary lines of the discipline.*

— M.K. GAUR

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# RE-THINKING ADULT LITERACY AND POST-LITERACY FROM AN INTERNATIONAL PERSPECTIVE\*

Alan Rogers

## INTRODUCTION

I feel honoured indeed to have been invited to give the Roby Kidd Memorial Lecture in the year 2001. At the same time, I feel hesitant about your invitation, for three reasons: (1) I am aware that there are many persons in India who could give such a presentation with more substance than I can give to it; (2) I still have much to learn from the work which your organisations and many other organisations and individuals in India are currently engaged in; and (3) It is easy for me from the West to make suggestions about what ought to be done while it is you who have the responsibility of trying to do what can be done in the field. Let me clarify at the outset that instead of telling you how to do the tasks which you have been doing for so many years, I would like to share with you some of my own re-thinking about adult literacy which comes from engaging with various programmes in other countries. You may, of course, find yourself agreeing or disagreeing with my perspectives, but I hope that you will find them stimulating.

### *Roby Kidd, Adult Literacy and India*

Let me deal with literacy from an adult learning perspective in order to pay my tribute to Roby Kidd, who greatly contributed to our understanding of 'how adults learn' with his book under that title which appeared in 1959 (just after I started my career in adult education). And his work in that book and in the numerous articles which he wrote were very influential on my own thinking and practice. For many years, in association with Mohan Singh Mehta and others, he and his colleagues from Toronto, such as James Draper, worked in India, especially in Rajasthan, and this experience shaped his own work in promotion of international adult education, especially the International Council for Adult Education. The fact that in some ways I have followed in his footsteps, both in the training of adult educators and in working in India, a country I have come to love over the past 28 years, is an accident, one which I value and which I still regard with much surprise.

### *Re-Thinking for Policy and Practice*

I received an e-mail only two weeks ago from Namibia. It asked, "When does a person become literate?" It cited the case of an individual who could read but not write: "Is he literate?" the writer asked.

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\*Text of Roby Kidd Memorial Lecture 2001 delivered by the author on October 4, 2001 at India International Centre, New Delhi. The Indian Adult Education Association has been organising this lecture series from time to time through inviting an internationally known expert in the field.

This question, in fact, is being asked all over the world. Only a week ago, I received a paper from Uganda, where the government is launching a new functional adult literacy programme posing the following questions: "What are we aiming at? What do we mean by 'literate'? In Egypt, they want to know whether someone who can read the Koran but cannot read anything else is 'literate'. In Nepal, a woman told me, "I can read the primer but I cannot read anything else" (I tried her on a newspaper and she could not read it). Is she 'literate'? In Ethiopia, I met a market trader who wrote down notes about his customers and his sales, but he could not 'read' in the conventional sense; so he is classified as 'illiterate'.

We surely are going through a period of questioning, of critical reflection. This is not just concentrated on strategies, *how* we can achieve universal literacy, although there is a good deal of discussion on this. It goes into matters of basic concepts. Books are being written challenging what exactly we mean by 'universal literacy'. Is it a set of skills common to all persons; or is it a set of activities which people engage in? This is, of course, not new, for most of these issues have been heard at several stages in the past. But they are being asked with a new urgency today.

And this questioning is not just an academic matter, a policy irrelevancy. For it is leading to new strategies. If we are building our adult literacy learning programmes on a false model of what literacy is, we shall be ineffective. We need to be clear about what it is we are aiming at if we are to achieve any success. To aim at the wrong target will be to waste our energies.

### *The Meaning of 'Literacy'*

Let me first address an issue which seems to arise often today. The word 'literacy' is frequently used as a metaphor, as in computer literacy, environmental literacy, legal literacy, etc. But for me, literacy means working with written texts. Texts are made up of words and numbers which are written down on a variety of surfaces — a computer screen, paper, walls, blackboards and whiteboards, the back of your hand, an overhead projector slide, a video film, etc. I am, therefore, becoming uncomfortable with the use of the term 'literacy' without any reference to written texts. I am willing to accept 'visual literacy' in the sense of 'reading' (making sense of) signs, symbols and pictures on a variety of surfaces. But literacy is different from *awareness* (as in 'environmental literacy' to mean 'environmental awareness') since one may become environmentally aware without being 'literate' or able to work with texts. Literacy is not the same as *knowledge* as in 'legal literacy', which I take to mean 'having legal knowledge'. Literacy is different from *skills* as in computer literacy, which seems to me to mean 'having the skills to use computers'. Indeed we even hear from time to time of 'oral literacy' which appears to mean the ability to communicate through speaking clearly. This use of the word 'literacy' to mean something different can lead to what I see as confusion. I attended a workshop in Nepal at which it was said quite seriously, "Illiterate people are literate". I simply find it hard to use words like that, although others clearly find it easy. So I shall be talking about people working with written texts.

### *Issues Taken Up*

Although there are more, yet I have picked up the following four issues which strike to me as important:

- *First*, the relationship between literacy and development is being debated again.
- *Secondly*, access to literacy skills is coming to the fore in what seems to me to be some exciting new work.
- *Thirdly*, I find myself reassessing the objectives of adult literacy learning programmes and with that the measures of deciding on success.
- And, *fourthly*, I have been led into some new thinking in the field of post-literacy.

I want to conclude with what I see as my greatest challenge at the moment.

### LITERACY AND DEVELOPMENT

I think that for me the most significant re-thinking about the relationship between literacy and development is the questioning (which I suspect not everyone here will share) of whether literacy is really necessary for development or not. I have been so long immersed in the rhetoric of UNESCO and others that "literacy is not only an indispensable tool for life-long education and learning but is also an essential requisite for citizenship and human and social development" (*UNESCO 2001*, p.2), that I have not listened to other voices. I, like others, have felt the need to justify literacy to policy-makers as well as to prospective literacy learners, and I believed that this can most easily be done if we assert often and loudly that there can be no development without literacy. I, like others, have urged the benefits of literacy from improved health to improved school attendance of children, from the dissemination of new knowledge to enhanced decision-making, from increased wealth to better citizenship.

### *Development is Possible Without Literacy*

But I have ignored until recently the fact that there are other voices, that this view has for several years been challenged. These voices are now getting stronger. To give but three examples:

"Literacy is not a pre-condition for the spread of some forms of basic knowledge, however much it would be facilitated by literacy" (*UNICEF, 1990*, pp 53-54).

"Literacy is neither an entry requirement, nor necessary for the clientele to learn. . . . The facilitation of adult and continuing learning can be provided without first teaching learners to read and write" (*Bas, 1991*, cited in *Lynch, 1997*, p.90).

"While literacy is a pre-requisite to 'schoolability', it is not crucial to either the ability or the need of non-literates to learn" (*Grandstaff, 1976*, p.300).

I have now come to believe that adults can and do learn effectively without being 'literate'. They learn from each other; they learn from the radio, television and, especially in India, from films. I have seen adults who have become aware of their

situation (including their oppression) without being literate, adults who engage in decision-making about their futures and their community's futures without being literate, who run substantial enterprises without working with texts. Let me quote from two recent reports which show that both power and knowledge can belong to the so-called 'illiterates':

"Of 21 community leaders in the area, only four could read and write. But it was these men who possessed the social capital to engage in discussions with power holders, such as the local mayor, regarding resources for the community, which their younger, more educated and 'literate' neighbours could not" (Betts, forthcoming, p.5).

"In a country like India, there are millions of men and women who still possess traditional knowledge in areas as diverse as medicine, health practices, architecture, water dividing, agricultural practices [and] ... knowledge about self-fulfilment, but most of them could be illiterate" (Sanshodan, 2000, p.29).

So that I have been re-thinking my literacy as not being essential to development. And this immediately chimes in with a moral imperative which I have felt for some time. We are told by UNESCO and others that there are currently some 900 million and more non-literate people in the world. Most of these will never become literate. I find it hard to accept that these 900 million people can be excluded from their own development for ever, simply because they are designated 'illiterate'.

However, we define development, whether economic growth, Basic Human Needs, Improved Quality of Life or Sustainable Livelihoods, I now believe that adults can become involved without first learning the skills of literacy. Of course, they will be able to engage in developmental activities more effectively and more quickly by using literacy skills than by using other strategies to achieve their tasks. Literacy is important but it is not a 'pre-requisite'. For me, non-literate persons can engage in their own development.

What are the policy and practical implications of this re-thinking? I think I can identify four such outcomes.

### *Literacy Can Come Second*

*First*, in several places, there is an adoption of a 'literacy comes second' approach (Rogers 2000). If literacy does not come first, then our participants can start with developmental activities — for example, with PRA assessments of needs and intentions (as with REFLECT) or with sustainable livelihood activities or income generation, with environmental enhancement like tree planting, with improved farming or fishing practices, with urban slum improvements, with new housing projects, with health improvement schemes, etc — in short, with whatever development task the participants themselves wish to do. And in some of these cases, the learning of literacy skills can be undertaken through the literacy practices of that developmental activity. Indeed, it has been argued that this is a more effective way of helping adults to learn literacy skills than traditional literacy classes.

"We came to the conclusion that literacy education could be introduced, where appropriate, into classes on business skills, for example, or ... training, but it [literacy education] was unlikely to attract large number of learners on its own" (Prinsloo and Breier, 1996, p. 231).

We can cite the work of Nirantar (India) in various places with women who have been learning about water pump maintenance and awareness animators, where the learning of literacy skills came after starting on a development project (Rogers, 1994, pp.11-22). In Bangladesh, a group of men running a tempo (small bus) service have been learning literacy through the literacy tasks attached to that project, and making money at the same time. Several years ago, I met a group of women in India, who were learning their literacy skills while making banners to hang across the street—perhaps the project still exists. Again, in Nepal,

"...a group of women ... wanted to learn how to sew. When they were given a sewing manual and told they needed to read it before they could learn to sew, they lost hope. [They were told that] in order to read the sewing manual, they would have to take a literacy class. They felt that by the time they had learned to read well enough to understand the sewing manual, their interest in sewing would be gone. Literacy was seen as a barrier to their goal, because they and their teacher assumed that reading was a pre-requisite to all forms of learning.

...Why should these women wait to learn sewing after reading? Why can't the sewing manual be adapted for use as a literacy [learning] text? Why can't the sewing class serve as motivation for the literacy lessons? It can, if we open our minds to new ways of teaching reading and writing" (Dixon and Tuladhar, 1994).

I particularly like the account of Lalita Ramdas:

"Literacy by itself had no meaning or relevance for those with whom we worked...Women attended our literacy classes only as long as it took them to find work, anything to help them to augment the family's meagre...income. They bluntly told our teachers to go away or stick to teaching children. Learning how to sign their names or write the alphabet would not help to fill empty bellies.

So we stopped worrying about literacy as an end in itself or as being central to our work. We began to work together with the people in trying to understand their immediate and daily concerns and difficulties; learning together to analyze the problems and understand the root causes; then planning how we could, together, find the answers and, above all, to take action" (Ramdas, 1987).

Learning literacy skills then is coming second in a number of programmes. I have learned that I cannot reasonably ask adults to wait to learn literacy skills before engaging in developmental tasks; that I cannot say to all those who will never come to classes that they are permanently excluded from development. I have come to

think that we can start with developmental activities and fit literacy in as one of the many different sets of skills and knowledge the group will find themselves acquiring in the course of that activity.

### *Contextualised Literacy*

*Secondly*, in these cases, the teaching-learning materials are being sought in different texts. There is no common primer because all of these groups are engaged in different developmental tasks requiring different literacy tasks. Literacy is contextualised — that is, learning literacy skills depends on the kind of group and the activity it is engaged in, not on a uniform learning programme. A credit and savings group will be learning different kinds of literacy from an urban community-based organisation seeking to reduce the pollution of its area of residence. "Learning and literacy are enhanced" wrote Mezirow, one of the world's most eminent adult educators, "when the program is contextualized (that is, associated with personal realities)" (Mezirow, 1996, p.118). To seek to promote a common literacy learning programme may, in fact, hinder the learning of literacy skills, not help it.

### *Which Literacy?*

*Thirdly*, this raises the question as to which literacy is being taught. For many people have come to recognise that there are several different kinds of literacy—religious literacy or school-based literacy or commercial literacy, etc. And there are language literacies also. Each society privileges a dominant literacy, and it demeans the many other less formal literacies which appear everywhere—although we all use informal literacies all the time (I have been wondering today about mobile phone text messaging which seems to be another literacy). So when we say that someone is literate, we need to ask: "In which literacy?" Those programmes which use a 'literacy comes second' approach find themselves concentrating on the literacy in use in the particular group, the texts the group itself wishes to use and create, rather than forcing them to learn the dominant literacy.

### *Mixed Learning Groups*

*Fourthly*, I wonder, if this may not be the most important implication of this re-thinking as these programmes are moving away from selecting groups of all non-literate persons for teaching literacy skills. Most adult literacy learning programmes I start by choosing groups of about 30 persons or smaller groups of about 10 persons, all of whom are 'illiterate'. But it is a school-based model of adult literacy learning which urges that we should have all the learners at the same level of ignorance. It seems to imply that all the learning comes from the teacher, that the students cannot learn from each other.

But Roby Kidd (1959), among others, has taught us that adults don't learn like that. Studies of adult learning have shown that adults in their daily life-long learning normally learn from other adults. Persons with some limited literacy skills can help others in their group to learn literacy skills through participatory (sharing) methods. Such literacy groups are moving away from top-down, whole-class teaching by the

teacher to 'shared learning', adult learner learning from other adult learners. I have seen this small-group approach working in Bangladesh with striking results in both achievement and motivation. Mixed economy groups of learners seem, in some cases, to be more effective than homogenous groups. I find myself wanting to experiment more and more with different kinds of literacy learning groups.

#### ACCESS TO LITERACY

My second major theme is that some recent research relating to what I call 'access to literacy' seems to me to be very exciting and suggestive of new strategies, but it does not seem to have received the coverage which, I believe, it deserves.

#### *Literacy Tasks*

It starts from the assumption (which I believe can be demonstrated) that everyone, literate and non-literate alike, has literacy tasks they want or feel the need to do. Everyone engages in literacy activities of some kind. They all adopt different strategies to fulfil these tasks, to engage in these activities. And all these literacy tasks are different. As some research in South Africa has clearly shown (Prinsloo and Breier, 1996, pp.213-34), the literacy activities which a taxi-driver needs to do are different from those of other occupational groups, such as a hospital porter. An older woman, whose family has left home, will have different literacy activities she wishes to engage in from a younger woman with very young children.

#### *Literacy and Families*

In order to fulfil those literacy tasks, people need access to literacy skills. There are two dimensions to some research into this area. *First*, the World Bank has explored what it called 'family literacies'. Families were assessed as to whether they had much or little 'access' to literacy skills. Those with high access (for example where one of the spouses or some close relatives were literate) were compared with others which had rather less access (for example, a young person in the family had literacy skills). A good deal of work is now being done on family literacies, for example in Pakistan, revealing how literacy is used by different members of the family for what purposes (Street, 2001, pp. 188-204). It has been suggested that those who live in families with little in the way of literacy activities might be more motivated to attend adult literacy classes, but I wonder—my experience makes me query—whether most of those who attend classes come from families which already have substantial access to literacy rather than from families which have few such activities. We need to research this.

#### *Literacy and Communities*

But perhaps more important still is some work done in the Philippines on community literacies (Doronilla, 1996). This research explored the literacy levels of 13 different local communities. Some had very few literacy activities at all—fishing villages, for example, where the literacy tasks were mainly fulfilled by Chinese merchants rather than by the fisherfolk themselves. Some farming communities had rather more in the way of literacy activities, while some urban communities had many such literacy activities. Not all communities were the same in literacy terms.

### *Non-literate Persons in Literate Communities*

Now, when these communities were examined in more detail (Bernardo, 1998), it was found that the non-literate members of the those areas which had many literacy activities were more fully engaged in developmental initiatives, in decision-making and in innovations, in participating in group activities, than were the non-literate members of those communities with few literacy activities. In other words, it was demonstrated that learning literacy skills for oneself was not essential to development. What was useful was access to literacy skills and especially sharing in the developmental activities which characterised these communities, such as group projects, decision-making and planning ahead. The same may be true of families with many or few literacy activities in them.

### *Policy and Strategic Implications*

It seems to me that there are some policy and strategy implications arising from these studies. It may be that what we should be doing is to strengthen literacy activities in low and middle level communities and families. It may sound strange, but it can be argued that to spend money on the literate members of the community, helping them to engage in more and more effective literacy activities, may be more beneficial in the long run to non-literate persons than spending money on literacy learning programmes from which in the end few will benefit. I throw this out because what I would like to come out of all of this is much more experimentation, much more diversity of approach — provided there is proper monitoring and evaluation and the dissemination of the findings, both positive and negative results of such experiments.

## CHANGING OBJECTIVES AND MEASURING SUCCESS

### *Re-defining 'Literate'*

The third aspect of my subject comes from the process we have noted above of re-defining what we mean by 'being literate'. We have already seen the questioning that is going on about as to what is meant by the terms 'literate' and 'illiterate'. In one research study into the concept of success in adult literacy (Charnley and Jones, 1979), it was pointed out that we cannot simply say that a literate person is someone who can 'read' [in general] or 'write' [in general]. We need to ask: 'Read what?' 'Write what?' — for the verbs 'to read' and 'to write' are transitive verbs, they take an object. There are certain things we would expect a literate person to be able to read and other things we would not expect them to be able to read.

And they went on to assert that to be 'literate', we surely need to be able:

- to read and write these texts with fluency rather than hesitation, and
- to read and write them with understanding rather than mechanically.

This is, of course, already well known. But a further question that now arises is whether a person is literate if he can read something or write something but never does so. One very perceptive statement puts it like this: being 'literate'

"... is not simply knowing how to read and write a particular script but applying

this knowledge for specific purposes in specific contexts of use" (Scribner and Cole, 1981, p. 236).

Indeed, "Literacy for the sake of literacy is not only fruitless, it is impossible" (Fiedrich, 1996. p.8). So, can a person who is not applying their skills really be described as 'literate'?

Throughout the world of literacy, there is then an increasing recognition that (to quote a recent report):

"it is not the *learning* of literacy skills which brings about economic and social development but the use of literacy skills in real situations... to achieve their own goals which will bring whatever benefits literacy can bring to the participants and their communities" (DFID, 1999, p. 80).

It can be argued that to learn literacy skills and not to use them will help nobody.

### *Goal of Literacy Classes*

Now this is one of those simple statements which have far-reaching implications which we can only begin to explore. For it means that the objective of adult literacy learning programmes is not to help someone to learn literacy skills but to help them use literacy skills in their daily lives. Every facilitator in every literacy class is there not just to help the student learners to master letters and words on paper but to help them transfer these skills into daily activities outside the classroom. The Community Literacies Project in Nepal is founded on the principle that the objective of the project is to increase use of literacy in the community.

### *Measuring Success*

And with the changed objectives comes a changed measure of evaluation. I quote from a recent government paper setting guidelines for the national functional literacy programme in Uganda:

"5.1.33 Learners' homes should be visited to monitor how they are practising what they learn in the FAL programme".

What the evaluators find will form part of the final assessment of the programme.

Let me give a simple example. If I have a class of 30 literacy learners; if at the end of the course, 25 of these literacy learners pass the test; and if after six months I visit them in their homes and find that 15 are using the skills but the rest are not, what is my success rate? 25 or 15? A recent evaluation of a skills training course in Thailand (Oxenham, 2001, p.28) showed that of those who completed the course satisfactorily, 27 per cent were using the skills as intended, 17 per cent were using them for other purposes, and 56 per cent were not using the skills at all. If such figures apply to adult literacy learning programmes, then it seems to me that we really are wasting money and need to address the question of use seriously. But, again, we need research into the use of literacy skills.

### *'Values' in Evaluation*

But there is more to it than this. For we will find, when we do this research, that these literacy skills are being used for many different purposes, not all the same. Some will be writing letters, some reading newspapers; some will be using the bank, others will be circulating election notices. What do I do if I find, in my final evaluation, that the participants are reading film advertisements or sports journals rather than reading health literature or writing credit and savings applications? An evaluation in Brazil discovered that many of the women in the empowerment literacy programmes were using their newly developed skills to read fashion magazines and writing Christmas cards rather than "using reading for new learning" (Stromquist, 1997, p. 151). Value judgements (my values, of course) come into this kind of assessment. Is increase of consumerism through my literacy classes a good thing?—in South Africa, literacy classes have led to an increased interest in sales catalogues sent through the post.

### *Developing Statistics*

And how can I put all of this onto a comparative basis? One of the key questions being addressed today is: How to measure the outcomes of literacy learning programmes when these outcomes are all different; donors and international agencies still demand from national and local programmes statistics of "how many people have been 'made' literate". It has been said that formal literacy evaluations "made what can be measured (*i.e.* tests of learning) important", whereas what some evaluators now wish to do is to find ways of making "what is important (*i.e.*, various uses of literacy skills) measurable". A good deal of work has been done on this and continues to be done on it; but the policy and strategy implications have not always been fully explored. A recent 'Save the Children' (USA) literacy programme in Guatemala set out, as the project proposal said, "to make 250,000 illiterates literate". What kind of literacy? What uses would the literacy be put to? And how different would the programme have been if the objective had been "to encourage 250,000 persons to use literacy in their daily lives"? That would certainly have had more impact on society than just to learn literacy skills.

### POST-LITERACY

And this brings me to post-literacy; for much of what I have been discussing in the past few minutes will be what some people call 'post-literacy', not 'literacy'. They will argue that we should first help people to learn literacy skills and then, *secondly*, encourage them to use those skills in a post-literacy programme. The very word 'post-literacy' implies that it is a further phase after the initial literacy learning.

### *Traditional Post-literacy*

The approach currently adopted in many programmes, thus, sees post-literacy as a second stage activity, something that comes after the first stage. It argues that some further period of teaching or guided learning is needed; and it argues for production of simple or easy-reading texts which are felt to be more suitable to people at an early stage of literacy development. It sees adult literacy in the same

terms as children's literacy—simple words and phrases first and then more complex words and phrases, building up to 'full literacy'. And it often (but not always) assumes that post-literacy provision needs to be made for a smaller group of persons than the initial literacy provision, normally some ten percent (one post-literacy centre for every ten literacy classes).

Studies and evaluations of post-literacy programmes (e.g. Mathew, 1998, etc.) have revealed a number of problems which have undermined the effectiveness of the very real efforts already being made in this area of literacy. For example,

- Who is it for — groups or individuals?
- How long should it last — for a short period of teaching or for a longer period of assistance?
- What does it aim at — equivalent levels of learning to formal schooling? Entry into a continuing education system? Self-reliant learners? Self-help groups?
- What are the best strategies — More classes? Village libraries and reading centres? Independent reading?

I detect a good deal of uncertainty about post-literacy today.

And this era of questioning has led to a number of studies into the foundations of post-literacy — what do we mean by it and how can we best implement it? Once again, some recent research seems to me to be important for my understandings of post-literacy and for the policy and strategy implications. I want to pick up two such strands.

### *Adult Learning*

The first is into adult learning, as distinct from children's learning, Roby Kidd's own field. There has been a great deal of new research into adult learning which is slowly finding its way into some textbooks. Adults learn in different ways from children. Their time scale is different; they do not normally learn first and then practise afterwards; they learn through practising. Unlike children in school (but like children in the home), adults learn to cook by cooking, not by going to cooking classes. Adults learn farming and fishing by farming and fishing. Adults learn to care for a baby by having a baby. They learn *on* the job, not *for* the job. One of the most noticeable features of current approaches to education, especially vocational education and training, is the approach through apprenticeship learning. Krashen, for example, has drawn a distinction between 'acquiring' skills and 'learning' skills formally (Krashen, 1982). And while adults do both, they seem to learn most effectively through acquisition within their social contexts rather than through formal learning in set contexts.

So it can be with literacy: adults can and some do learn literacy by 'doing literacy' for real. In several pieces of research in countries as far apart as Brazil, Sierra Leone and the Philippines, it has been discovered that a number (perhaps about ten percent) of the adults surveyed in different settings have 'acquired' some skills of literacy without going to school or to adult literacy classes. They have developed these skills

in the home or in the market or in their daily lives. And this is not a simple linear progression, from illiterate to semi-literate to literate. It is a messy process of acquisition of skills rather than formal and sequential learning.

### *Easy Readers?*

And this brings me to my second point. Different research (Moon 1993) indicates that there is no such thing as easy words and phrases and difficult words and phrases. The 'easiness' and the difficulty lie not in the texts but in the reader/user. The difference between being able to cope with a text with fluency and understanding relates to the experience of the reader, not the text. There are texts I can read quickly even though they use quite technical terms, because I am familiar with what these texts are discussing. Other texts I find I cannot read because I hardly have any experience of what is being discussed. Even in languages which have simple and complex letters, the research indicates that the complexity of texts relates to the experience of the reader, not to the words used. And it has been demonstrated that adults do not find things difficult when they really want to do them. They can cope with even a 'difficult' text when they understand its meaning and when it is important to them to do so. One of our action research projects found women being able to read film advertisements very quickly and easily, despite the fact that some of the words were long and complicated, because they knew all the words in the texts; it was all within their experience.

This rather changes some of the assumptions behind the post-literacy programmes aimed at production of easy-reading texts. It does not, of course, get rid of the fact that persons with limited literacy skills and limited literacy confidence need special provision. Some, for example, indicate that they can read newspaper headlines but not the closer text in the newspaper columns. But these differences seem to lie not so much in the words used but in the formatting of the texts. To produce a text using what the writers assume are easy words about subjects outside the experience of the readers will (if this research is correct) still produce unusable texts.

### *Re-defining Post-literacy*

Recent thinking, thus, suggests that a re-definition is needed for post-literacy altogether. What we are dealing with are those persons who have been able to develop some literacy skills but these skills and the confidence to use them are limited. Now, if that is the target group for post-literacy, then that group is larger, not smaller, than those in initial literacy classes, for there are all those who have had some experience of primary schools (formal and non-formal) as well as those who have been in adult initial literacy learning programmes. We shall need more post-literacy provision than initial literacy classes, not less.

I, therefore, like the re-definition of post-literacy as: "the provision of assistance to all those who feel that they are having difficulties with the practice of literacy in real situations" (DFID, 1999, p. 82).

Post-literacy is not only to help a few people to use village libraries to read specially prepared easy-reading texts. It is to help all those who have some, but limited,

literacy skills and confidence to engage with the texts they find surrounding them, to develop new strategies to deal with the literacy tasks which face them.

I can see some clear policy and strategy implications of such a re-definition. For, if we define post-literacy as *helping people with limited literacy skills with the use of literacy in their daily lives*, then we shall need to add to the existing range of post-literacy activities a number of new approaches. Let me outline three that I have identified in various countries.

### 1. *Transfer From Classroom to Daily Lives*

First, several programmes are trying to develop ways of helping those who are in initial literacy classes to transfer their skills into use in their daily lives. Those who are learning in the classroom through a primer are being helped to adapt what they are learning to the world outside the classroom. In some cases, this is left until after the primer is finished, but in other cases, the classroom learning is being reinforced from texts to be found in the home. For example, if the word '*agni*' is being used in the primer, a newspaper article which uses this word in the context of some slum disaster is being used; if the word '*pani*' is being mastered through the primer, a report on a flood or on a drought shows that the word being used in significant contexts. Such reinforcement of adult learning from the texts around them is helping both the learning of literacy skills and the transfer of literacy from the classroom into daily lives.

There have been several programmes devoted to this. For example, World Education in Nepal has been encouraging mothers to keep a written record of their children's growth and development. Initially, much of the work is done by the facilitator/ animator but gradually it is being transferred to the literacy learner for them to keep their own records. Several groups have started helping the participants to keep their own credit and savings records rather than the facilitator doing all of it. In one group, in Bangladesh, that I visited, all the participants could write from the start not only their own name but also the names of all the other members of the group; and all of them also wrote down the dates of payments. They found this motivating—although not all groups would feel the same about it. I find myself, thus, asking of every class I visit as to how the group can bring daily literacies into the classroom and how the group can take the classroom literacy out into the daily lives of the participants. This is, of course, a tall order for many of the facilitators—but without it, it seems to me that what is learned in the classroom through the primer will seem to be separate from the everyday literacy tasks of the literacy learners.

### *Helping Non-participants*

Secondly, how can I help all those who will never come to my classes? To say that I ought to persuade them to come in appears to me to deny their adulthood. There are many who have decided, for whatever reason that they will not or cannot come to my classes. Do I just ignore them? I have seen two approaches which have impressed me considerably. The first of these is the 'real literacy' approach (Rogers, 1999). This starts by identifying with the people who do not come to classes what kind of literacies

they are engaged in — through, for example, a group of which they are a member; and it seeks to use those literacy activities to help them develop their own literacy skills. One of the major developments in adult literacy in many countries today is work-based literacy — not just holding literacy classes in factories and other workplaces but using the literacy tasks and texts of those factories and other workplaces to help the participants develop relevant literacy skills. In Botswana, some 40 per cent of the government's adult literacy programme is work-based, and Namibia is expanding its work-related provision significantly.

### *Literacy Extension?*

But a second approach is a more individualised approach. It looks something like an extension service for literacy. It recruits people with more literacy skills and asks them to help those with less skills on a personal basis. It establishes 'drop-in centres' where people can go to get help with their daily literacy tasks. In Nigeria, a 'literacy shop' was set up in Abuja Market, Ibadan, where traders, customers and others could get immediate help with literacy problems. Again, I would not like to propose any prescriptive approaches—each agency in each context should surely devise ways of helping such people with their own tasks. And innovative, experimental projects do not always scale up into programmes.

### *Adapting Texts*

A third post-literacy strategy is also being explored in some places. Until now, I have assumed that people need to adapt themselves to the texts which they find—they must learn to read what is provided. But more recently, I have been asking whether those who produce texts should not try to adapt these texts to the people, to those who have some but limited literacy skills and literacy confidence? Can we help those who publish to think more carefully about their users? In Nepal, literacy agencies have been working with (for example) the Annapurna Conservation Area Programme (ACAP) and with Forest Users Groups to produce texts which are appropriate to those with relevant experience but limited literacy skills. In South Africa, one project is working with those who publish sales catalogues which get into many homes in that country to include sections printed in a format which make them accessible to those with limited skills and confidence.

### *Increasing Diversity, Not Uniformity*

My general conclusion from all of this is that one common form of helping all adults to learn literacy skills, one national programme, may not be as helpful as the one which uses a wide diversity of approaches, a number of different materials and methods. For it seems to me that adults are different and their contexts are different; and they will respond best when they are approached in a way which respects rather than diminishes these differences. Some will want formal teaching using textbooks. Some will want individual help with their own literacy tasks. Some will want immediately relevant literacy. We do not need uniformity in the provision of adult learning of literacy skills.

## A WORD OF WARNING

*Danger of Reinforcing Inequalities*

I have, however, most recently begun to feel some hesitation about some of these newer approaches. For it has been suggested that if we concentrate (as I have indicated some workers in adult literacy are) on the current literacy tasks which adults engage in already, on the existing uses of literacy, we shall simply be confirming the current inequalities in society. Such an approach will not in itself transform society; it will not undermine the existing power structures. Almost all of those engaged in adult literacy programmes wish to change society — although sometimes within careful limits. They wish to bring the excluded in, to change the elite balance, to challenge the power assumptions behind existing literacies.

*Critical Literacies*

Now I could argue that some of the suggestions listed above will, in fact, contribute to that process. For example, challenging those who produce texts to think hard about the users of those texts will bring about significant changes. But perhaps this is not enough; perhaps we can go further than that.

The key issue (which so many writers on adult literacy have already discussed several times) is whether we can help those who engage with us in developing their literacy skills to become more critically reflective of their experiences of literacy. I would like to finish with one case study which I found most suggestive. In Bangladesh, a group of women wished to learn to read the marriage registration form, so that they could register their own marriage. But they found the form 'too difficult'; the text was too small in print, the language used was too legalistic. So they gave up. Except that they didn't. They began to question: Why was it like this? Why were those who produced it asking this question or that question? Why was this word used when another one would be more relevant to them? So the group began to write their own form. These people learned more literacy skills as well as current law in the course of three meetings working on this text than they had done in the previous thirteen!

*Horizontal Learning*

And the upshot of this was that those who produced the text found themselves learning from the literacy learners, just as the facilitator found herself learning more about the realities of the women's own lives and perceptions. Literacy had become not a one-way activity, from the learned to the unlearned. It had become what I heard being called in South Africa 'horizontal learning', learning on both sides.

*Learning From Experience of Others*

And this brings me to my last point. I have become increasingly concerned about the need for more research in adult literacy. But there really is no point in such research if it is not being read and acted upon by practitioners in the field. We all need to read about the experiences of others, to engage in horizontal learning. This lecture has been based, not only on a number of field visits to adult literacy programmes in

various parts of the world, but also on reports of research, such as that in South Africa (Prinsloo and Breier 1996) and in the Philippines (Doronilla 1996; Barnardo 1998) which have been among the most influential books I have read on adult literacy in recent years. We cannot do our work effectively if we are not learning from others. I find myself reading because I feel I must.

And not just ourselves as planners and managers and trainers of adult literacy programmes. It will also apply to those who teach adults in various villages and towns in our country. The concept of horizontal learning may be the most important development in adult literacy today — for like so much of what I have said, it has profound implications for our greatest allies, the facilitators/animations. It is of them that Roby Kidd was speaking when, describing the most important attribute of the teacher, he wrote:

"he [sic] must be a learner himself. If he has lost his capacity for learning, he is not good enough to be in the company of those who have preserved theirs" (Kidd, 1973, p.303).

Our 'partners in literacy' (Rogers, 1989), the animators/facilitators, and their learning are perhaps the things we should be most concerned about — but that is another story which requires another lecture.

<i>Subject</i>	<i>New Insight</i>	<i>Policy and Practice Implications</i>
1. Literacy and Development	Development can start without literacy.	Start with development projects and fit literacy learning into development projects. 'Literacy comes second' model.
2. Literacy and Community	Non-literate persons in highly literate communities/families show more developmental initiative than non-literate persons in less literate communities/families.	Help to develop literate families and communities rather than concentrate on non-literates only.
3. Literacy Programme Objectives	Main aim of literacy learning programmes is to encourage <i>use</i> of literacy skills in daily lives rather than <i>learning</i> of literacy skills in classroom.	(a) Concentrate on transfer of skills from classroom to daily life, and (b) Evaluate <i>use</i> of literacy skills, not how much has been learned.
4. Post-Literacy	Redefine post-literacy as helping all those with limited literacy skills with their literacy tasks.	(a) Help those who will never come to class (e.g. extension service for literacy); and (b) Help those who produce texts to adapt texts to people rather than expect people to adapt to the texts.
5. Critical Literacies	Using existing literacy tasks for learning will not transform society; need for critical dimension to literacy learning.	Help participants to review their own found texts critically and revise them — and they will learn literacy skills in the process.

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# **PRERAKS IN CONTINUING EDUCATION PROGRAMMES—KERALA EXPERIENCE**

**K. Sivadasan Pillai**

## INTRODUCTION

### *Nature of CEP*

Continuing education has been perceived as a synonym for non-formal education, further education and even life-long education. It should cater to all irrespective of age, sex, locality, occupation, language, educational and socio-economic status, etc. It is the process of helping individuals to sustain and enrich one's knowledge and skills. Science and technology are ever expanding. Knowledge explosion is taking place everywhere. I.T. revolution is yet another phenomenon demanding continuing education. Professions like engineering, medicine, agriculture, law, education, etc., require continuous updating of knowledge, information and skills. No one can boast of knowing everything. As such, continuing education is needed for all and for ever.

The beneficiaries of continuing education programmes should, thus, be not only neoliterates, semi-literates and drop-outs, but also the literates, the educated and the elite. Continuing education is needed not only for academic avenues but for vocational pursuits also. Those who want to upgrade one's vocational skills as well as pick up skills for another job, which is more lucrative or will be an income booster, can also be thought of. Thus, the need for prioritization arises which, of course, depends on one's own choice and aspiration.

### *CEP Institutions and Their Approaches*

Universities—which have adult, continuing education and extension wings/centres/departments—have now started *field out-reach programmes* also. They offer vocational courses as income-generating programmes, both for organizers and beneficiaries. The *Janasikshan Nilayas (JSNs)*, established as part of the post-literacy or continuing education programmes through a 9-point approach, have now given way to the new continuing education programmes (CEPs) through continuing education centres (CECs) and nodal CECs organised with financial support from the National Literacy Mission (NLM) rooted through the State Literacy Mission and District Literacy Missions. These have a four-pronged approach, though the number of functions remain almost the same (nine) as in the JSNs.

## ROLE OF PRERAKS IN CEP

The person in-charge of a CEC is called *Prerak*. He/she is expected to be a facilitator, worker, leader, animator, etc. He/she is truly the kingpin of the programme. An ordinary *Prerak* can be an SSLC holder, in the age group 20-30, with social work or literacy work experience and commitment. The nodal *Prerak* has to be at least a graduate with zeal to work for the poor and with ability to coordinate a variety of activities and personnel. In the recent past, an Assistant *Prerak's* place has also been

created in each CEC. His main task is to rope in the remaining illiterates in each area and impart to them the ability to decipher alphabets and handle daily life situations pertaining to numeracy. The motivational aspect requires high calibre of community liaison work. Sustaining the participant's interest through out the project period is yet another uphill task for him/her. People with selfish motives will be trying to harass and even distract the *Preraks* from their duties and even create stumbling blocks, which they may have to overcome on their own initiative.

### *Selection and Training of Preraks*

Selection of an appropriate person as a *Prerak* in itself is a Herculean task as vested interests like party politics, community and religious obligations, local interests, etc., do crop up in the process of selection. The honorarium now offered is only Rs. 700 for *Prerak* and Rs. 500 per month for Assistant *Preraks*. But even for such a small pittance many are there to contest and exert all kinds of pressures. However, the amount of honorarium has to be increased to at least Rs.1000 and Rs.700 respectively for *Preraks* and Assistant *Preraks* while Nodal *Prerak's* honorarium may be raised from the present, Rs 1200 to 1500 per month.

The pre-induction training and in-service training is of critical importance in equipping the *Preraks* to discharge their duties effectively. Though the training is a vital component, yet it is somehow neglected. The venue, duration, timing, selection of resource persons, their orientation, programme planning (residential or otherwise), conduct of the programme, its monitoring, evaluation, feedback, follow-up, etc., deserve special attention of the organizers. A lacuna in any one of these can result in failure of the entire training programme. Such failures are rampant. Remedial measures are to be thought of and implemented. Discussions in small groups, demonstration, role-play, brain storming, etc., should be attempted as training strategies. Use of modern electronic gadgets has to be combined with traditional folk forms, wherever feasible and found necessary.

### *Approaches followed in CEP*

As discussed in the following paras, four approaches are followed in Continuing Education Programmes:

1. *Income Generating Programmes* are the most desired ones out of the four Continuing Education Programmes. Locally relevant programmes using low cost and no cost materials may be tried out. Articles which are in demand may be produced and sold at rates lower than the market rates, keeping the quality side in tact or better. Avenues for sale of all such produce made in CECs may have to be explored through concerted efforts. In every panchayat, an "exhibition-cum-sales wing/bureau" has to be established on a permanent basis. Special fairs may be arranged during festive seasons and the availability of materials required for production of such products must be ensured. Local committees may be formed for this purpose, involving elected representatives and people in command of each locality. Marketability outside the locality can as also be thought of and implemented.

2. *Quality of Life Improvement Programmes* may rank second. Everyone needs this, but in different ways. Seminars, street-corner meetings, exhibitions, discussions, role-plays, excursions/study tours, etc., can be thought of. Mere lectures may not suffice. Inter-departmental cooperation and collaboration will be required in this regard. Local libraries, sports and arts clubs, youth clubs and *mahila mandals*, cooperative societies, self-help groups, open-learning centres, etc., have to be roped in to ensure proper dissemination of ideas and their adherence.
3. *Equivalency Programmes* are likely to attract some, depending on the participant's basic knowledge, capacity and aspirations. Standard 4, 7 or 10 equivalency programmes can be made available. Drop-outs, semi-literates, and neo-literates can be the beneficiaries of this programme. It is not the number that matters, but the proper launching and conduct of the programme. The content of the formal stream has to be equated with the non-formal stream and presented in an appropriate manner. Local resources may be tapped for running the course according to the convenience of the learners. Internal evaluation may be attempted to generate self confidence and boost the morale of the learners. The worth of the equivalency certificate must be ensured prior to launching of the programme to prevent hue and cry among the learners and the community at large, as witnessed in certain other streams like the State Open School system of Kerala.
4. *Individual Interest Promotion Programme* seek to provide a variety of avenues. This stream is meant for those who are not interested in any of the above mentioned programmes. This stream can cover activities like dance, music, drawing, painting, games, sports, enactment of plays, speech making, singing, etc.

#### *CEC as Information Centre*

The CECs should also act as an information centre, library-cum-reading room, recreation centre, a meeting place for senior citizens, a *churchavedi* (a forum for discussion), etc. It should never be allowed to become a political or communal forum by itself, which is likely to ruin the entire motive behind the scheme of CECs.

#### KERALA EXPERIENCE

In Kerala, a peculiar situation prevails. In gram panchayats, having up to 15 wards, there are only three CECs. As a result, many wards do not have the privilege of CECs. Only 3500 CECs and 500 nodal CECs are sanctioned for Kerala against its genuine need of CECs and nodal CECs four times this number. Another dismal feature prevailing in Kerala is that all self-government institutions are not paying equal or needed attention to the scheme. It is alleged that CECs organised by NGOs are better run compared to CECs run by other categories. Reasons for difference in their performance remains to be scientifically studied.

The fact that many *Preraks*, after their induction training and having entered their duty, drop out due to various reasons. This results in colossal waste of money,

energy and time and consequent delay in implementation of the programme. In this regard also, an enquiry is needed. The attitudinal and behavioural changes among the *Preraks*, as also the reasons or motives for taking up this task, require investigations. Such researches may throw adequate light on various aspects of the CEP and the role played by the *Preraks* as well as outside agencies in the furtherance or even delay of the programme.

### *Envisaged Role of CECs*

Every CEC should emerge as a community centre or even as a rural university centre and every ward should have one such institution catering to the needs and aspirations of the entire people in that area. Then only we can have a learning society as envisaged in the *Learning To Be*, the International report on education of the 80's. Learning from within, as promulgated in the *Delor's Report*, can also become true in due course, if the CECs play their expected role, mainly through the *Prerak* and the local public. Though 'education for all and for ever' is the motto of CECs, it is 'beyond letters' in Kerala and may even emerge as a model for other states.

### SOME INNOVATIVE PROGRAMMES UNDER CEP

#### *Imparting Multiple Skills*

All women in a locality were taught swimming and rowing country boats as they happen to live near the river side or near the lakes. Cycling was taught to most of the girls as travel was found essential and as no bus service was available there. Medical camps were conducted to provide free medical advice with free medicines to the needy.

Spoken English, Hindi and Arabic classes were conducted for those desirous of equipping themselves in this regard for taking up jobs outside the state and to lead a better life in the society. Computer courses were offered which were fee-based. These were free in case of the poor people. Neo-literate cooperative societies were established to help its members acquire self sufficiency.

Self-help groups have been formed in plenty, enlisting 20 women in each. This is now merged with the *kudumbasree* project, and *ayalkoottam* (the neighbourhood community). *Souhrida gramam* (friends society) are working in full swing. Village maps have been brought out by many CECs. Watershed schemes are also discussed in various fora.

#### *Library Facility and Information on Schemes*

Library facilities are provided to a large number of beneficiaries. Books are sent to readers on bicycle — even women work on this project. Reading habits have improved considerably. The KSLMA has brought out nearly 180 titles on their own for the benefit of the common man. Nearly 600 titles are available in Malayalam under the neo-literate literature category. These are all used in the CEC library. The rural library network in Kerala also caters to the needs of the neo-literates considerably.

Information about welfare schemes of the government departments is provided to the local people through the information centre attached to each CEC. The prospective beneficiaries are helped to secure benefits of these in time through the timely intervention of the *Preraks*.

#### *Exhibition-cum-Sale of CEC Produce*

The produce of the CECs are exhibited and sold at special fairs organised during festive seasons like Onam, X'mas, Ramzan, Pooja, etc. Attempts are in progress to start exhibition-cum-sales wings in every Block on a permanent basis.

#### *Bringing the Remaining Illiterates to the Literacy Fold*

Attempts to identify and motivate the remaining illiterates—fisher folks, *adivasis*, slum dwellers, physically or mentally handicapped, over-aged, etc.—and make them literate within the next five years or so, to raise Kerala's literacy percentage to at least 95.

Kerala has taken it up as a challenge to evolve a new model in this regard too as it did in the case of total literacy. The political change in the state, it is hoped, will not stand in its way.

# IMPACT OF AWARENESS ON ATTITUDE TOWARDS RESERVATIONS FOR WOMEN IN PANCHAYATI RAJ INSTITUTIONS

Kailash Chander, Sushila Dahiya and S.P. Singh

## INTRODUCTION

Empowerment of women for effective participation at various levels in PRI's has been discussed and debated in different fora, particularly from 1957 onwards. After continuous efforts in this direction, the 73rd Constitutional Amendment Act (1992) provides for reservation of one-third of the total seats in PRIs for women to help raise the status of women in PRIs (Mohanpuria, 1993).

But in this regard, several question marks still remain. These are: Is our society ready to accord such a position to women in public affairs? Are women ready to accept the responsibilities entrusted to them? These questions are neither hypothetical nor unreal given the social milieu which denies equal position to women in several areas of activities. Keeping in view the need to know the attitude of rural males on this aspect and the awareness factor affecting their attitude, the present study was undertaken.

### *Defining Awareness and Attitude*

Awareness in simple terms is knowledge of a particular situation, object and event. In the present study, awareness have been conceptualised as proper understanding of structure, functions and powers entrusted to the village panchayats.

Attitude was defined as the degree of positive or negative effect associated with some psychological object (Thurstone and Chave, 1929). According to Allport (1937), an attitude is a mental and neural state of readiness, organised through experiences, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. For the present study, the psychological object was reservation for women in panchayats, against which respondent's favourableness or unfavourableness was recorded. The main objective of the study was to find out the level of awareness and attitude towards reservation in PRIs among rural males.

### *Methodology of the Study*

The study was conducted on randomly selected 200 male voters of two villages of Agroha Block in Haryana.

An awareness test, developed to measure awareness of panchayats among the villagers, comprised 12 statements on different aspects of Panchayati Raj system, such as general understanding, functioning and powers of village panchayats and their role in rural development, etc. It was prepared after consulting relevant literature and a thorough discussion with the social scientists, field functionaries of panchayats and development departments. The respondents were asked to give their opinion on a three-point scale — *i.e.* fully aware, partially aware and non-aware scores with 2, 1 and 0 scores respectively.

To measure attitude of rural males on reservation for women in panchayats, an attitude scale was constructed using Edwards Technique (1969). At the first stage, a list of 50 statements was prepared with the help of relevant literature, discussions with social scientists, panchayat development personnel, etc., which were rated by 30 judges and 22 statements were finalised on the basis of *t* values. The attitude scale was also administered on 20 respondents outside the sample. Reliability of the scale was also tested by using the 'split-half' method of reliability which was found highly significant ( $r=0.95$ ). The validity of scale was tested by applying Content Validity method. The responses on reservation for women in panchayats were obtained on a 5-point scale — *i.e.* strongly favourable, favourable, neutral, unfavourable and strongly unfavourable — with scores of 5,4,3,2 and 1 respectively for positive response and reverse scoring was done for negative statements. For analysis, categories of 'strongly favourable' and 'favourable' were merged into 'favourable' attitude and 'unfavourable' and 'strongly unfavourable' were also merged into 'unfavourable'. After collection of data through personal interview technique, the information was tabulated for statistical analysis.

## RESULTS AND DISCUSSION

### *Awareness on Panchayati Raj System*

The information regarding awareness of rural males has been given in Table 1. The total respondents were classified into three levels of awareness, *i.e.* low, medium and high, on the basis of mean and standard deviation of the awareness scores obtained by the respondents. The awareness score ranged from 0 to 24 with the mean score of 11.07.

TABLE 1 DISTRIBUTION OF RESPONDENTS SHOWING AWARENESS ABOUT PANCHAYATI RAJ SYSTEM

<i>Awareness</i>	<i>Criteria (Scores)</i>	<i>Frequency</i>	<i>Percentage</i>
Low	(0-9)	83	41.50
Medium	(10-15)	74	37.00
High	(16-24)	43	21.50
Total:		200	100.00

The data in Table 1 revealed that 41.50 per cent of the respondents had low level of awareness about the Panchayati Raj system followed by 37.00 and 21.50 per cent respondents having medium and high level of awareness, respectively. These findings get support from the findings of Kakker (1975); Ahuja (1985); Saxena (1989) and Chopra (1994). The findings seem to be logical because they have no better contact with the extension agencies due to low status of education. Therefore, the low level of education was held responsible for low level of awareness.

*Attitude Towards Reservation for Women in Panchayats*

The respondents were classified into three categories of attitudes — namely favourable, neutral and unfavourable — on the basis of attitude score obtained and the data furnished in Table 2. The informants reveal that 43.50 per cent of respondents had favourable attitude towards reservation for women in Panchayats whereas 29.50 per cent of them were found to have unfavourable attitude. Almost one-fourth of the sampled population did not show their clear-cut opinion on this aspect. Similar findings were also reported by Bhargav and Vidya (1992); Methew (1995); Singh *et al.* (1995) and Anonymous (1995) which show that although feelings of rural masses on reservation of women in PRIs are increasing, yet there is no clear-cut favourable attitude thereon.

TABLE 2 DISTRIBUTION OF RESPONDENTS' ATTITUDE TOWARDS RESERVATION FOR WOMEN IN PANCHAYATS

<i>Awareness</i>	<i>Frequency</i>	<i>Percentage</i>
Low	59	29.50
Medium	54	27.00
High	87	43.50
Total:	200	100.00

*Connection Between Awareness Level and Attitude*

The interaction between awareness and attitude of rural males towards reservation of women in PRIs was also studied and its results are presented in Table 3. It is evident

TABLE 3 INTERACTION BETWEEN ATTITUDE TOWARDS RESERVATION FOR WOMEN IN PANCHAYATS AND THEIR LEVEL OF AWARENESS

<i>Awareness</i>	<i>Low</i>	<i>Medium</i>	<i>High</i>	<i>Total</i>
Unfavourable	36(43.37)	15(20.27)	8(18.60)	59
Natural	26(31.33)	23(31.08)	5(11.63)	54
Favourable	21(25.30)	36(48.65)	30(69.77)	87

NOTE: Figures in parenthesis indicate percentages

from the table that the respondents having minimum score of awareness had reacted unfavourably as compared to those having high level of awareness. In all, 69.77 per cent of the total respondents with high level of awareness had favourable opinion on reservation. However, majority of respondents with medium level of awareness had favourable attitude to the extent of 48.65 per cent. It shows that the attitude of rural males completely depended on awareness scores. The person who was better exposed, having greater awareness about Panchayati Raj system had, reacted favourably.

However, only one-fourth of the respondents of low awareness group reacted favourable and 43.47 per cent of them exhibited unfavourable opinion. Therefore, respondents who were well aware about role and functions of panchayats also had knowledge about the rights and equality of rural women and had favourable attitude as compared to others. The findings clearly shows that awareness plays an important role in changing attitude of rural males towards reservation for women in panchayats.

#### SUGGESTIONS

From the findings given in the preceding paras, it may be concluded that the majority of the rural males had low level of awareness regarding Panchayati Raj system, particularly about the reservation of women. However, a reasonable majority (43.50 per cent) of them were found to have favourable attitude towards reservation policy for women. International study on awareness and attitude shows that awareness is directly linked with attitude of males. The respondents having high level of awareness had favourable attitude towards reservation policy for women in PRIs. Therefore, the rural people, particularly males, should be educated and extension agencies, including development departments, should be geared-up for this purpose. Moreover, to change the attitude for favourableness of rural people towards women's participation in PRIs, various awareness generation programme, such as mock panchayats, puppetry, songs, exhibitions, informal group discussions and canvassing should be started in rural areas, through Government as well as NGOs, which would help in society's recognition to women's participation in these local political bodies.

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# LIFE-LONG EDUCATION : PRESENT STATUS AND FUTURE STRATEGY

Ranjit Singh

## INTRODUCTION

### *Characteristics of Life-long Education*

India is facing problems of population, poverty, illiteracy, corruption, and criminalization and communalisation of politics. In order to solve these problems, we need a mobilized and participatory society. This can only be possible through an effective programme of continuous learning. Promoting education for life must get priority in our national agenda. Presently, extension education, distance education and continuing education are the main modes of providing life-long education in our country. Life-long education should enable people to develop awareness of themselves and their environment and encourage them to play their social role at work, in the government of the country and in the community. However, while planning programme of education for life, its following characteristics should be kept in mind.

1. It is need-based;
2. It should encourage creativity;
3. It helps in solving problems;
4. It brings in desirable changes in the knowledge, attitude and skills; and
5. It must create interest among the learners.

### *Importance of Life-long Education*

Life-long education should provide wide access to information and empowerment of masses and make efforts for an achieving and aspiring society.

In fact, survival of democracy will depend on the kind and type of education of our people. Contemporary social, economic, technological and environmental pressures are so strong that the government cannot escape its responsibility to provide an effective and efficient programme of life-long education without which it will not be possible for progressive utilization of science and technology and developing a climate of progress. There is a need to bring positive change in attitude, broadening mental horizons and developing scientific temper among masses. We also have to build a new generation to operate a modern society. We have to build a learning community in which all the members and all the organizations cooperate closely into making it a physically, economically, culturally and mentally pleasant place to live.

An effective life-long education system is possible only through intelligent selection and proper use of various communication channels. Too often, we have pushed ill-conceived messages through weak communication channels to inappropriate audiences. In addition to age-old person-to-person communication, we have to employ latest communication strategies to spread our message quickly and effectively.

It has been seen that effectiveness of traditional educational system decreases with the national progress. The innovative community requires specialized and energetic education system with quick response to people's queries. Since the risk intensity increases with modernization, the new educational strategy has to increase the risk-taking capacity of the people.

### *Shortcomings of Existing Techniques*

Before discussing the required educational strategies and research system for developing the same, it is essential to analyse the existing techniques to suggest desired changes. An analysis of the existing techniques can suggest following shortcomings:

1. Most of the available transfer technology systems for family and community improvements are fragmented and limited in scale.
2. There is no co-ordination between different programmes. It is common to find in the same area series of small separate programmes for agriculture, health, nutrition, home economics, family planning, co-operatives, sports, recreation, etc. All aim at the same audience yet sponsored and operated by different public and private agencies with little, if any, co-ordination or co-operation.
3. These programmes are often of poor quality and spread so thin that they have little impact.
4. There are very few programmes for women. Although they play much more important role in the development process.
5. General education and operational skill training programmes for out-of-school youth are almost non-existent, specially in rural areas. The few non-formal educational programmes for young people often benefit only those who are still attending school.
6. There is no agency/department responsible for maintaining the overview of all programmes for projecting future needs or acting as co-ordinator.
7. These programmes are operating haphazardly with neither priorities nor plans.
8. Very little effort has been made to encourage people's participation at different levels of programme planning and implementation.
9. There are no adequate facilities for in-service and refresher training to the field staff.
10. Field staff has not been provided with adequate transport and other facilities.

### *Interaction Between Research, Extension and People*

Earlier, educational process was a one-step flow of information from extension agency to the people. Later on, it became two-step flow, *i.e.*, from research to extension agency and from extension agency to the people. Now, it has to be direct and effective interaction between research, extension and the people. In this system, people have to show their needs and concerns and have to decide for collective action. The required

knowledge input and other facilities have to be provided by research. Collective action is required because people are more willing to accept risks if they have participated in deciding what risks are acceptable and there are alternatives which are clearly understood. The experts are competent and trusted and are seen as members of the community. Messages must include a combination of statistics and experiences, and are prepared according to the needs and capabilities of the concerned people. Any development strategy, which aims at improving the lot of the people, must aim at creating new productive assets for them. The emphasis should be to help them in order to help themselves. A successful educational system is that which is able to create awareness among clients and unite them to solve their problems collectively. Foremost necessity is to evolve suitable technology, followed by effective educational strategy and required infrastructure. Anyhow, it is of no use to improve the knowledge base for a particular activity, without examining the specific work situation and the degree of freedom available to act on that information. Programmes should be those which help people to stand on their own feet, that genuinely encourage responsibility, initiative, decision-making and self-reliance.

#### RESEARCH IN DEVELOPMENT COMMUNICATION IN LIFE-LONG EDUCATION

We have to admit that research in life-long educational programmes mainly tended to be practice-oriented. As a result, theory-building has been neglected. Practice-oriented research aimed at solving field problems is not unimportant or unnecessary, but the problem is that of a lack of balance between practice-oriented and discipline-oriented research. Even the practice-oriented research has become almost theoretical due to lack of interdisciplinary orientation. This is also true as far as research in extension, distance and continuing education is concerned. Most of the research studies during the last half-century have concentrated on the following topics:

1. Adoption process,
2. Key communicators,
3. Content analysis,
4. Information needs, and
5. Modes of education and communication.

It is also a fact that we have not been able to add methodological sophistication to research. There has been a tendency to rely heavily on the traditional quantitative methodology, without necessarily ensuring the methodological rigour that accompanies its use. While there is evidence of the use of qualitative methodologies as well, there is still scope for using more innovative research methodologies.

#### *Important Issues*

Some of the important issues in life-long education research can be identified. A discussion of each issue in the following paras will help in having a clear picture of the present status of research along with the problems relating to each issue.

1. *Status of Research:* While discussing present status of research in communication, it can be stated that there are very few research schemes in any of the life-long

education system with whole-time researchers. At present, coordinated and collaborated research projects are non-existing and not much significance has been attached to interdisciplinary approach. In fact, research beyond educational programme has rarely got any importance. As such, no body provides resources and facilities for such research effort. Even the results obtained from such studies have rare applicability. Therefore, findings of such studies mostly remain confined to research reports.

2. *Selection of Research Problem:* Most of the research studies are replicated and are of stereotype nature. In fact, research has not gone beyond the above listed five topics. Therefore, the selected topics do not cover problems being faced by people and development agencies. Since majority of the research studies are conducted by graduate students, they have little access to latest literature and remain inaccessible to policy-makers and practitioners. As there is little interaction with the concerned agencies, these studies are less realistic and are not need-based. Moreover, these studies help only the students to get a degree.
3. *Methodology Used:* Over a period of time, not much sophistication has been added to the research techniques. Majority of the studies are confined to use of sample survey technique. Research workers have not been adequately trained in instrument development and data collection. They use faulty instruments and collect non-reliable and poor quality data. The responses given by the respondents lack authenticity, quality, validity and genuineness. Respondents also do not fully cooperate and provide incomplete and non-reliable information. In fact, there is methodological inertia and stagnation in research.
4. *Research Results:* Results are rarely shared with concerned organizations. Even if presented, concerned organizations do not take these seriously. Most of the studies are storeotyped and are not based on field problems. These are insensitive to the current field problems and, thus, lack field applicability. Since most of the studies are conducted by students with limited resources, findings of these studies lack authenticity, reliability and quality.

As in other disciplines, there is a need for collaborative and coordinated research studies with the help of interdisciplinary research teams at the national level. Such nationally coordinated research studies will not only improve the quality of research but also contribute to theory-building and developing the discipline. Cross-cultural comparative studies would also help in improving the quality of research. There is also need for proper dissemination of research findings to improve the performance. Findings of these studies are neither documented systematically nor disseminated effectively among researchers, practitioners, policy-makers and planners.

#### *Projections for future Research*

It is important to decide the direction of research for future. Some of the suggestions are given below:

1. Developing self-study multi-media kits for different situations and different categories of people;

2. Educational strategy planning for different situations;
3. Encouraging research in dialogical and risk communication;
4. Developing multi-media campaigns;
5. Developing methods and techniques for life-long education;
6. Sustaining life-long education; and
7. Integrating projects between Extension Education, Distance Education and Continuing Education.

There is a need for a national institute or centre that would energize, catalyse and coordinate research in all the three disciplines. Such an institute could provide academic leadership to various institutes and agencies. There is need to add sophistication to the planning of information management. Information strategy planning for different situations, with the help of computers, is required. Information strategy planning focuses on the strategic business goals, identifies the key information needed to successfully direct the people and formulates future plans for information management. Future depends on management of information, because it is going to be the age of information technology. In fact, knowledge and education is going to be the basic need of the people in this century.

Attention has also not been paid for evaluation of the outcome of various communication approaches resulting in quick changes of approaches without caring for improving the existing approach. Not much research work has been done concerning testing of various theories and models of motivation. It is usually considered that motivation depends upon individual innovation and situational characteristics. The performance and satisfaction depends on the individual's compassion of his or her contributions and rewards with those of others in similar situations. There is a need to develop and test various models of non life-long education which can be applied under different situations.

The use of field experimental designs by communication researchers to study development problems moves research towards development programmes. It puts education in the role of development designer as well as that of research evaluator.

There is also a need to focus on interpersonal networks. Network analysis will tell us the exact nature as to from where opinion leaders obtained the message and, specifically, to whom each such opinion leader disseminated the message. Locating structural constraints to development is another important subject of enquiry. More specific questions must be asked about development or impediments to development. Instead of assuming general sequences that are good for modernization, we must investigate the possibility of different variations of those patterns. We must assess hard facts on the conditions that bring about desirable change in a given situation and develop some general principles.

### **Shifting Emphasis of Research**

Based on the foregoing discussion, the emphasis of research should shift as suggested below:

1. Shifting attention from end-users to decision-making process;

2. Emphasizing role of education in the structural change process;
3. Shifting attention from individual effects to institutional effects;
4. Laying greater emphasis on improving quality of people and products; and
5. Laying emphasis on specialized, energetic and computerized educational system rather than general stereo-type approach.

### *Making Use of Information Technology*

Revolutionary changes have occurred in the field of education. New technologies offer us an unprecedented opportunity to accelerate transfer of knowledge and to provide wider access to information. Wisely used, these can be powerful tools for realization of our goals. However, concerted efforts and considerable resources are required to make use of this technological revolution. We have to change training contents for preparing our educators to enable them to handle new information technologies.

Presently, professional educators produce messages for the audience. The audience remained powerless to respond directly to, or interact with, the message senders. By contrast, the most revolutionary feature of the new means of communication is that many of them are interactional, permitting each individual user to make or send images as well as receiving these from outside. Two-way cable video cassette, internet, e-mail, chatting, computers, cheap copiers and tape recorders, all place the means of communication into the hands of individual. Looking ahead, one can imagine a stage in which ordinary television will become interactive.

A greatly enlarged supply of learning aids, specially printed materials, radio and television internal websites, can spread the message more effectively, quickly and accurately. There is a need to pay more attention to create good educational software for both print and electronic media. Mass media need to do more in providing discussions and debate among varying groups, rather than reporting crop activities and presenting generalized packaged information, which encourages monological communication. Development and use of locally managed print media and local use of the small electronic media have great potential for dialogical communication. Market places and other popular meeting places can be used for creating successful teaching-learning situations. Traditional forms of folk entertainment can be employed as communication channels. The educational programmes should not only be concerned with teaching and securing adoption of a particular improved practice, but also be concerned with changing the outlook of the people and encouraging their initiatives in improving their work and homes. In fact, it has to be participatory education for self-development. Emphasis has to be laid on the whole family and specialized educational models. It is also essential to prepare self-study media kits for different situations and different categories of the families. Without an appropriate educational strategy, deliberately planned, organized and directed in a manner and form, popularly relevant to the existing environment and the desired change, very little in developmental terms is likely to be achieved.

Blending new educational techniques with traditional forms, rituals, festivals

and educational institutions, in terms of the norms and practices of those institutions, is important for encouraging local initiatives and utilizing local talents and resource.

### *Adoption of Multi-Media Approach*

To ensure that the media makes an effective contribution to promote dissemination of modern techniques of work and living, it is necessary to adopt what is called a multi-media approach. It means utilizing all the communication media plus the interpersonal communication channels available for designing an integrated educational programme. This approach saves the efforts, avoids wastage and provides stronger, more coherent and more convincing messages. A multi-media approach makes the most rational and economical use of all available communication resources so that each reinforces the other. Different media have strength and weakness. Although broadcast media may have the greatest frequency and reach among a particular audience, print materials can provide detailed information and can be kept in the home to be used when needed. Face-to-face interaction can provide personal reinforcement, which is not available through other media, and community networks can provide extensive and deep support. It is, therefore, important to carefully select elements from each of the media groups and then integrate them so that they multiply the importance of each other. The reach of broadcast messages combined with the detailed and relative performance of print, followed by training programmes, provide opportunities to reinforce complicated messages. Mass media, folk media, promotional media and associated or supporting media are the possible components of a multi-media programme. Correspondence course, audio cassettes, crop calendars, development supplements in vernacular newspapers, video films, posters, etc., if effectively prepared and properly used can form important components of multi-media campaigns. Mass media can play a significant role in creating awareness, convincing and prompting action. Folk media are very useful for developing faith in science and technology.

Promotional media give additional support to the campaign. They include such attractive and pleasure-producing devices as badges, tee-shirts, mementos, etc. Associated media are means of communication that are used in association with the other media. They include such materials as pamphlets, display charts, slides, flip charts, tapes and cassettes for use either by an individual alone or in the training camps and field days. Associated and supporting media materials might be distributed to the participants of training camps and on field days. The computers can play a very significant role in developing print and supporting media of high quality. While developing a multi-media programme for promoting adoption, it is important to know about the target groups. The message that is to be communicated to each group should be designed keeping in view their present level of knowledge and available resources. After studying target groups and finalizing messages, it is important to identify the media for the campaign along with role of each medium and the possible media approaches. A working plan should be prepared by the concerned department in consultation with the representatives of various media.

### *Need for Drastic Changes in Educational Programmes*

As already stated, present educational strategies of all the three educational programmes needs drastic changes. There is a need for an effective interaction between research, education and people with efficient organizational support. Educator has to be an action researcher while advocating new technologies to the people. Action research integrates theory and practice in a manner that has a profound effect on the way we view the world. From this perspective, the educator is not a mere transmitter of knowledge, but an action researcher. This professional research locates issues of relevance to his or her client with the people themselves participating in the research and in so doing, learning the ways of enquiry and interacting with the scientists to seek new technologies and information. As previous studies have confirmed, special attention needs to be paid to educated youth, specially in rural areas. Education and literacy are the prerequisites for adopting sophisticated technologies. Moreover, youth have high risk-taking capacity. It will also help in minimizing the inflow of rural migrants to cities. Many young people from rural areas have no idea of what to expect before they make their move to the cities. If they can have better opportunities in villages, many of them may like to stay back in the village. These youngsters will not only act as key communicators, but will also be active partners in the participatory research. In fact, success of rural enterprises, including farming for world market, will depend on active collaboration of research, educated people and Government from the decision-making stage to the final execution of the project. For success of any project finalized with and by the people, principles of access, participation and self-management need to be stressed to ensure an efficient mechanism for information seeking and feedback. We should study how communication can be effectively used to make the grass-roots level contribute to the decision-making process. Communication has to play an important part to make sure that the decision-making process is not faulty, or atleast contains some internal mechanism that can avoid or minimize the chance of disaster.

We should shift our attention from individual effects to institutional effects. There are very few efforts that look into the effects on institutions or on the social structure as a whole. Collective efforts and development of institutions are required for success of any development project. There is also a need to know what institutional changes take place in order to facilitate collective action.

### *Using Modern Communication Technologies*

There is also a need to use modern communication methods. The use of modern communication technologies to educate the people requires transformation of entire social structure. Adoption of modern technologies of communication and production involve manpower quality, work ethics, wages and incentives, management style, transportation, marketing, consumption, capital accumulation, credit and banking, etc. Unless effective institutions are developed to take care of these and other important functions, it will not be possible to absorb modern technologies in either communication or production. If we have to produce for

the world market, we have to modernize ourselves. This is the major task before the non-formal educational programmes. The concept of social marketing has not been utilized in communication process. The design, implementation and control of programmes seek to increase concepts of market segmentation, consumer research, idea configuration, communication, incentives and exchange theory to maximize target-group response. Marketing is a process of deciding what the best mix of product, price, place and promotion is. The definition of social marketing has been stretched in recent years to include not only the marketing of products, but also attempts to persuade people to adopt a behaviour or accept a socially beneficial idea.

### *Replacing Bureaucratic Approach by Problem-Solving Stance*

Failure of programmes may be due to many reasons, but one which has been largely overlooked is the disparity between the way Government bureaucracies operate and the requirements of development programmes which can mobilize the people, specially weaker sections of the society, for sustained, effective self-development. Too often overlooked is the reality that the response of the people to Government programmes is shaped by the way the services are administered, how accommodating or inflexible the services are, how satisfying or how humiliating their treatment is, how readily the people get access to services or how much more readily the influence can utilize them, whether Government staff adopts problem-solving stance or the conventional bureaucratic one, how attuned staff are to the actual conditions and needs of the people, and whether these staff deal with them as responsible adults or as basically ignorant and irresponsible adults. If we want to achieve equitable, self-sustaining improvements in the conditions and capacities of the majority, then we must find ways to make long-term commitments which are necessary to achieve the institutional change in bureaucracies, which are very basic to the outcome.

### SUMMING UP

In future, our emphasis will not only be on quantity but quality also. Quality is the most potent weapon to face the fierce competition and it needs to be nurtured through the right attitude and quality culture. In the twenty-first century, doing things right or quality would not only be a plus point, it would be an essential requirement for survival. Traditionally, quality means conforming to specifications and standards. But in this changed scenario, due to WTO, quality also means productivity, competitive costs, timely delivery and total consumer satisfaction. Unless a man feels the desire to have more material wealth, he cannot be expected to have much interest in new techniques. A powerful and innovative communication programme can play a significant role in motivating masses for adoption of new technology to produce more and of high quality too. Communication and education are the primary tools for conscientizing the people towards organizing themselves to take actions necessary for their emancipation and development. Knowledge can prepare the people to discover their strengths and weaknesses and their potential role in the process of change and

development. Communication is the tool in the hands of educators to bring desirable changes in the knowledge, attitude and skills of the people through information, helping them to help themselves through active participation. There is a very strong correlation between the socio-economic health of a nation and the learning health of its citizens. An appropriate communication strategy based on multi-media approach, deliberately planned, organized and directed in a manner and form which are popularly relevant to the changing environment and the desired change will be essential for the success of all the life-long learning programmes.

# **MEDIA FOR DEMOCRACY\***

**Bibhuti Bhusan Mohanty**

## CONCEPT OF COMMUNICATION

Communication has various connotations—process, message, media, etc. The relationship between media and communication is synergic. Communication, as a message, flows through media.

*Many Voices, One World*, the report by the International Commission for the Study of Communication Problems, constituted by UNESCO in 1997, and headed by Sean McBride, states in its opening paragraph as follows:

"Communication maintains and animates life. It is also the motor and expression of social activity and civilisation; it leads people and peoples from instinct to inspiration, through a variegated process and systems of enquiry, command and control; it creates a common pool of ideas, strengthens the feeling of togetherness through exchange of messages and translates thought into action, reflecting every emotion and need from the humblest tasks of human survival to supreme manifestations of creativity — or destruction. Communication integrates knowledge, organisation and power, and runs as a thread linking the earliest memory of the man to his noblest aspirations through constant striving for a better life. As the world has advanced, the task of communication has become ever more complex and subtle — to contribute to the liberation of mankind from want, oppression and fear and to unite it in community and communion, solidarity and understanding. However, unless some basic structural changes are introduced, the potential benefits of technological and communication development will hardly be put at the disposal of the majority of mankind."

### *Functions of Communication*

The main functions of communication, considered in its broadest sense in any social system, are information, socialisation, motivation, debate and discussion, education, culture promotion, entertainment and integration. Communication has also become an essential need for collective entities and communities. There is another phenomenon whose importance is rapidly increasing. Communication has become a vital need for communities and collective entities. It would be difficult for societies as a whole to survive today, if they are not properly informed about political affairs, local and international events, weather conditions, etc. In short, communication functions are linked to all people's needs, both material and non-material.

### *A Political Dimension*

Communication has also a strong political dimensions; and politics has an

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indissoluble relationship with communication. Two distinct, yet related questions are to be considered. How much, and in what ways does politics influence communication? And how much and in what ways can communication influence politics? The relationship between communication and power, and between communication and freedom are to be interpreted in many ways. Freedom of expression and freedom for thoughts and opinions, being the important features of democracy, gave rise to diffusion of information — of facts and of news about current events — with development of press. Freedom of information implies the citizen's right to information — the right to be kept informed of whatever might affect his daily life, help him to take decisions and contribute to his thinking. The scope of this right to information became wider as new techniques gave improved access to information on nationwide and worldwide scales. Thus, the problems of communication, presented as freedom of press, freedom of information and right to information, have become more and more political, economic and social in character.

As mentioned in *Many Voices, One World*, "The freedom to ask, moreover, on what grounds a claim for freedom is being made. The freedom of a citizen or social groups to have access to communication, both as recipients and contributors, cannot be compared to the freedom of an investor to derive profit from the media. One protects a fundamental human right, the other permits commercialisation of a social need. Yet, when all these reservations are made, the principle of freedom of expression is one that admits of no exceptions, and that is applicable to people all over the world by virtue of their human dignity. This freedom is one of the democracy's most precious acquisitions, frequently secured through arduous struggles with political and economic powers and authorities and at the cost of heavy sacrifice, even of life itself, and is at the same time a vital safeguard of democracy."

#### *Democracy — Its Role in Society*

It is widely assumed that media plays an important role in creating and sustaining a democracy. The media must be relied upon, if a democratic government system is wanted. Media and democracy have become interwoven in the minds of political and media theorists almost everywhere. It is also well known that the benefits of democracy have been questioned through the ages — from the days of ancient Greece and Plato. The assumption that democracy is good, is not self-evident.

Development of civil society, democracy and media are inextricably linked. Democracy, after all, has been regarded as constituting first, legal guarantees of citizens to participate in the formulation of policies. Democracy also means institutionalisation of specific political freedoms, including freedom of speech, association of judicial rights, as well representative control over the executive and the bureaucracy. Political parties, parliaments and elections are the formal structures of democracy, and they have not in themselves necessarily guaranteed anything, particularly in many of the *State dominated regimes of southeast Asia*. In such a scenario of democracy, the status of civil society and the role of media would appear to be a good barometer for democracy in any society.

### *Mass Communication*

Mass communication is not simply a synonym for communication by means of mass media, such as radio, television or any other modern technique. Although modern technology is essential to the process, its presence does not always signify mass communication. Mass communication is a special kind of communication. It has distinctive operative conditions, primary among which are the nature of the audience, of the communication experience, and of the communicator. Mass communication is directed towards a relatively large, heterogeneous and anonymous audience. Messages directed at specific individuals are not regarded as mass communication. Mass communication is characterised as public, rapid and transient. Mass communication is organised communication. The communicator in mass media operates through a complex organisation that may involve great expense.

Hyman, Hovland and Merton have illustrated many sociological factors through their work. The social groups to which each member of audience belongs will influence his chances of being exposed to any media campaign, his perception and interpretation of the content, and its impacts upon him. The social context sets limits also to the range of behaviour any message can produce. In short, mass communication functions within the larger sociological perspective of the cultural, social organisation and human groups.

Human groups, according to sociologists, are primary groups, which consist of people in face-to-face relationship. Each group has a plurality of persons who interact with one another in a given context more than they interact with anyone else. People in face-to-face relationship communicate with each other with a certain degree of openness. In such a situation, the individual members play an important role in keeping communication going. And such individual enjoys certain rights in the field of communication. These rights are: Right to Learn, Right to Know, Right to Impart, Right to Discuss and Right to Privacy.

### *Education — A Fundamental Right*

Learning is an essential component of education. It is the process through which education takes place. Therefore, Right to Education is coterminous with Right to Learn.

The opening lines of the Preamble of the Universal Declaration on Human Rights read that "recognition of the inherent dignity and of the inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world". The preamble also reflects that "the peoples of the United Nations have in this charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women, and have determined to promote social progress and better standards of life in larger freedom".

### *Human Dignity*

There are two basic meanings of the concepts of human rights. One is that the inherent and inalienable rights are due to man, because he is man. These are the

moral rights which flow from the humanness of every man, woman and child, and these rights go to ensure the dignity of human beings. The other meaning of human rights is contained in the legal right, formulated and "established according to the law-creating process of societies, both national and international".

The rights proclaimed in the Universal Declaration can be broadly divided into two kinds—one dealing with civil and political rights and the other governing economic, social and cultural rights. The civil and political rights are "the right to life, liberty, security of person, freedom from torture and slavery; political participation; right to property, marriage and the fundamental freedoms of opinion, expression, thought, conscience and religion; and freedom of association and assembly". The economic, social and cultural rights relate to work, a reasonable standard of living, education and freedom of cultural life. The Universal Declaration of Human Rights has 30 articles, and its first 21 correspond, for the most part, to what are called civil and political rights, as mentioned above, relating to the individual's freedom and physical security. Let us have a look at the first article of the Declaration, which reads as follows:

"All the human beings are born free and equal in dignity and right. They are endowed with reason and conscience and should act towards one another in a spirit of Brotherhood".

It expresses the universality of rights in terms of the equality of human dignity. The second article, reproduced below, reflects the entitlements of all persons to the rights set out in the Declaration:

"Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of any country or territory to which a person belongs, whether it be independent, trust, non-self governing or under any other limitation of sovereignty".

Article 19 of the Universal Declaration of Human Rights states: "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media regardless of frontiers". Therefore, the right to information and freedom of expression are the cornerstones of any functioning democracy.

Democracy is meaningless without development. Development approaches in many Third World countries appear to be biased towards people who are not poor and who might be described as progressive. This has led to emergence of 'alternative' or 'appropriate' systems of communication which enhance people's power in the development process. Development should, therefore, be seen in terms of quantitative and qualitative growth of both economy, social infrastructure and the people. Julius Nyerere (1974) argued that there would not be development if various infrastructures or increased agricultural output did not lead to the development of the people. Similarly, highly developed and complex communication systems should not be seen

as development, if they do not lead to people's advancement. This can be only effectively achieved through people's 'power' over communication systems. Power means ability to determine one's own destiny. It means control over the decision-making process concerning different aspects of people's lives. In the communication process, power is the ability to make decisions on what to communicate. The emphasis is on the people's ability to make decisions on individual and social development. Lovett (1983) perceived mass media as bureaucratic and centralised, and that the involvement of the people would increase the likelihood of giving people more power.

According to Margaret M. C. Machila (1988), "Over-emphasis on electronic and print media may concentrate the benefits of change in the hands of a relatively small number of people. Communication systems also seem to concentrate efforts on more easily accessible and receptive individuals and communities, ignoring the people at organisational/institutional levels. As a result, most institutions end up prescribing what people need and consequently deal with irrelevant problems. In that context, communication systems only respond to the needs of the small part of the community and not the real target groups in the community."

A whole half-a-century has now passed since Marshall McLuhan first described the world as a 'Global village', and the most influential school of development theory, called the world-system theory, views the world as a single social system. Such theories, concentrating exclusively on political economy in its macro-structural aspects do not tell us anything about the social and cultural transformations. Culture means whole ways of life, complexes and values, ranging from the 'Great Traditions', the major world religions: Islam, Hinduism, Christianity, Buddhism, Confucianism, Taoism; to the innumerable 'little' traditions of ethnic minorities and the intimate 'sub-cultural' networks of family and neighbourhood. Imperialism also created new kind of institutions, from plantations to political parties, and introduced new ideas, from Christianity to socialism.

### *Global Information Society*

The current debate on global information society raises the related vital issues of control, content, consumers and cost. Communication, like development, should be need-oriented, self-reliant, and based on autonomous technical capacity. If so, who controls the media in the modern world? What are the sources of the messages they transmit? What are the directions of the information flow? Are the 'producers' of the message also its 'consumers'? Do not the scale, the capability and the sophisticated technology of today's mass media mean that mass communication is a privilege to be enjoyed only by the rich countries? Does it imply another new form of domination? What chances do the developing countries have of restoring the balance of information and communication on a global scale? These vitally important questions bother all of us, particularly with reference to the North-South imbalance in information and communication.

How can the Third World countries take urgent steps to improve communication among themselves? These countries continue to 'consume' world information as it is conceived in the main by the developed countries. As Ridha Nagar, a Tunisian

journalist and sociologist put it: "This information tends to maintain the people of the Third World in a state of alienation. It also keeps the peoples of the Western countries in a dangerous state of ignorance regarding the realities of the Third world countries, lulling with the complacent assumption that Western industry, technology and culture, in short Western civilisation as a whole, are superior."

Equally urgent are the issues relating to disparities in communication facilities within the Third World itself. Although there is a steady growth of the chief communication channels and media all over the world in many Third World countries, this growth has failed to keep pace with increase in population, so that the provision for backward regions is on the decline.

### *Convergence*

The Chairman of the International Programme for Development of Communication (IPDC), UNESCO, has drawn a few important conclusions from the proposals submitted to it. These are as follows:

1. Interaction between media and civil society is an on-going dynamic process in many developing countries.
2. New technologies can enhance and facilitate this process, if and when they are being used in a cost-effective and economic way.
3. New waves of technology, especially digitalization and compression, can be new binders on media and civil society.
4. Independent and responsible media that want to serve civil society cannot be left to the market forces alone. They need on-going support and encouragement.

Since Independence, the biggest thing to happen in India is Information Technology. It is the one area in which we are truly world class and we can take an extraordinary pride. It is a home-grown success.

The Information Technology Act, 2000, is there, and waiting to become the law of the land. It is a comprehensive Act incorporating, among other things, *e-commerce*, *e-governance*, broadband and computer resources. The *mantra* of the 21<sup>st</sup> century is 'convergence', so that computer, telecommunication and television, all converge into one.

### *Major Themes*

The International Conference on Media for Democracy focuses on two major themes: the role of decision-makers in providing an enabling environment for free media, and taking advantage of media convergence for the benefit of the public. As mentioned elsewhere in this paper, people's power means the ability to determine one's own destiny, which means control over decision-making process concerning different aspects of people's lives. According to the policy document on India's National Adult Education Programme (NAEP), "A critical role can be played in the context by the mass media—films, TV, radio, newspapers, publicity, posters, etc. This would require an ingenuous and coordinated effort, in which official and non-official media have to converge to serve the objectives of the programme." The NAEP

policy document was prepared in 1978. In 2001, we see a totally different scenario, in which telecommunication, television, radio, computer and Internet are merged into a new user-friendly technology. In this context, can we treat the media as a neutral one? Today's media, before attempting to promote democracy, has to ask itself a question: Who controls it and for what purpose? As the political scientist and communicator Harold Lasswell had said many years ago: "Who says what, to whom, for what purpose, under what circumstances, in what channels, and with what effect."

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# TECHNOLOGICAL EMPOWERMENT OF FARM WOMEN IN UDAIPUR DISTRICT

Dhriti Solanki, S.L. Intodia and P.K. Dashora

## STUDY ON THE THEME

Since time immemorial, women have played a pivotal role in agriculture. An overwhelming majority of women in India are associated directly or indirectly with agriculture production, processing and distribution. The increasing role of women in agriculture and food security confirmed that they need to be empowered to undertake their task effectively. Keeping this in view, a pilot project on "Women in Agriculture" under Central Sector Scheme was sponsored by the Directorate of Extension, Ministry of Agriculture, Government of India, in 1993-94 in one district each of seven selected states of the country, viz., Rajasthan, Haryana, Punjab, Himachal Pradesh, Uttar Pradesh, Maharashtra and Kerala.

One of the specific objectives of the scheme was to equip women with the latest agricultural know-how by providing a package of technical training in agriculture and allied areas to enable them to adopt improved technologies for increasing agriculture production. To know the extent to which the scheme has been able to improve women's knowledge in agricultural aspects and has motivated them to adopt improved agricultural practices, the knowledge and adoption level of the beneficiaries about improved crop-production technology with special reference to wheat cultivation was judged and compared with that of the non-beneficiaries.

## Methodology

### *Sample*

The study was conducted in Udaipur district of Rajasthan state. Under T&V extension system, the Udaipur district is divided into three Agriculture Sub-divisions, viz. Badgaon, Girwa and Salumbar. All the three agriculture Sub-divisions, where the scheme is in implementation, were included in the study. From each Sub-division two Panchayat Samities and from each Panchayat Samiti four villages (two beneficiary and two non-beneficiary) were selected on random basis. From each village, 10 farm women were identified randomly. Thus, there were in all six Panchayat Samities, 24 villages and 240 farm women (120 beneficiaries and 120 non-beneficiaries) as the sample of the study.

### *Scale of Assessment*

The knowledge and adoption level of the respondents was assessed with respect to wheat production technology, as it is the major *Rabi* cereal crop of the study area and was intensively covered in the training programmes under the scheme. Nine improved practices have been identified. For this purpose, a reliable (test-retest reliability 0.74 for knowledge and 0.81 for adoption) and valid (content and construct validity) knowledge and adoption scale was developed. The

observations so collected were suitably analysed. On the basis of men-percent score, the respondents were distributed into five categories of knowledge and adoption, viz., very poor (0-20), poor (20-40), good (40-60), very good (60-80) and excellent (80-100).

#### FINDINGS AND DISCUSSION

##### *Component-wise Knowledge Difference Between Beneficiaries and Non-Beneficiaries*

There was significant difference between beneficiaries and non-beneficiaries with respect to knowledge regarding improved wheat cultivation practices. The beneficiaries had higher MPS of knowledge (48.19) as compared to the non-beneficiaries (23.20 MPS). Distribution of the respondents in various knowledge categories highlights that all the non-beneficiaries had either poor or very poor knowledge as compared to only 52 per cent beneficiaries in this category. It was found that none of the non-beneficiary exhibited good knowledge, whereas 45 per cent beneficiaries did fall in this category. Few beneficiaries, viz., 30 per cent, were in the category of very good knowledge.

Component-wise knowledge of the respondents highlights that the beneficiaries scored highest in the component "improved agricultural implements" with MPS 95.10, as against only 31 per cent in case of non-beneficiaries, thus reflecting a knowledge gap of 64 per cent between both the categories of the respondents. Similarly, wide knowledge gap was observed in the component "harvesting and storage" in which the knowledge of the beneficiaries was two times higher than that of the non-beneficiaries. More than 30 per cent knowledge gap was observed between beneficiaries and non-beneficiaries with respect to soil treatment measures. Likewise, in the component "manure and fertilizer", the knowledge score of beneficiary women was 31.36 per cent higher than the non-beneficiaries. It was found that though beneficiaries possessed poor knowledge about "improved seed, seed rate and seed treatment" but their knowledge was relatively better (20.01 MPS) than the non-beneficiaries (12.18 MPS). It was recorded that inspite of coverage of "plant protection" aspect in the trainings, women were not able to acquire adequate knowledge about control of insects in wheat crop as they exhibited very poor knowledge in this aspect with only 9.5 per cent mean score. It was discouraging to note that not a single respondent has any idea about chemical weed control method.

##### *Areas Where Women Beneficiaries Lacked Knowledge*

Indepth assessment of knowledge of the respondents in different components highlighted that following were the areas in which knowledge of the beneficiary women was still lacking:

1. Seed treatment with insecticide, fungicide and culture;
2. Treatment of saline soil;
3. Use of recommended dose of nitrogenous and phosphatic fertilizers;

4. Chemical weed control;
5. Insect pest control;
6. Critical stages of irrigation in wheat;
7. Use of recommended dose of celphose; and
8. Use of anti-coagulant for rat control.

#### *Adoption of Improved Wheat Cultivation Practices by the Wheat Growers*

Results of the study reveal that adoption level of the beneficiaries (54.88 MPS), was significantly higher than the non-beneficiaries (28.38 MPS). Distribution of the respondents in various categories showed that majority of the beneficiaries (96.24 per cent) were in the category of good or very good adoption as compared to only 14.17 per cent non-beneficiaries in this category. The number of non-beneficiaries (75.83 per cent) in poor or very poor adoption category was considerably higher than the beneficiaries (11.93 per cent).

Component-wise adoption pattern of wheat cultivators indicated that both beneficiaries as well as non-beneficiaries scored highest in irrigation management (92.00 and 70.50 MPS respectively), reflecting thereby that they were following the correct irrigation schedule as per the recommendation. It was found that though majority of the respondents in both the categories were unaware of the critical stages of irrigation in wheat, however, they were following the correct irrigation schedule. On enquiring from the women respondents, it was found that though actual operation of irrigation application was done by them, however, the time and stage of irrigation was generally decided by the men.

With respect to "improved seed, rate and seed treatment", the MPS of beneficiaries (58.80) was two-and-a-half times higher than the non-beneficiaries (23.00). It was encouraging to note that around 94 per cent beneficiaries were using improved varieties of wheat, viz : Lok-1 and RAJ-3077 as against only 47 per cent non-beneficiaries. Likewise, majority of the beneficiaries (90 per cent) were using recommended seed rate, whereas in case of non-beneficiaries around half of the respondents reported that they use 150-175 kg seed per hectare against the recommendation of 100-120 kg/hectare. Both the categories of the respondents were not following the recommended seed treatment measures in wheat.

Both the categories of the respondents, in general, were following recommendations with respect to manure and fertilizer application. However, adoption score of the beneficiaries was 18.17 per cent higher than the non-beneficiaries. Similarly, a wide gap in adoption score was observed towards "plant protection measures" in which the adoption score of the beneficiaries (41.00 MPS) was nine times higher than the non-beneficiaries (4.75 MPS).

In-depth assessment of the practices revealed that through 97 per cent beneficiaries were applying urea as a nitrogenous fertilizer, but majority (67 per

cent) were using 125-150 kg urea against the recommended dose of 200-250 kg per hectare. Similarly, use of phosphatic fertilizer was common among beneficiaries (91 per cent) yet, most of them (76.67 per cent) were using under dose. The percentage of non-beneficiaries using the nitrogenous and phosphatic fertiliser was only 58 and 27.33 respectively. It was observed that inspite of their poor knowledge regarding plant protection measures, around 46 per cent beneficiaries were using insecticides as per recommendation for control of insects in the crop. The women reported that they use to consult Agriculture Supervisor for getting guidance in this regard.

It was also observed that though use of chemical weed control method among the beneficiaries (26.50 MPS) was not so common. However, it was really encouraging to note that out of 120 beneficiary women, 30 women had started use of herbicides for weed control in wheat. Regarding use of improved agricultural implements, it was found that beneficiaries have adopted serrated sickle (40.83 per cent), rack (63.33 per cent) and pora (85.00 per cent). However, they were not using other implements, viz., maize sheller and drip irrigation devices, mainly due to high cost involved in purchasing these implements.

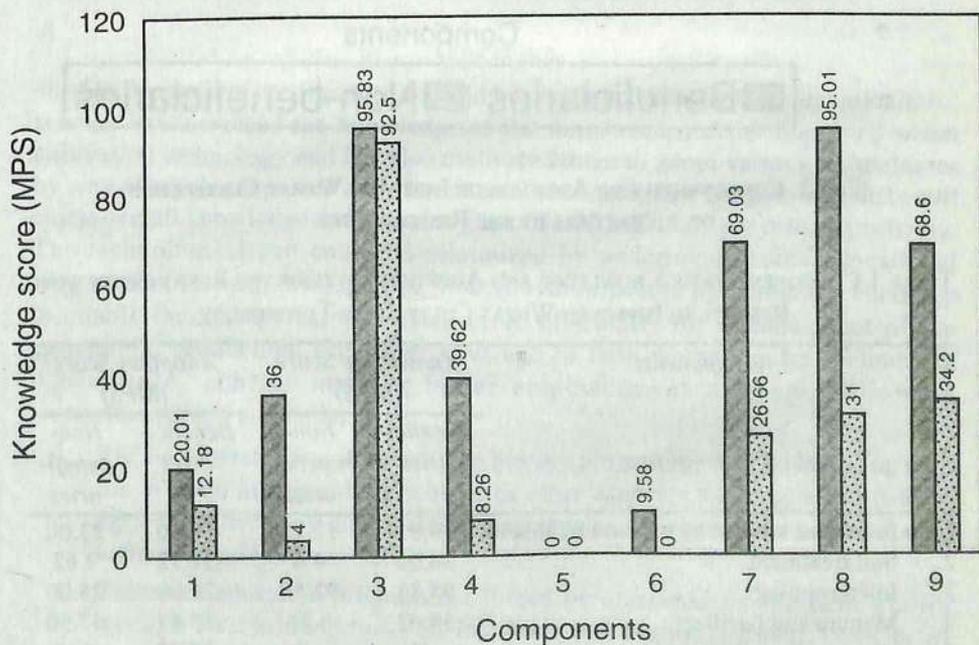


FIG. 1 COMPONENT-WISE KNOWLEDGE OF IMPROVED WHEAT CULTIVATION PRACTICES BY THE RESPONDENTS

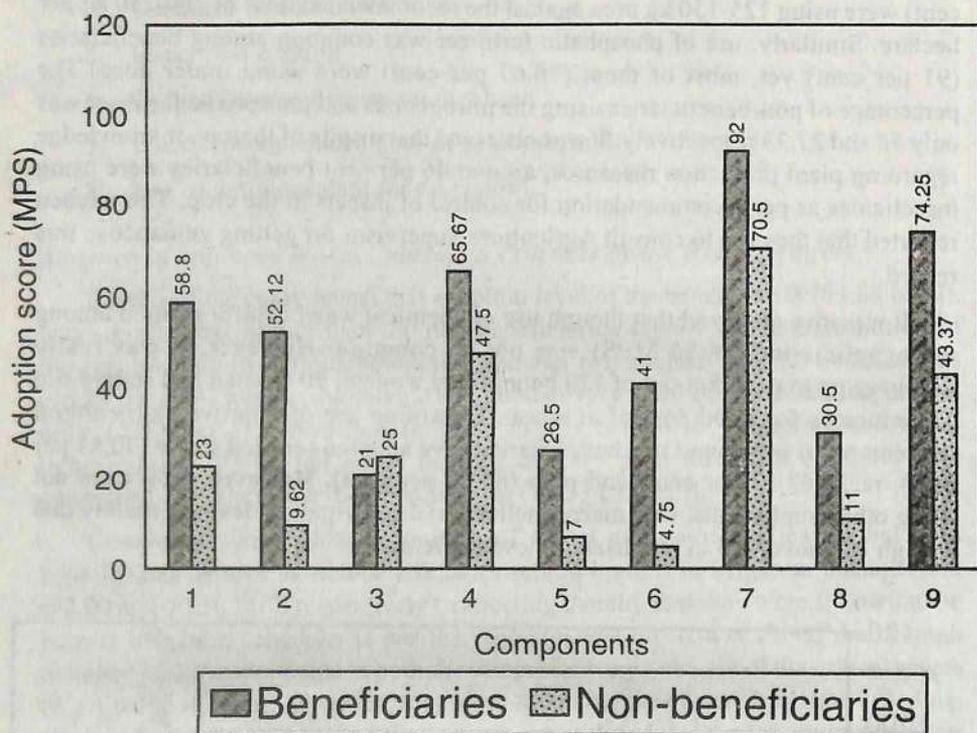


FIG. 2. COMPONENTS-WISE ADOPTION OF IMPROVED WHEAT CULTIVATION PRACTICES BY THE RESPONDENTS

TABLE 1 COMPONENTS-WISE KNOWLEDGE AND ADOPTION LEVEL OF THE RESPONDENTS WITH RESPECT TO IMPROVED WHEAT CULTIVATION TECHNOLOGY

Sl. No.	Components	Knowledge Score (MPS)		Adoption Score (MPS)	
		Beneficiaries	Non-beneficiaries	Beneficiaries	Non-beneficiaries
1.	Improved seed, seed rate and treatment	20.01	12.18	58.80	23.00
2.	Soil treatment	36.00	4.0	52.12	9.62
3.	Intercropping	95.83	92.50	21.00	25.00
4.	Manure and fertilizer	39.62	8.26	65.67	47.50
5.	Chemical weed control	nil	nil	26.50	7.00
6.	Plant protection	9.58	nil	41.00	4.75
7.	Irrigation management	69.03	26.66	92.00	70.50
8.	Improved agricultural implements	95.01	31.00	30.50	11.00
9.	Harvesting and storage	68.60	34.20	74.25	43.37
10.	Pooling	49.18	23.20	51.31	26.86

### *Areas of Commensality Between Beneficiaries and Non-Beneficiaries*

The data related to "harvesting and storage" reveal that even the non-beneficiaries were following some of the recommendations. However, the adoption level of beneficiaries (74.26 MPS) was considerably higher than the non-beneficiaries (43.37 MPS). Around 40 per cent beneficiaries reported that they were using metal bins for storage purpose (which was both moisture and redont proof). In case of non-beneficiaries, only 10 per cent women were using the metal bins. Regarding the use of fumigants, 65 per cent beneficiaries were using EDB ampoule and practically all women knew about the correct dose and method of using the EDB ampoule. In case of non-beneficiaries only 10 women out of 120 were using it. Around 15 per cent beneficiaries and 45.83 per cent non-beneficiaries were using celphose for safe storage of food grains. However, they were using overdose of its, viz. 1-2 tablets per quintal against the recommendation of 2-3 tablets per tonne.

Though both the categories of the respondents (80.0 and 53.34 per cent beneficiaries and non-beneficiaries) were using zinc phosphide as a single dose poison for rat control, however, majority of the non-beneficiaries, on account of lack of knowledge, were not following the correct method of preparing the poison bait.

### CONCLUSION

On the basis of the findings, it could be concluded that "women in agriculture" scheme has increased the knowledge of the farm women about improved wheat cultivation technology and has also motivated them to adopt various technologies by way of regular exposure of different extension activities. Despite that, there still exists overall knowledge and adoption gap of 51.81 and 48.69 per cent respectively. The technological gap could be minimized by undertaking some educational programmes for empowering farm women with respect to agricultural technology to enable them to perform the task more efficiently for enhancement of the agricultural production. For wider coverage of farm women under "Women in Agriculture" scheme and for better empowerment of them, following recommendations are made:

1. The neo-literate farm women of the literacy programme may be linked up with the Women in Agriculture scheme or other agencies working in the field of agriculture for providing them an opportunity for continuous acquisition of technical knowhow.
2. Technical education programmes should be organized for the farm women through Extension Education Institutes and National Level Transfer of Technology Centres (TTCs).
3. For exposure of farm women to new technologies and to make the farm inputs available, regular visits of farm women should be organized at the newly established ICAR sponsored Agricultural Technology Information Centres (ATIC) under NATP and the agricultural universities as well.

4. Exposure visits of farm women attached to Women in Agriculture scheme and Adult Education Programme should be organised at KVKs, Agricultural Research Stations and state and national level Krishi Vigyan Mela's organised by various agencies.
5. Specialised training—covering aspects like vermiculture, compost making, speed treatment techniques, scientific storage of foodgrains, etc.—should be organised for the farm women.
6. To promote better interaction between farm women and agricultural scientists, Farm Women-Scientists Interface should be organised at appropriate levels.

# NON-FORMAL EDUCATION FOR SOCIAL DEVELOPMENT : THE ISSUE OF MANAGEMENT IN NIGERIA

B.O. OGOROR

## INTRODUCTION

The inception of non-formal education in human society is as old as the existence of man on earth. The early man exploited the resources of his environment, adapted to nature and coped with his hostile physical and social environments by means of non-formal education.

In the Nigerian traditional society, knowledge, attitude, values and skills were transmitted from generation to generation by means of oral literature, imitation, incidental learning and precarious experience. The old empires of Benin, Oyo, Ife, etc., were very extensive and famous. Also, they were noted for crafts, such as wood carving, iron smelting, bronze casting, weaving, etc., though there was no known record of the existence of formal education in these places. Before the inception of formal education in 1842, forefathers of Nigerians procured tools for farming, hunting and fishing. They provided shelter for themselves and continued to reproduce themselves by curing ailments with the knowledge of herbs.

Today, non-formal education exists side by side with formal education in the Nigerian educational system. The formal educational sector attracts government attention, public interest and finance, while the non-formal educational sector, though has much patronage, is accorded a much lower status. The Nigerian government lays much emphasis on formal education; hence introduction of programmes which made formal education compulsory to children of school age to the junior secondary school level. However, it has been observed that majority of the secondary school graduates do not proceed for higher education and are forced into the labour market without the capability to fit into the world of work. The inability of the secondary school products to gain useful employment tend to make many of them exhibit anti-social behaviour towards society. In an attempt to retrain the pool of such unemployed products for useful living, government and non-government organizations have, at various times, set up different programmes.

The purpose of this article is to discuss the contribution of non-formal education to social development, examine management of government established non-formal education agencies and propose strategies for management of non-formal education programmes to enhance social development in Nigeria.

## CONCEPTS OF NON-FORMAL EDUCATION AND SOCIAL DEVELOPMENT

The National Policy on Education (1981) of Nigeria states that non-formal education consists of functional literacy, remedial continuing, vocational, aesthetic, cultural and civic education for youths and adults outside the formal schools systems. Alaezi (1988) differentiated between informal and non-formal education, stating that

informal education relates to the needs and aspirations of the individual and the community. Therefore, it is the knowledge acquired to deal with real-life situations. On the other hand, non-formal education is geared towards acquiring certain skills through training.

For the purpose of this article, the term 'non-formal education' would be used to comprise functional literacy, remedial, continuing, esthetic, cultural and civic education for youths and adults outside the formal school system as well as activities aimed at eradicating illiteracy and develop qualities for good citizenship.

Blaug (1972) observed that the World Literacy Programme launched at UNESCO, stipulated that non-formal education should be provided to people, who are 15 years and 29 years of age. However, Nigerian National Policy on Education stated that the programme should be made available for all classes of workers on a continuous basis. Thus, the recipients of non-formal education are adult learners.

The agencies which impart non-formal education in Nigeria include individuals as well as the Directorate for Food, Road and Rural Infrastructure (DFRRI), Agency for Adult and Non-formal Education (ANFC), National Directorate for Employment, youth clubs, Better Life for Rural Women Programmes, MAMSER, Apprenticeship training schemes, Man O' War, NEDLA, etc., and various organisations which deal with manufacturing, commerce, and rendering services.

Non-formal education is acquired routinely and unconsciously through imitation, instruction, observation, precarious experience and inspiration from peers, fellow workers or participation in work environment (Harbison, 1973).

Dudely (1969) sees "development" as normative. A concept that deals with changes in the direction. To U Thant, growth and change were prerequisites of development. Though there can be growth without development, an increase in a country's GNP is indicative of growth but not necessarily development. However, Anyanwu (1989) defined "development" as a process whereby the economy, social and cultural conditions of people or community are improved to enable them contribute fully to self and national progress. The salient factors in development are:

1. Improvement in the people's level of living;
2. Exhibition of initiative and creativity; and
3. Expressed tendency of self-help and effective self-growth in the citizenry.

Awolowo (1972) listed the indices of development comprising: provision of education, health and adequate food for an entire population as well as the ability to raise the standard of living of the masses above subsistence level. The emphasis is on a change within the economy, such that there is shift in the distribution of labour from primary to secondary and tertiary categories.

Other indices of development are: reduction in unemployment rate, reduction of inequality in society, reduction in the rate of poverty, freedom of speech, increase in the percentage of educated citizens, and freedom from colonial rule. Others are economic growth, modernisation, material advancement, industrialisation, growth of

scientific and technological process, urbanisation, socio-cultural transformation, vertical and horizontal mobility, mental, psychological, physical institutional and organisational innovations, etc. (Aghenta, 1985 and Dudley 1969). In addition, Lewis *et al* (1965), observed that there can be no development unless peace, justice and security are also guaranteed in a nation.

Various authors have differentiated between political development, economic development, cultural development and social development (1984). However, it would be observed that the various listed aspects of development are not water-tight compartments, as economic development, political development and cultural development are likely to bring about social development in a nation. For example, a change in the government of a nation from authoritarian to democratic could be termed political development. The democratic principles introduced into such a nation could instil the feeling of belongingness in workers. This could be an encouragement for them to put in their best in their work environment — this is economic development. The change in workers attitude and values to work, is cultural development. All the above listed changes could result in progressive changes in man's interaction with man and the overall benefits of the society — this is social development.

In view of the foregoing discourse, for the purpose of this article, 'social development' would refer to the progressive changes in the lifestyle of Nigerians.

#### CONTRIBUTION OF NON-FORMAL EDUCATION TO SOCIAL DEVELOPMENT

Non-formal education performs following functions in a society:

1. It provides numeracy and literacy to citizens who were not opportuned to be in the formal system or those who dropped out before completion;
2. It provides a wide range of learning services for unskilled and semi-skilled workers;
3. It serves as extension of the skills and knowledge acquired from the formal school system;
4. It tends to correct the distortions which arise from the formal school systems;
5. It fills the gap created by the former school system;
6. It is a means of socialisation and preservation of the traditional culture; and
7. It provides opportunity for innovation.

#### *Mass Literacy and Social Development*

Government organs, such as MAMSER, National Women Commission, Better Life Programme, Agency for Adult and Non-formal Education, etc., have been involved in various mass literacy programmes for Nigerian citizens. The benefits derived by a nation from mass literacy cannot be over emphasised.

Rudimentary literacy and numeracy could enable a person to be able to read street signs and posters and even to read a letter. Also, on completion of a non-formal education course, the recipient could calculate, read and write his transaction

irrespective of the nature of work. In addition, communicative skills acquired by the product of non-formal education and the productivity level of the people, who work with them, could be increased. This is because such clients would be more receptive and willing to utilise the information passed on to them.

Also, rudimentary literacy could enable recipients to become broad minded when compared to illiterates. With this, social customs and practices, such as maltreatment and ostracisation of widows could be eradicated (Delta state, 1991, Dudley 1969). Moreover, basic literacy could make parents become more receptive to formal education. This gesture could guarantee attainment of the objectives of the Universal Primary Education Scheme. In addition, the benefit of rudimentary literacy, which could be acquired through non-formal education, accrue to both the individual and the society. However, it could be argued that the society is the overall beneficiary of non-formal education programme. This is because literate citizens would be more orderly, rational, and disciplined which are the indices of social development in a nation.

Rudimentary literacy could also have great impact on the citizens and the nation in the area of health. Information on health-care passed on through non-formal education organs, such as the mass media, MAMSER, Better Life Programmes, etc., could greatly improve the health of the masses. Through these media, mothers are likely to become aware of basic rules of antenatal care and infant mortality. Schemes like Prevention of Oral Dehydration, immunisation against communicable diseases, family planning, etc., have been successfully implemented through this media. Also, mothers, who are opportuned to receive non-formal education on health care are in a position to maintain clean and hygienic environment than their counterparts, who have not been exposed to such education. The ability of citizens to maintain clean environment has great impact on the overall health of the citizens. There would be a reduction in infant and adult mortality, and less money would be spent on health at the individual and national levels. Also, it is likely to contribute to maintenance of a strong, virile and happy citizenry.

Also, an enlightened citizenry would be more disposed towards reception of ideas about balanced diet. These groups of people could be more ready to dispose of old practices of preparing food and accept new methods as well as new and better menu. In addition, there have been enlightenment health education campaigns by various non-formal education organs, in respect of how to make water safe for drinking, prevention of diseases, such as guinea worm, river blindness, malaria, etc. Also, people are instructed on how to take proper care of health facilities, such as latrines, and public waste disposal units.

Education on family planning is another aspect of non-formal education that has been imparted to citizens. Health clinics have family planning units. Here, mothers are told the advantages of a small family as compared to a large family. Such education could lead to control of the nation's population which is of immense advantage to the nation. Public facilities, such as hospitals, school, etc., would not be over-stretched if the increase in population is controlled. The feeling that there are enough public

facilities to go round, could instil a sense of discipline in people while making use of such facilities. In addition, the attainment of population control would enable the government to have some reserved funds and be able to undertake projects which make life more meaningful to citizens.

The importance of non-formal education in the area of public enlightenment cannot be over emphasized. Through writing, films, mass communication, etc., knowledge is stored and diffused. Through these means, people could become more articulate and conscious of their rights and obligations as citizens. They could be more favourably disposed towards performing their civic duties. They are likely to be more interested in government activities. The awareness of a government that citizens are conscious of its activities could ginger her to fulfil its electoral promises. If this happens, then the nation stands to benefit and thereby there would be social development.

Reith (1976) stated that public enlightenment (non-formal education) produces a citizen who has the following characteristics: initiator of new ideas, procedures, methods and solutions; an information seeker; information giver; opinion seeker; opinion giver; opinion clarifier; clarifier of ideas; a co-ordinator of ideas; an energiser; a procedure developer; and a recorder. Through public enlightenment, people become self-directed and are able to join, participate — actively and meaningfully — in group activities, such as town meetings, women's clubs, community development clubs, farmers clubs, etc. These could contribute positively to the development of a community.

#### *Skills Acquisition and Social Development*

Many school-leavers drift to the non-formal sector of the economy. There, they undergo training as apprentices to acquire skills which would make them become self-employed. Skills acquired by some of them pertain to: auto-mechanics, welding, dying, etc., bricklaying, artisans, basket weaving, poultry farming, carving, bronze casting, iron smelting, etc. (Fafunwa, 1981). On completion of training, recipients become self-employed. They are able to earn their living and raise families. Without this opportunity provided by non-formal education, the youths would have been frustrated through out their life.

Foster (1966) observed that 80-92 per cent of Africans are involved in subsistence farming. In the last decade, government and private organisations have organised courses for members of this sector on usages of new tools, farming implements and improved variety of crops. Various farms have been established where farmers are taught how to prepare land, methods of ploughing, seeding, how to apply fertilisers, maintenance of tools and implements and also techniques of packing and shipping of produce (Blaug, 1972).

The farmers, who receive and apply the instruments received through demonstration from farming experts, experience increase in the level of production. Hable (1983) explained how productivity of farmers could be increased systematically, with application of four systematic techniques of irrigation.

When farmers experience increases in the level of production, they would have a tendency on their part to improve their standard of living and thereby cross the poverty level. Also, non-formal education is likely to engender change in farmers' attitudes, which could introduce the element of rationality in them. Green (1973) was of the opinion that majority of the population lives above poverty level as a result of increased agricultural production, and people have better care. He concluded by stating that non-formal education — which is geared towards initiation, achievement and acceptance of change — could contribute immensely to social development. Owolabi (1983) supported Green's view by stating that there is a correspondence between education and productivity. The author affirmed that training provides a worker with specific and general reasoning skills. These engender changes in beliefs, values and attitudes to work and society. The beneficiary of non-formal education is more receptive to new ideas, and willing to be disciplined than those who are illiterates. The World Bank's *Development Report* of 1980 showed that the annual output of a farmer, who had basic literacy, is on an average of about 13.2 per cent more than that of a farmer without any education.

#### *Extension of Skills, Knowledge and Social Development*

Non-formal education in the work environment serves the function of extending the skills and knowledge of the pre-work education of workers. Sometimes there are gaps in the knowledge acquired from formal school setting and the demands of work place. To fill the gap, orientation and induction courses as well as in-service training are organised for workers. Ogonor (1991) listed the following factors as reasons for the need of in-service training in the school system:

1. Students' population explosion and employment of teachers without pre-requisite training in education;
2. Continuous changes in the national philosophy of education due to influence of social change;
3. Changes in subject methodology and instructional media; and
4. Increase in awareness of social problems in the schools.

It would be noted that conditions, similar to the above listed ones, exist in other segments of the economy. Therefore, non-formal education in the work environment re-orientes workers and puts them on course by providing them with the desired knowledge, values, attitudes and skills with which they need to function effectively and efficiently in the work place.

Without the contribution of non-formal education in this sector, many inadequately equipped workers could have developed feeling of worthlessness, obsolescence and frustration, on realising that they are unable to cope with their work environment on the basis of merely the pre-work training they received. Therefore, through non-formal education, workers are able to acquire relevant skills so that they function properly in the work situation, which is indicative of social development.

### *Inculcating Social Values Through Non-formal Education and Social Development*

The importance of attainment of social development in a pluralistic state, like Nigeria, cannot be over-emphasised. Nigeria is in dire need of social integration of its various ethnic groups. There is the need for citizens to be united, dedicated, faithful and loyal to the nation. Hence, various governments in Nigeria, in the recent past, invested in organs such as MAMSER, Better Life Programme, War Against Indiscipline Brigades, Youth Organisation, Skill Acquisition Centres, etc. The aim was to use these organs to propagate and inculcate the desired traits of national consciousness, unity, hard work, patriotism, cleanliness, self-reliance, faithfulness, honesty, etc., which are indices of social development in citizens.

#### MANAGEMENT OF NON-FORMAL EDUCATION AGENCIES — AN ASSESSMENT

In view of the contribution of non-formal education to the development of a nation, the government, during different periods established non-formal education centres, such as MAMSER, War Against Indiscipline Brigade, Better Life for Rural Women, Skill Acquisition Centres, Family Support Programme, etc. It is unfortunate to note that many of the programmes were short lived due to following management flaws:

1. *Planning* : Many of the programmes were established by the wives of the Heads of States that were in power at the time of inception. There were no long- and short-term plans for such programmes. Thus, there were no provisions for continuity of the programmes when the supporters were out of power. They were run as private organs though public resources were utilised for these.
2. *Staffing* : The organisation revolved round the supporters of the government of the day. The organs did not seem to have defined structure. They appeared to be the private enterprises of the first ladies. Positions in these programmes were occupied by friends and relatives of those in power.
3. *Control and Co-ordination* : Power was centralised and the activities in many cases deviated from the acclaimed objectives of the programmes. Thus, in many cases, there was no impact made on the beneficiaries of the programme in terms of social, political and economic empowerment. The programmes appeared to lack a sense of direction and purpose, and were wasteful and meant to siphoning money away from government coffers. In many cases, these programmes became extinct as soon as new governments emerged.

#### SUGGESTED STRATEGIES FOR MANAGEMENT OF NON-FORMAL EDUCATION CENTRES

The first step toward effective management of non-formal education agencies for social development is for government to have a blue-print of the goals of non-formal education agencies. The short-term and long-term goals as well as the means of attaining the goals should be clearly stated. A government parastatal or agency for non-formal education should be established. It should be decentralised from the central body through the states to the local government areas to the wards. Concerted efforts should be made to ensure that competent officials are made to serve in these at various

levels. The implementation of the programme of action at the various levels should be closely monitored to ensure that public resources are properly utilised and not transferred to private pockets. It is important that the programme of action should be meticulously executed. Checks and balances should be in-built in the system in such a manner that accountability is ensured at every step and level. The body could be self-regulatory with provision for periodic evaluation of performances. Situations where performance falls short of the expected standard, a suitable machinery should be put in place to redress the situation.

#### CONCLUSION

Non-formal education has been a major tool of social development in Nigeria since the arrival of missionaries on Nigerian soil. Through the medium of non-formal education, the natives were persuaded to discard retrogressive aspects of the traditional culture, such as killing of twins, human sacrifices, etc. They embraced some positive aspects of European culture, such as acquisition of formal education and utilisation of modern day technology. These considerably improved the quality of life of Nigerians as compared to the olden days.

Presently, Government realises that more progress can be made in social development through non-formal education. Therefore, various non-formal education organs have been established by government. However, the agencies have not been able to actualise the intent of government for their establishment. The reasons for non-attainment of the objectives have been attributed to lack of a sense of purpose and direction. Thus, as discussed in this article, if non-formal education is to be used as an instrument of social development, then the government should establish organs through which the programmes are properly implemented to attain the desired objectives.

The importance of non-formal education in attainment of social development cannot be over-emphasised. Though Nigeria has attained a measure of social development through this medium, a lot can still be achieved. Therefore, it is suggested that government should set up monitoring bodies to constantly evaluate the performance of establishments intended to impart non-formal education which is geared to social development.

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## MOVING CONTINUING EDUCATION TOWARDS LEARNING SOCIETY

Neerja Sharma and Hemanta Khandai

### INTRODUCTION

#### *The Concept of Learning Society*

Learning is the process of acquiring knowledge. As such learning may stop at mere acquisition of knowledge or may proceed further toward acquiring newer skills or techniques and beyond. Thus, it is the acquired behaviour which is part and parcel of life — 'a process of living'. In the case of an individual, we can call learning as self-education. By a learning society, we mean existence of reading, writing and numeracy skills among the people. The idea of a learning society was first advanced by a UNESCO Report, on learning society, according to which learning society is one in which all agencies of a society are providers of education. Therefore, today the idea of a learning society no longer seems to be an unrealistic ideal but a real possibility and an attainable goal through planned development. If there exists a genuine learning society, then all its citizens must engage themselves in education right from birth to death. Purposive, self-planned and self-initiated learning becomes central to the lives of all adults. Each individual sets a series of learning objectives for oneself and then pursues these by all means through the agencies provided by the learning society beyond elementary literacy and by applying this learning towards improving their own living conditions.

#### *Why Literacy for Learning Society?*

1. Everyone in a learning society has to be literate to justify any society being called a meaningful, good learning society, because, individual is the basic element of that society.
2. An illiterate person will face innumerable hurdles in this scientific and rapidly changing world of cut-throat competition. For example, for writing a petition or a letter, an illiterate person has to run after a literate. In this civilised world, theory, law, scientific inventions, discoveries and good knowledgeable books are the valuable gifts of the thinkers. But how far is it possible for illiterates to survive without access to these? Illiteracy contributes greatly towards poverty, ignorance, infant mortality, population explosion, moral degradation, etc., and it also affects the steady progress of economic growth and social upliftment. On the whole, the developmental process of a country or a society is greatly affected by mass illiteracy.
3. Literacy is an essential tool for learning and livelihood. It is not only a means of liberation but also an instrument of social change. It is a tool for acquiring

and sharing information on national development. Economic recession and the growing burden of debt have no doubt played a major role in the decline of basic education. Literacy increases people's capacity to cope with the demands of living and working. It makes them able to control their own lives and to break the shackles of poverty, ignorance, malnutrition and unemployment. In Smt. Indira Gandhi's view, "Literacy is a tool of development and eradication of illiteracy is important both for conquest of poverty and for healthy functioning of the government system".

4. Both literacy and development are targeted to human beings. The supreme aim of education is to develop one's personality. In the modern world, no one can remain as slave of anybody. Today, a non-literate person is compared to a blindman.
5. Literacy is the tool to influence human thinking in the right direction. In fact, development of a society (country) depends primarily on the quality and effectiveness of its people. Democracy too is of little value to the people if they remain illiterate. In a democratic society, like India, success of democracy and its development programmes really depends on active participation of all the people.
6. No nation (society) can achieve any notable economic or social development without spreading full literacy among its people. Development is a growing economic process, to promote an equitable social structure of men, formed into societies or nations. The so-called developed countries of the world are educationally advanced. The literacy rate of developed countries—like Japan, Great Britain, Russia, USA, etc.—is more than 98 per cent. In these countries, the socio-economic condition of their people are sound and the cultural enlightenment of people is reflected in immense significance that they attach to maintaining good sanitary conditions around them. People are more educated and more advanced in many respects.
7. Mass non-literacy always stands in the way of further development of any society or country. Without removing the chronic malady of literacy, the welfare aspect of the society as a whole will always be jeopardized. The dark days of colonial rule in Asia and Africa are still fresh in the minds of millions. It is an example of exploitation of the ignorant and illiterate masses by those alien rulers of European nations. Such a long period of suppression and colonial rule is responsible for prevalence of illiteracy in these countries. It was indeed a critical phase of Indian history when Gandhiji's call for liberation from the colonial rule had an electrifying effect on millions of men, women and children, who had rallied round the Father of the Nation. With their solidarity and support, Gandhiji forged our national struggle for freedom. Nearly 58 years ago, Gandhiji called for eliminating illiteracy. His anguish at the appalling levels of literacy forced him to say "Mass illiteracy is India's sin and shame and must be liquidated".
8. Today, women's education can be regarded as important as that of males. It has rightly been said, "If you educate a boy, you educate an individual, but if

you educate a girl, you educate a family". The unlettered women cannot hope for an improved status.

9. An illiterate person cannot acquire knowledge of his own by reading books, magazines, newspapers, etc. Over and above, the powerful feelings and emotions in his mind and heart cannot be expressed. In accounting works, contract works and in working hours, the literate persons may take more advantages than the illiterates.
10. India's politico-social and economic life has been facing a lot of problems mainly caused by mass illiteracy. India has progressed a lot in science and technology during the last 54 years since Independence. But can we say that our people have benefited from these advances? Majority of our people are illiterate. As India is a democratic country, the Constitution provides to the people rights, duties, equality, responsibility, protection, etc. However, all the rights and opportunities offered by the Constitution cannot be made use of by nearly one-third of the people who are illiterate and poverty stricken. Can a modern democratic society be built on the foundations of ignorance and illiteracy?
11. Literacy results in increased participation of children in primary education, develops women's confidence, leads to a fall in infant mortality, makes child-care and immunisation successful and helps in controlling population growth.

#### CONTINUING EDUCATION AND LIFE-LONG LEARNING

It is easy to make someone literate but to sustain literacy is difficult. Therefore, organisation of post-literacy and continuing education is very important to sustain the acquired literacy and to enhance it further. Continuing education is an indispensable aspect of the strategy of human resource development and the goal of a learning society is continuing education, which includes post-literacy for neo-literates and school dropouts for retention of literacy skills in continuing of learning.

Continuing Education is one which occurs beyond initial education. This is a life-long process of learning for human resource development and ultimately to achieve better quality of life. In Continuing Education, a mechanism is to be evolved to develop individualism and self-direction of learning through diverse variety of programmes, which will ultimately lead to self-empowerment and higher quality of life.

National Literacy Mission had launched a scheme of continuing education for non-literates in December 1995 to cater to the continuing education needs of millions of neo-literates emerging from successful completion of literacy campaigns in several districts all over India. Continuing education programmes under the scheme are taken up only in those districts which have completed both the TLC and PLC phases and the external evaluation of the TLC has been conducted.

#### *Objections of Continuing Education*

The scheme aims at providing an institutionalised mechanism for continuing education through Continuing Education Centres (CECs) to enable the neo-literates

to retain, improve and apply their basic knowledge and skills in fulfilling their day-to-day needs and aspirations. The objectives of the scheme of Continuing Education include the following:

1. Facilities for library and reading room for creation of an environment conducive to literacy and also for creating a learning society.
2. Provision of facilities for retention of literacy skills and continuing education to enable the learners their learning beyond basic literacy.
3. Creating scope for application of functional literacy for improvement in living conditions and quality of life of the people.
4. Imparting literacy skills to residual non-literates, semi-literates, drop-outs etc.
5. Dissemination of information on developmental programmes/schemes by establishing direct linkages between continuing education and development programmes, and also widening the scope for participation of traditionally deprived sections of the society in such programmes.
6. Creation of awareness on the issues of national concerns, such as national integration, health and hygiene, conservation and improvement of environment, observation and improvement of environment, observance of small family norms, etc.
7. Improvement in economic conditions and general well-being of people/community by organising short duration training programmes, orientation courses and providing vocational skills.
8. Organisation of cultural and recreational activities with effective community participation.

While Total Literacy Campaigns provide a uniform educational content for all sections of the society, continuing education would contain diverse and alternative programmes which would be suitable for a wide cross-section of the people — such as neo-literates and semi-literates seeking to continue their education, school drop-outs and passouts seeking to achieve equivalence with formal education, other persons in the community seeking to enhance their vocational functional skills, etc. Continuing Education Programmes would have to be tuned to the felt needs and demands of specific groups of neo-literates, taking into account their local conditions and resources.

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## BOOK REVIEWS

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Undisputedly the most critical input to successful implementation of any developmental programme is motivation of functionaries implementing development programmes as it is they who, in turn, motivate and inspire participation of the targeted population to the desired level to derive benefits accruing from such programme packages. However, since human behaviour not only varies from individual to individual but is also very inconsistent, it is an unpredictably slippery and wavering phenomenon. The most effective and time-tested tool of stabilizing motivation of individual functionaries, to an extent, can be devised only through adequate exposure(s) of the functionaries to training situation(s).

While level of awareness about criticality of training is reasonably high among functionaries of economic development programmes, it is not so, unfortunately, in case of programmes pertaining specially to literacy and women empowerment. To a great extent, programmes on these two subjects have suffered due to neglect of training component in these programmes. In this context, the book under review assumes special significance as it is sharply focused on familiarizing educators/instructors with different methods that can be adopted to help realize programme objectives of adult education.

In the first two chapters, both of introductory nature, the author deals with diversity of adult education instruction methods and perceptual approaches to adult learning. He discusses various determinants of people's perceptions for behaviour and learning, such as beliefs, values, needs, attitudes, and self experiences; Maslow's five-needs systems; and general instructional strategies based on three domains of human behaviour—cognitive, psychomotor, and affective.

The author then takes up for detailed discussion various teaching methods of adult education—explanation, demonstration, questioning, drill, tutoring, inquiring, and small group setting of discussion. Sharma then takes up for detailed discussion various instructional methods of adult education. The methods covered are: learning contracts, correspondence study, lecture method, discussion method, mentorship, case study method, demonstration and simulation method, and forum, panel and symposium methods.

To facilitate proper comprehension of each teaching/instructional method, Sharma has devoted a full chapter to each. The discussion on each method is quite comprehensive as it covers its definition, its audience or clientele, its advantages and limitations, responsibilities and duties involved, and evaluation thereof. As is apparent from treatment of each topic, author has subconsciously designed the book basically as a guide book. In this sense, calling the book a "Training and Development Handbook" is slightly a misnomer for it is not addressed to training function *per se* but is strictly limited to guiding usage of different methods of teaching/instruction in adult education.

In between, Sharma has, in independent chapters, presented a model for adult learning; instruction for adults for competency; evaluation of adult instructions; curriculum model; computer-enrichment of instruction environment; and objectives of adult instructions. Here also, in arranging the sequence of chapters, the author has not followed any logic which definitely hampers the flow of discussion. In this regard, one can cite the case of placing the chapter on "Objectives of Adult Education" at 17th position in a total of 19 chapters. Obviously this chapter must figure much earlier in the equence.

However, deficiencies of editorial nature notwithstanding, the volume under review contains rich information on adult education instruction/teaching and Sharma deserves our compliments for his efforts on bringing all the information on adult education teaching/instruction methodology at one place. As such, it will prove to be a valuable tool—a guide book—to those entrusted with the responsibility of implementing the applied aspects of adult education.

— B.S GARG

**James A. Draper (Ed.), South and East Asian Adult Education,**  
Sardang, University Putra Malaysia Press, 2001, p.80.

Nations in the Asian continent have been seats of great religions, notably Hinduism, Buddhism, Jainism and Islam. Interestingly, all of these religions had their own systems of education—in the forms of *Gurukuls*, *Ashrams*, *Vihars*, and *Madarsas*—which not only served useful purpose in the spread of education but also impacted adult education in their own way. As such, the Asian region can legitimately claim existence of a long tradition of adult education.

In the present context, when adult education, as a part of a comprehensive campaign of Education For All, is being pursued with unprecedented vigour to eradicate illiteracy completely at the earliest opportunity, it is so very essential to gather knowledge and insights on experiences of spreading literacy in this region and derive benefit therefrom in devising better strategies for eradication of illiteracy once for all, wherever it exists.

Perhaps this is what the author had at the back of his mind when he launched his series of writings on "Chronologies in Commonwealth Countries" in the field of adult education. The book under review forms a part of this series as a project, of which James A. Draper is both the director as well as the editor. This Draper's project on chronological studies has been supported financially and otherwise by the Commonwealth of Learning; The Ontario Institute for Studies in Education, University of Toronto; The Commonwealth Association for the Education and Training of Adults; and the UNESCO Institute for Education.

For the purpose of analysing chronological development of adult education in Commonwealth member countries (54 in all), Draper has grouped these into five regions as Africa, the Caribbean, South and East Asia, Europe (including Canada), and Asia South Pacific.

It may be mentioned here that Draper has already brought out volumes on Africa, Canada, and South and East Asia. He is currently working on a volume on Caribbean region and would perhaps take up later the last volume on South Pacific region to complete the series.

The overall propose of this important international research effort has been to analyse and document chronological developments in adult education in Commonwealth countries, covering the time frame beginning from early 1900s to the present. As rightly claimed by Draper, "Collectively, the publications exemplify the wide range of what constitutes the practice of adult education, particularly in the non-formal sector". As is obvious, the Chronologies in Commonwealth Countries will prove to be immensely useful due to the wealth of comparative information on adult education. For these chronologies provide a historical perspective on factors which have influenced 'how', 'why' and 'where' men and women learn; multiple ways in which adult learning was organised and carried out; and organisations structured and restructured to suit the needs and demands of adult learners.

Because of the very nature, such an effort was bound to be participatory (in order, particularly, to minimize, if not eliminate bias or focus). Therefore, the volume under review contains an introduction by Om P. Shrivastava, a leading light in the field of adult education and chapters on respective countries by an expert.

The volume under review comprises two parts. Part I contains chronologies on eight Commonwealth countries in the region, and Part II gives a selected regional chronology.

Countries profiled in the volume are Bangladesh, Brunei Darussalam, Hong Kong, India, Malaysia, Pakistan, Singapore, and Sri Lanka.

While Draper has contributed chapters on "Purpose and Method of the Project", "Looking Back : Acquiring a Historical Perspective", "Definition of Terms", and "A Note to the Reader", chapters on countries profiled have been authored by the following: (1) Bangladesh by Kazi Rafiqul Alam, (2) Brunei Darussalam by Abu Bakar B. Oksd Haji Mohd Salleh, (3) Hong Kong by C.C. Wan and Frances F.F. Law, (4) India by S.Y. Shah, (5) Malaysia by Rahim M. Sail, (6) Pakistan by Tahera Aftab, (7) Singapore by Hoy Pick Lim, and (8) Sri Lanka by George Mendis. While giving an year-wise chronology of developments in adult education in their respective country, the authors have also given a select bibliography which adds both to the authenticity and usefulness of the venture. On all these country chronologies, Draper has, at the end given his detailed observations at one place on developments on adult education in the respective countries profiled. Draper has organised his observations into two categories, *i.e.* before independence and after independence, which facilitates understanding the background of these developments.

Part II of the volume begins with an introduction by James A Draper. In the second chapter of this part, Om P. Shrivastava provides a regional chronology on the entire region covered by the volume. This chapter provides useful information on regional meetings, regional studies, international seminars/workshops/conferences, etc.

The volume is bound to serve as a useful reference tool on developments in adult education in Commonwealth nations in the region. As such, Draper deserves our grateful thanks.

—M.K. GAUR

**Prem Chand, Statistical Database for Literacy: Provisional Population and Literacy- 2001, Vol. I,**

New Delhi, IAEA, 2001, p.61, price not mentioned.

2001 census was conducted from 9th February to 28th February, 2001 with reference data of March 1, 2001. Provisional census data on literacy and population of age group 7 and above has been used in preparing this book. For comparison purposes, literacy and population data from earlier censuses and other sources has also been used. The author has also extrapolated the trends and has given estimates for the year 2005 for literacy in different age groups.

On page 1 of the book, population and literacy profile of India 2001 and the world 2000 has been given. Besides indicating population growth during 1991-2001 and literacy situation of the age group 7 and above for 2001, the profile also gives estimates of the literacy situation of the age groups 15 and over and 15-35 years. Comparative literacy situation for age group 15 and over for the world for 2000 has also been given.

The book is divided into two parts. First part contains an analysis of literacy situation by different levels, viz. country, state and district and by different age groups, viz. 7 and over, 15 and over, and 15-35 years. Second part contains statements and annexures giving detailed information on demographic indicators and literacy situation by different levels and age groups.

The book describes growth rate of population rising from 13.31 in 1951 to 24.80 in 1971 and the slowly declining trend from 24.66 in 1981 to 21.34 in 2001. This declining trend in population, the analysis says, will mean reduction in requirements of additional educational facilities in future. Sex ratio of the total population has improved from 92.7 in 1991 to 933 in 2001. It has been shown that in case of child population of age group 0-6, the sex ratio on the other hand has declined from 945 in 1991 to 927 in 2001. The analysis points out towards the need for probing this undesirable trend of decline in sex ratio of age group 0-6 population. Analysis of literacy situation at the All India level indicates that the number of illiterates continued to increase from 1951 to 1991 along with increase in population and increase in the number of literates. It shows that for the first time during 1991-2001, number of illiterates has started declining—as a result of the literacy effort surpassing the rate of increase in population. The analysis also shows that the decadal growth of over 13 percentage points in literacy during 1991-2001 is about 1.6 times that of the mean decadal increase of 8 percentage points during the earlier four decades of 1951-91.

The analysis has also shown that the gender disparity and urban-rural differentials in literacy rates, which were increasing till 1981, started declining during 1981-91 and declined sharply during the decade 1991-2001. State level analysis has shown

that the six Hindi belt States of Uttar Pradesh, Bihar, Jharkhand, Madhya Pradesh, Chhatisgarh and Rajasthan have 48.3 percent of the total illiterates of the country. Including the three other states of Andhra Pradesh, Orissa and Assam, the nine states are responsible for 63.3 percent of the illiterates of the country. The analysis also indicates that out of 591 districts in the country, 81 districts still have literacy rate of below 50 percent. The analysis also brings out the fact that female literacy rates is as low as below 30 percent in 45 districts located in the States of Arunachal Pradesh (2), Bihar (15), Chhatisgarh (1), Jharkhand (5), J & K (3), Madhya Pradesh (2), Orissa (7), Rajasthan (2), and Uttar Pradesh (8).

The analysis and data contained in this book is very important for planners, administrators and functionaries of literacy and adult education programmes. Besides analyzing the existing literacy situation it also gives future trends and efforts needed to achieve the threshold level of 75 percent literacy by the year 2005 as envisaged by NLM.

—VINOD GUPTA

**Chavan Shesharao, Gandhi and Ambedkar: Saviours of Untouchables,**  
Bharatiya Vidya Bhavan and Authors Press, Delhi, 2001 pp xv+272.

Untouchability is the greatest curse and blot on the Indian society in general and Hindu-fold in particular. Constitutional and legal measures have not helped to eradicate this system. Ambedkar was of the opinion that unless the cancerous caste system was abolished, untouchability would continue in one form or the other. On the other hand, Gandhiji wanted change of heart and to reform social evil from within. This had made Ambedkar Gandhi's enemy and his bitter critique. On the death of Gandhi, Ambedkar expressed, "My real enemy has gone, thank goodness the eclipse is over". (263). Despite these differences, both were crusaders and saviours of untouchables. It may not be an exaggeration to say that nobody has done as much as Gandhiji had done to bring untouchables in the mainstream of society. He wanted to restore their dignity and status, denied to them for centuries.

The book is unique. In the foreword, Justice C.S. Dharmadhikari has observed that the author, while describing and analysing facts and circumstances, has not taken any side or partisan attitude. He is seeking truth so that a true picture emerges to understand Gandhi and Ambedkar in correct and right perspective.

The material of the book has been arranged in nine chapters.

First chapter deals with the "Saviours of Untouchables". In it the sterling qualities of character of both the leaders have been described. Both had the hearts softer than rose petal. Their hearts bled for the suffering of people, specially of untouchables. Their paths were different to deliver the untouchables from the slavery of centuries. Gandhiji represented the masses of India, while Dr. Ambedkar the depressed classes. Both of them were able to lead their movements without lowering any of their standards even by a hair's breadth. Both of them had shunned hero-worship. They wanted their followers to fight for injustice and inequality prevalent in the society.

Second chapter is devoted to "Round Table Conference". The first Conference, (November 12, 1930) presided over by Prime Minister Ramsay MacDonald, has been described by the author as "staging the play of *Hamlet* without the King of Denmark". The British government soon realised the futility of the conference in the absence of representatives from the Congress. Gandhiji was sent as a representative of the Congress. Gandhiji had registered India's claim for complete independence at the very outset of the Conference. Gandhiji stated that the Congress was 'National' and not merely a party organisation. It represented all the communal minorities and also the Indian States. In support of his claim, he pointed out that there were four Muslims among the 15 members of the Working Committee and thousands of Muslims in the rank and file. He wanted honourable and equal partnership between British and India, to be held not by force but by the silken cord of love. But unfortunately, in the Conference, there was the unending discussion on communal problem. Gandhiji had admitted to the Prime Minister that there was no agreed solution to the communal problem. The failure was inherent in the very composition of the Indian delegation which mostly had not elected representatives but nominations of the government. Gandhiji had to forcefully say that the claims advanced on behalf of untouchables was the unkindest out of all. It would mean the perpetual bar-sinister. "I would not sell the vital interests of the untouchables even for the sake of winning the freedom of India." Gandhiji was not in favour of separate electorates and separate reservation to eradicate untouchability. Herald Laski, who was at the Conference, observed about Gandhiji thus: "Through Gandhiji the Indian 'Ryot' feels himself exalted, he embodies for them their own impulses to self-affirmation." However, Dr. Ambedkar held Gandhiji responsible for the failure of the Round Table Conference. The basic reasons attributed were: (1) lack of harmony among Indian delegates, and (2) obstinate reluctance of the conservatives to part with real power in India. The other reason advanced by some was lack of tactics on the part of Gandhiji, as a saint had no place in meeting of die-hard politicians.

Third chapter critically and sympathetically evaluates the "Epic Fast and Poona Pact". The failure of the R.T.C. gave an excuse to the Prime Minister to announce his communal award. In substance, it consisted fractionalising the entire electorate by giving separate recognition to the number of minorities, including the depressed classes, and assigning separate electorate to them. By implication, it meant that Indian unity was a myth. Gandhiji's reaction was to resort to fast unto death for separate electorate for the depressed classes. Dr. Ambedkar described this fast as political stunt and not a moral fight. Other depressed class leaders were incensed and critical of Dr. Ambedkar. They requested for ignoring his views as he did not represent all of the depressed classes. They also acknowledged gratefully that no one had done more for helping them lift-up than the Mahatma. His life must be saved at all costs. Gandhiji explained that the fast had been taken as a part of penance and atonement for the atrocities committed by the Hindus on the untouchables. It also aimed to raise Hindu conscience into right religious action. Rabindranath Tagore approved of the fast by saying: "It is worth sacrificing precious life for the sake of India's unity and her social integrity".

Dr. Ambedkar was eager to save the life of Mahatma. He, after meeting Gandhi

in the Yervada Jail, stated "...there was so much common between him and me and I think, in the Poona Negotiations a large part of the credit goes to Mahatma Gandhi". "I was astounded to see that the man who held such a divergent view from mine at the R.T.C. came to my rescue rather than to the rescue of the other side" observed Mahatma Gandhi (p. 103). Dr. Ambedkar declared: "I had to make choice between two difficult alternatives. There was the life of the 'greatest' man in India to be saved. There was also before me the problem to try and safeguard the interest of the community. I am happy to be able to say that it has become possible through the cooperation of all of us to find the solution so as to save the life of the Mahatma and at the same time consistence with such protection as is necessary for the interest of the depressed classes in the future." The Poona Pact was signed on September 24, 1932, providing that there shall be seats reserved for the depressed classes out of the general electorate seats. This is the central piece and soul of the book. The author deserves our high appreciation for his analytical ability to put facts in the correct perspective.

Fourth chapter is on the Harijan Sevak Sangh (HSS) which had the main objective of touching the '*savarna*' heart and changing it. Gandhiji said: "Every Harijan Sevak must be fired with a passion to purify Hinduism and must be ready to lay down his life in the attempt". Dr. Ambedkar felt that the HSS was a charitable organisation only in name. Its real aim was to ensure the untouchables to make them followers of the Hindus and the Congress. It wanted to scotch any movement aimed at freeing the untouchables from social, religious and economic domination of the Hindus. The Sangh is largely directed by the caste Hindus. The change of heart had not taken place as was evident from the fact that the Sangh had sunk separate wells rather than allowing them to draw the water from a common well. The Sangh should do sufficient work all over India to secure civil rights to the depressed classes. The Sangh had adopted peaceful methods of change and not direct action as a method to abolish untouchability from the Hindu-fold. Gandhiji would demand for Harijan Welfare Fund, a minimum of five rupees for giving an autograph. In olden days, a rupee was worth a rupee and not five paise as it is today.

Two reasons assessed for not handing over the HSS to the untouchables are: (1) Gandhi and the Congress will have no means of control over the untouchables. The untouchables will cease to be dependants of Hindus. (2) The untouchables having become independent will cease to be grateful to the Hindus. These would be contrary to the aims and objects, which had led Gandhi to found the Sangh. This has led some of the untouchables to believe that Gandhi was more anxious to tighten the tie which would bind the untouchables to the apron strings of the Hindus rather than to free them from the thralldom of the Hindus. They went to the extent of calling him a non-liberator of untouchables. These conclusions belied the Herculean work Gandhi had done to emancipate untouchables.

Chapter fifth on temples is the same story as that of the fourth. Gandhiji, in 1933, took a nation-wide tour to promote the Harijan cause. He penetrated into the remotest corner of India, covering almost 12,500 miles. He called on caste Hindus to purge

themselves of the prejudice against the Harijans. At the same time, he urged the Harijans to shake off the vices which came in their way for absorption into the Hindu-fold. He thought, "Temple entry is the one spiritual act that would constitute the message of freedom to the untouchables and assure them that they are not outcasts. It is the bounden duty of every caste Hindu to secure that opening for Harijans". This act was not for the material benefit for Harijans but for the spiritual benefit of the Savarna Hindus.

According to Dr. Ambedkar, all that Gandhiji did for the Harijans was suspect and hypocrisy. Ambedkar said: "Before 1932, Mr. Gandhi was opposed to allow untouchables to enter Hindu temples. To quote his own words Mr. Gandhi said: How is it possible that the *antyajas* (untouchables) should have the right to enter all the existing temples? As long as the law of caste and *ashram* has the chief place in Hindu religion, to say that every Hindu can enter temple is a thing that is not possible today." For Ambedkar, Gandhi joining the movement for temple entry was a great surprise. "Why Gandhi took this somersault it is difficult to imagine". Gandhi asked Ambedkar to lend his support to the movement of temple entry. His statement on Temple Entry Bill, February 14, 1933 is: "Although the controversy regarding the question of temple entry is confined to *Sanatanists* and Mahatma Gandhi, the depressed classes have undoubtedly a very important role to play in it so far as their position is bound to weigh the scales one way or other, when the issue comes to final settlement. It is, therefore, necessary that their view-point should be defined and stated so as to leave no ambiguity about it".... I really cannot understand how the Bill satisfies Mahatma Gandhi who has been insisting that untouchability is a sin. It certainly does not satisfy the depressed classes... Acceptance by the depressed classes of temple entry Bill now will not prevent them from agitating for the abolition of Chaturvarna and caste... But the question is on what side will Mahatma Gandhi be at the time when the question is put. If he will be in the camp of my (Ambedkar) opponents, I must tell him that I cannot be in the camp now. If he (Gandhi) will be in my (Ambedkar) camp, he ought to be in it now ... Now I (Ambedkar) say that temple entry is not a spiritual act. It is a political manoeuvre... the genuine cases of opening of temples are very few and that most of the published reports of opening the temples is just false propaganda." For, without temples being freely open to Harijans, untouchability could not be said to have been removed root and branch.

Gandhiji was very firm in his opinion that without change of heart of Hindus, removal of untouchability from Hinduism was not possible. In ultimate analysis, Hinduism itself would perish. This would be possible if the workers or this cause demonstrated in their lives great purity of character. The author has very ably dealt with Gandhiji's basic thrust of love against law and brute force. He has also forcefully brought Ambedkar's message of one man, one value, equality and castless society.

Chapters seven and eight have critically examined Hinduism and the word 'Harijan'. Gandhi was prepared to renounce Hinduism if it continued to believe in untouchability. He did not find any support either in scriptures or practices of Hindu scriptures. The word 'Harijan' was used to give untouchables dignity and status. This

was also aimed at changing the mindset of Hindus in general and orthodox Hindus in particular.

In the last chapter on feud between Gandhi and Ambedkar, the author has observed that it has been blown out of proportion. This has been done without properly understanding both the leaders. The relationship between the two could be described as that of love and hate. The author has beautifully summed up "Gandhiji loved and respected the feelings of Ambedkar, whereas Ambedkar missed no opportunity to criticise and condemn Gandhiji".

We Indians have the habit of hero-worship and admire our leaders, but conveniently forget their teachings and ideals. We do not mind using them for political and material gains. We would like to reap the dividends for their suffering and sacrifices. Let us have the moral courage to revolutionise Hindu Society by abolishing distinction between *Savarnas* and untouchables. This may be done by adopting an approach of integration rather than disintegration.

The book will certainly remove many cobwebs which are in the minds of people about points of differences between Gandhi and Ambedkar on eradication of untouchability from India in general and Hindu society in particular.

Provision of chapter-wise references would have been very helpful to the researchers. On the whole, the book would prove to be of immense use to all those who are interested in the problem of untouchability.

— K.D. GANGRADE

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