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Meaning and Practice of Adult Education

Review of Researches in Adult Education in Western India

A Study of Efficiency of Training Volunteers in TLC

Adult Education for University Authorities: Agenda to Review
Staffing Processes of Teachers and Academics

Nabakrushna Choudhary — The Man of Masses: His Life and
Thoughts

Pattern of Lifelong Learning and Continuing Education in
Nigeria



Indian Adult Education Association

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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, zeroxed or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2" margin on 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-110 002, India.

Jan-March 2002

Editorial 2

Our Contributors 4

Articles

Meaning and Practice of Adult Education
—James A. Draper 5

Review of Researches in Adult Education in Western India
—Kishori Dash 12

A Study of Efficacy of Training of Volunteers in TLC
—Anuradha Sharma 22

**Adult Education for University Authorities: Agenda to
Review of Staffing Processes of Teachers and Academics**
—M.V. Lakshmi Reddy 32

**Nabakrushna Choudhuri—The Man of Masses: His Life
and Thoughts**
—Bibhuti Bhusan Mohanti 42

**Pattern of Lifelong Learning and Continuing Education in
Nigeria**
—Lucy A. Okukpon 50

Document

Productivity and Workers Education
—Kewal Krishan Sethi 57

Book Reviews

Adult & Non-Formal Education (Jaganath Mohanti)
—Shri Vivek Nagpal 63

**Population of India: 2001 Census Results and Methodology
(Ashish Bose)**
—Shri Prem Chand 65

Literacy in India (R.Ramanna)
—Shri B.N. Kamble 67

**Teaching Human Rights : A Handbook for Teacher
Educators (Harry Dhand)**
—Shri M.K. Gaur 68

CONTINUING EDUCATION THROUGH DISTANCE MODE

Just as flow is essential to prevent water from stagnation, so is inflow of fresh ideas to human mind, for shutting mental windows to draughts of fresh ideas only leads to mental decay. Therefore, right from cradle to grave the process of education—both in formal as well as informal modes—must persist unhindered for fuller development and utilisation of human mental faculties.

India, now little more than half-way through, in its long, inordinately slow and painful journey towards the elusive goal of total literacy, has learnt that it is not mere 'lettering of the unlettered' which is of substantial importance in the developmental context, because gains in literacy level, to be sustainable, must duly reflect enrichment of quality of human life in the Indian social system.

Enrichment of quality of human life essentially means creating good citizens, who are also economically self sufficient, striving constantly to dilute social tensions of all shades and origins. Apparently, such demands, fully justified and unavoidable as these are, immensely widen the scope of literacy and forces those concerned with spread of literacy to indulge in extensive rethinking to help evolve newer modules of education for literacy, even if it means indulging in wasteful trial-and-error method, to attain a satisfactory level of curriculum inputs.

The very magnitude of canvas of such education, covering the whole life span of human beings, surely puts it beyond the formal mode of traditional residential system of university/college based education as it is perceived today. As such, the distance mode, with its ever-increasing versatility in reaching individuals through unfolding of technological breakthroughs day in and day out in Information Technology, holds tremendous promise towards being sufficiently innovative and flexible too to meet infinitely varying needs of individuals, made more complex by their varying levels of comprehension. Truly, the challenges are baffling but, at the same time, the potentialities of the distance mode are also equally amazing.

It is heartening to note that of late some efforts, howsoever minuscule, have already been made in this direction by certain agencies in India. Attempts like IGNOU's programme of "Self-

Help Group Formation"; National Open School's "Life Enrichment Course", "Paripoorna Mahila", "Open Basic I", "Open Basic II", and "Open Basic III", etc.; "Gyan Vaani" of AIR and "Gyan Darshan" of Door Darshan, and various such courses launched by other state level open schools/universities fall in this category.

Apparantly, this vast *Yagna* of enrichment of quality in human life demands infinite *Aahutis* of sincere efforts, as envisaged in the initiatives mentioned above, and we, the people of India, must put in our sincere efforts towards realising the truer dimensions of total literacy in the country at a sufficiently fast pace and without wasting our precious resources.

—M.K. Gaur

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MEANING AND PRACTICE OF ADULT EDUCATION

James A. Draper

INTRODUCTION

I am deeply grateful for the honorary degree which you have bestowed upon me today. Humbly, I thank you most sincerely for your recognition of my work. I thank all of you who have been involved in the process leading to your decision. I can only thank you, and thank you again.

I am aware of the pioneering work which this institution has been involved in over the past 65 years or so. The efforts you have made in extending your resources to the villages, conducting night schools and facilitating adult learning were innovative at that time. Your leadership in this endeavour continues.

The implication of your decision to confer this honorary degree goes beyond myself, the individual recipient. It also recognizes the broad field of adult education in which adults in India are committed to their own continuing learning. I commend this University for its wisdom and foresight. To my knowledge, this is the first time in India where the field of Adult Education has been so honoured and recognised. Through your actions, this University and its leaders have helped to firmly place adult learning in the very fabric of Indian society. There are many persons in Adult Education field of practice and theory, who will thank you most sincerely for the decision you have taken. Your decision confirms that this University is a leading institution of adult learning in India.

I have divided my presentation into three parts:

- First, a discussion on 'Meaning and Practice of Adult Education' (also called 'andragogy', to distinguish it from pedagogy, referring to education of children).
- In the second part of my presentation, I will cover 'Adult Education as a Social Science in India'; and
- In the last section of this presentation, I will focus on our 'Efforts to Create a More Humane World Through Adult Education', symbolized by a photograph from Canada which I wish to present to the Chancellor of this University at the end of my presentation.

MEANING AND PRACTICE OF ADULT EDUCATION

Definition of Adult Education

Let me begin by defining some of the terms which I will be using, beginning with the term 'learning'. Learning, for me, in the informal sense, is simply the process

* Acceptance speech made by the author at the time of receiving an honorary Doctorate Degree from Rajasthan Vidyapeeth (Deemed) University at Udaipur (Rajasthan) on November 20, 2001.

by which we interact with our environment, learn from and adapt to it, and understand our surroundings ourselves and our place within a worldly context.

'Education', on the other hand, I define as organized or intentional learning. When one sets goals and chooses a path of intentional learning, then this constitutes education which can be either formal or non-formal. By far, most adult education falls within the non-formal realm. Given this usage, the term Adult Education is not defined by:

- the contents, skills, attitudes or values being learned, such as adult literacy education or professional continuing education;

Nor is adult education defined by:

- any particular age group of adults, young or old;
- by the sponsoring agency or location of the educational programme; or
- by the methods of teaching and learning being used.

The above mentioned are only variables for describing specific educational programmes.

Adults as Learners

My apparent simplicity in using the terms 'learning' and 'education' should not distract us from recognizing the complexity of these terms. History has shown us that the idea of adults continuing to learn throughout life is not a new or recent phenomena. And yet, as recent as 75 years ago, in parts of North America, there still existed a myth that what one needed to know for life must be acquired by the age of 25 years. After that, or so some people thought, you were 'over the hill' in terms of the capability to learn. This view had little faith in the ability of adults to learn throughout their lives, even though people continued to do so.

My point is that only recently has it been recognized that adults, as learners, are now acknowledged as the third essential component within the field of education—the education of children, and higher formal adult education comprising the other two components. The fact is that today, there are more adults involved in non-formal education than the total of all participants in both formal education of children and higher education combined. Adult education constitutes a profound energy, a powerful force and provides incredible evidence of individual commitment.

Experts Must Also be Educators and Learners

Permit me to briefly illustrate what I have said thus far. In the past 50 years or so, in India, various content specialists have been working with adults in both rural and urban areas. Examples of such specialists would include: health-care workers; agriculture specialists; those in animal husbandry; those working in the field of planned parenthood; water and irrigation specialists; and many others. Many of these experts pursued their tasks and goals, initially, by depending on the use of print materials. The lecture method was also widely used. The idea was all that the content specialist needed to do was to tell people the facts, tell them what to do, give them something to read, and people would then change their behaviour. Much disillusionment comes

from these approaches. However, things changed when the experts realised that in order to achieve their mandate, they needed to see themselves as educators and as learners. Tagore (adult educator and andragogue) put it this way :

- A teacher can never truly teach unless he is still learning himself.
- A flame can never light another lamp unless it continues to burn its own flame.

For these new educators, this change constituted a paradigm shift, that is, they now perceived and interpreted their world differently. The shift meant a break with tradition and old ways of thinking. To achieve their goals, content experts needed to develop skills of involving adults in their own learning, to use alternative learning and teaching methods, and they needed to listen to what the people themselves wanted. The content of what was to be learned needed to be linked to an appropriate process for learning.

Classification of Indian Adult/Non-formal/Continuing Education & Training Agencies

In 1992, at a function organised in New Delhi by the Indian Adult Education Association, I talked about "The Dynamic Mandala of Adult Education". I took the meaning of "mandala" from the Sanskrit, meaning centre or world view.

Four years later, in 1996, I completed a "Classification of Adult Non-Formal/Continuing Education and Training Agencies in India". This ten-part classification system attempted to account for all possible non-formal education courses or programmes for adults offered in India. To illustrate, these included government programmes, at various levels, including Farm and Home Programmes, National T.V., correspondence courses, as well as a wide array of programmes offered by the Indian Railways, the Ministries of Labour, Prisons, Commerce and a number of other ministries.

Another category of agencies included in the public sector, such as the Central Bank of India, Petroleum Corporations and other corporations.

Autonomous and quasi-government agencies account for the fourth and fifth parts of the classification, which include, as examples, Government Schools and the Indira Gandhi National Open University. Another sector in the classification was the private sector, which included various commercial establishments and industries. Other sectors included were Indian non-government voluntary agencies; non-profit special interest agencies; and international NGOs. In the classification system, each of the ten parts or sectors are defined, and examples given. The point of all this is to illustrate the great diversity and breadth of non-formal adult education. Perhaps one of the largest non-formal adult education organizations in India is the Indian army.

Note that, up till now, I have not referred specifically to adult literacy education, which is a major focus within India. Many of the agencies mentioned above are engaged in offering such programmes for men and women. The ability to read and write are the essential requirements for the continuing education of adult programmes covered in the classification system mentioned above.

Recently, I read a statement, which aptly describes the essence of literacy. To quote:

"Being able to read and discover the exhilaration of a book, is the individual's equipment of civilizations' discovery of fire" (Taylor, 2001).

Indian Effort in Adult Education

India has a long and rich history in scholarship, learning and education. Manu, speaking hundreds of years ago, spoke of the purpose of education as carrying "knowledge to the doors of those that lack it and to educate all to perceive the right". Universities in India, today, are attempting to accomplish this challenge through their various continuing education, extension, and professional development programmes. A Colombo Plan Agreement in 1964 between India and Canada, through the University of Rajasthan in Jaipur and the University of British Columbia in Vancouver, established the first University Department of Adult Education in India. In 1965, at Mt. Abu, the first all-India camp Conference on Adult Education took place, attended by such persons as Anil Bordia, S.C. Dutta, V.S. Jha (member of the U.G.C. Education Commission), V.V. John, T.A. Koshy (Director of the National Fundamental Education Centre), J.C. Mathur (Ministry of Food and Agriculture), Mohan Sinha Mehta, J.P. Naik (Member Secretary, Education Commission) and K.G. Saiyidain, to mention only a few. This event signified a new era for Adult Education in India, as did the All India Conference on University Adult Education, held in Bhopal in the same year. The expansion of interest in Adult Education is well grounded in the social fabric of India. It was Tagore who pointed out that "the first experiments in education were done in the area of adult education (also see Draper, *Andragogy*).

Finally, in this section, this fabric and diversity of Adult Education is further illustrated in my new book, *South and East Asian Adult Education: Chronologies in Commonwealth Countries*. The chapter on India was done by Prof. S.Y. Shah, Director of the Adult, Continuing Education and Extension Unit at the Jawaharlal Nehru University. His chapter, along with those on other Asian Commonwealth countries, covers about 100 years of Adult Education in this region, further illustrating the deep roots, diversity and relevance of Adult Education.

At the end of my talk, I would like to have the pleasure of presenting this publication to the Vice-Chancellor, the last book in my professional career.

ADULT EDUCATION AS A SOCIAL SCIENCE

I would now like to speak more briefly about Adult Education as a Social Science.

My early work on this topic, and a subsequent publication, began when I was a research scholar of the Indian Council of Social Science Research in New Delhi.

Components of Social Sciences

As we know, all the Social Sciences, including Adult Education, constitute following three interrelated components:

1. Dissemination of knowledge through teaching,

2. Application of knowledge through practice, and
3. Creation of knowledge through research and critical thought, such as through masters and doctoral theses/research, the work of faculty members, and others.

From the earliest years of human existence, our ancestors experienced and practised what now constitutes the essence of the modern day Social Sciences (forgive me for simplifying what I am about to say).

To illustrate, I will mention only a few of these sciences:

- Economics* - which focuses on acquisition and management of resources;
- Political Science* - which focuses on acquisition and use of political power;
- Sociology* - which studies the social dynamics of a community, as part of a social system;
- Psychology* - which focuses on the experience of having a personality and an individual identity; and
- Adult Education* - which focuses on the study and practice of adult intentional learning.

Essence of Adult Education

In the past, as well as today, most of the members of society are not familiar with the formal content of our respective Social Science professions, but they do experience what we profess. The general public takes for granted what constitutes the essence of our disciplines, our passion, our craft and our art. Our disciplines were practised long before they evolved into specialised bodies of knowledge. To quote, "The art in a craft consists of what goes on within oneself. Therefore, it must be looked for first within oneself" (Harry Remde, 1975). This process of self-reflection, of asking "Who am I?" is, in essence, Adult Education, since it involves the act of intentional learning. This is a process of transformation. By definition, when one has learned something new, he is no longer that same person. He has been transformed.

Historically, the ability to learn was taken for granted. It was a part of life, and was essential in order to survive. Children experienced their surroundings or learned by example from elders. There was no society which did not have some form of non-formal education (that is, intentional learning). People learned their expected roles in society, they learned occupations which were necessary for societal continuity and above all, they learned their culture. Essentially, literacy was nonexistent for most of the people. Still, today, we take for granted our ability to learn. Adult Education is dedicated to understanding the role of learning in our daily living. As a field of study, it has only been in recent years that Adult Education has become a discipline, with its own specialized body of knowledge, based on research and critical thought.

To conclude this section, permit me to share with you the following very brief quote:

"Breathing is to life, as learning is to living" (J.A. Draper, 1990).

A MORE HUMANE WORLD THROUGH ADULT EDUCATION

Adult Education is Like "Millennium Sunrise"

In this section, I will focus on the poetic and the symbolic aspects of Adult Education.

An important component of being human is *time*: time to serve others, including voluntary work and community service; time to develop ourselves, including our spirituality; and time to learn.

Permit me to illustrate this humanness by symbolically referring to a photograph which, at the end of my talk, I would like to present to the Chancellor of this University. Name of the photograph is "Millennium Sunrise".

In the far north of Canada, there is a small community named Alert (on Ellesmere Island). It is the most northern continuously inhabited community in the world, just a few hundred kilometres from the North Pole. The photo was taken by a friend and Sociologist colleague of mine, Dr. Ron Silvers, who lives in Toronto, Canada.

On February 28, 2000, the first beacon of light in this new century showed itself on the northern horizon. Note the date, not January 1, but February 28.

It was not until March 2 that the full disc of the sun rose above the horizon. This was the first time in the new millenium that the sun finally came over all of Canada, and other northern regions of the world.

This event can be symbolically interpreted in a number of ways. I will mention three following ways only:

1. We are reminded that although this planet has only one source of light, the Sun, its light comes to us at different times during a given day or year, just as learning comes to us at different times.
2. We are reminded that we are all an integral part of this one world and of humanity. We cannot escape from this, nor the responsibilities which go with this, including our determination to continue to learn.
3. Finally, the light which gives us life begins with a faint glow on the horizon. The awakening begins with a subtle, shy glimmer from darkness and only slowly does it eventually show itself in its fullest form.

SUMMING UP

As an adult educator, this mystical phenomena can be applied to the evolution of the human ability to learn and this evolution re-enacts itself at each new birth, whether this be the birth of a new life or the birth of a new day. All of us begin with the potential to learn, and to organise this learning through education. All of us have the potential to arise from darkness to light, from ignorance to wisdom.

Today, at this auspicious ceremony, we acknowledged this magnificent process, one which we so often take for granted. I deeply commend this University and its leaders for honouring our ability, as adults, to learn.

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REVIEW OF RESEARCHES IN ADULT EDUCATION IN WESTERN INDIA

Kishori Dash

INTRODUCTION

The western region of India consists of four states—namely Maharashtra, Gujarat, undivided Madhya Pradesh and Rajasthan. The literacy rate of these states, according to 1991 census, was 64.9, 61.6, 44.7 and 38.6 percent respectively. The adult education programme launched during the 'seventies' and 'eighties' contributed, to some extent, in the two states of this region, *i.e.* Rajasthan and Madhya Pradesh, to share that the progress has been very slow, and in the remaining two states, *i.e.* Maharashtra and Gujarat too it has also been slow, despite the fact that Maharashtra and Gujarat are progressive states and are examples of high per capita income than that of Madhya Pradesh and Rajasthan. Probably the Adult Education Programmes could not touch the people's psyche, rendering their efforts to mere formalities (Kaur, 2000) with the advent of the Adult Literacy Programmes, where the main accent was to help the adults play a more effective role in their socio-economic and political milieu. And, the programmes are intended to have a major social impact on individuals, groups, institutions and communities for development. It was in 1991-92 when some areas in this region of India were taken up for literacy programmes on campaign approaches by district administrations and voluntary organisations. Later on, most of the districts of the region initiated the Literacy Campaigns. The campaigns have shown positive results. The findings also corroborated with those of the *Census Report of 2001*, which stated that the literacy rate of Maharashtra, Gujarat, Madhya Pradesh and Rajasthan has gone up to 77.3, 70.0, 64.1 and 61.0 per cent respectively.

Various institutions, organisations and researchers have seen their literacy development with interest, lent nevertheless, with an element of doubt also. This made important areas of inquiry leading to research in Adult Literacy Programme.

In India, despite a gradual enlarging of the concept of Adult Education and a growing realisation of the importance of adult education research, the status of research in this field, *i.e.* adult education, has remained marginal and perfunctory. Research in education has started growing in recent years and is seen to face challenges similar to those of research in general. Its focus is on discovering the factors that affect the quality of adult learning. Now it is supported and undertaken in divergent settings. A growing trend towards institutionalisation has also been noticed in both Government and Non-Government sectors. Still, there is need for more institutional structures that would sincerely promote, encourage and sponsor critical research in adult education. There is also need for more organisations and researchers to co-ordinate and critically review adult education research.

To identify research-trends and gaps of researches, and to promote critical research in future research agenda in the Western region of India, this article attempts to review the stock of researches conducted in different aspects of adult education in the region from 1969 to 1995.

In looking at the trends in adult education research and the future possibilities it is important to review what is being researched and what is pending.

REVIEW OF RESEARCHES

An attempt has been made here to review the studies which have been conducted to find out specific answers to certain problems that need immediate remedies. An account of researches taken up in various aspects of Adult Education have been categorized and presented in the following paras.

Impact of Adult Education and Literacy Programmes

The evaluation reports of the adult literacy programmes conducted by the Planning Commission, Government of India (1969), Bikaner Adult Education Association (1973), and Rao (1992) stated that Adult Literacy Programmes of the country have undoubtedly helped in changing the look and improving the lifestyle of the adult participants.

The Planning Commission, GOI (1969) evaluated the achievement of literacy programme conducted by Gram Siksha Mohim in 63 villages of Maharashtra to find out retention of literacy and change in outlook of the neo-literates. While Bikaner Adult Education Association (1973) measured the progress of participants in adult education programme organised in Rajasthan's rural areas, Rao (1992) evaluated the impact of literacy programme on the upliftment of women in rural areas of Madhya Pradesh. The study of Planning Commission, GOI (1969) reported that the learners have become education minded and became eager to send their children to the school. Gradual awakening and change in outlook of women were also reported. Development of leadership quality, interest in reading news papers, willingness to work together and awareness regarding changes around the world were also observed among the participants of the programme.

Bikaner Adult Education Association (1974) found that the adult education project could fulfill the genuine need of the target group. Regarding literacy achievement, women learners have performed a little better than men. Majority of the learners (65 to 80 per cent) have acquired necessary skills of 3R's and the neo-literates used their literacy skills in reading letters and newspaper, writing letters and maintaining their family accounts. Similar type of result has also been observed in the study of Rao (1992).

Rao (1992) found an overall improvement in all the fields, viz. social, economic, hygiene, etc., in women in experimental group due to the Adult Education Programme. Attitudinal changes towards living conditions were also noticed in them. The experimental group of women became aware of their legal rights. They also realized the importance of education and started educating their children.

On the contrary, Agnihotri (1974), while evaluating Adult Education Programme in Wardha district, found no change in the standard of living among the learners of Adult Education Programme. A good number of people were found to be only aware of cleanliness of their children and started understanding the advantages of scientific methods of cultivation.

The study of Aikara and Henriques (1983) has also reported similar type of result (as was reported by Agnihotri, 1974) that the participants of Adult Education Programme in Maharashtra did not benefit from the Programme in achieving literacy skills. Their quality of living had also not improved much. But their gain in functionality and social awareness was found to be better than literacy skills.

In his later studies, Aikara (1984 & 1985) has found the same trend among the adult learners in achieving very low level of literacy skill. But the studies differed with regard to their knowledge of functionality and their awareness level. While, Aikara's 1984 study found high level of functionality and awareness among the adult learners, his study in 1985, however, found that their knowledge of functionality and level of awareness was very poor.

Shah (1978) critically studied the NFE Programme and its impact on the community in Baroda city. She found that very few group methods were used and only one communication media, *i.e.* the book, was used in the Programme. Shah also found the same trend of achieving low level of literacy skill. But their knowledge in nutrition, use of leisure time, and activities related to supplementary income was found to be good. Although their knowledge regarding family planning was reported to be average, yet their knowledge on personal health was found to be high. However, their theoretical knowledge was found to be higher than making use of it in practice.

Shah, Joshi and Pande (1988), in their study undertaken by Department of Education and Extension, Faculty of Home Science, M.S. University of Baroda, found a contradictory result among the learners. They found that the learners performed poorly in oral test, among all the three sections of oral, written and numericals. But they performed well in writing as 45 got first division.

The impact assessment by Thakre (1991) on Adult Education Programme of Nagpur University revealed no significant impact of the programme on the learners as the criteria for selection of supervisors and instructors were disregarded, and no valid evaluation of learners' achievement was adopted. Similar type of findings have also been observed by Naik (1994) and Parikh (1995).

Naik (1994) evaluated literacy activities of Betul districts of Madhya Pradesh on behalf of MHRD, Government of India and stated that the overall result of male learners was better than that of the female folk. The result among the neo-literates with regard to health, hygiene, and socio-political aspects of adult literacy programme. To some extent, it was even able to make them conscious about their occupation and source of earning. But no significant impact was observed in terms of participation of women as learners or volunteers. Even participation of socio-economically backward people was also not favourable. In Bhavnagar city, impact of literacy programme was found to be simply positive. Women learners did better than the men and general people did better than the ST, SC, and the slum dwellers with regard to literacy and awareness. People of slum and poor areas secured only about 50 and 56 per cent in literacy skills respectively, whereas the suburbs and elite did much better and achieved 88 per cent in literacy skills. The Literacy Programme of Bhavnagar city, as stated by Parikh and his associates, "appeared to have been, by and large,

unsuccessful in generating desirable impact on both: (a) literacy outcomes, as also on (b) different aspects of functional literacy, like social awareness, environmental awareness, etc."

Saldhana (1992) evaluated two literacy campaign in Wardha and Sindhudurg districts and found two different types of results. While in Wardha district, the literacy campaign created a pro-literacy atmosphere, which was favourable to formal primary education to some extent. Men performed marginally better than women and women, with no job, performed better than women with job. Workers of urban sector performed better and instructors, specially men, influenced the learners of the same sex. Involvement of school teachers, students and unemployed youth got more involved in teaching process. However, in Sindhudurg Literacy Campaign, findings were little different. Saldhana came to the conclusion that learner's variables—e.g. sex, higher age and Buddhist community—influenced literacy rates negatively; and female instructors had negative influence on male learners. But at the same time, like Wardha Campaign, school teachers, young enthusiastic people, and Village Literacy Committee played a vital role in TLC. However, inspite of a number of limitations in both the districts, a positive impact of the programme was observed.

Factors Affecting High Dropouts and Irregular Attendance

Bhandari (1970), Bisnoi (1978), Trivedi (1984), Warudkar (1988) and Chakraborty (1988) have conducted studies to find out the factors that affect persistency and dropout of the adult learners. According to them, inconvenient time, fatigue from hard work, lack of interest among instructors due to irregular remuneration, and lack of motivation were the main reasons for high dropouts of the learners from the centres.

Bhandari (1970), in his study of Udaipur district of Rajasthan, has further observed that middle caste groups' persistency was greater than that of lower and higher caste groups. Incidence of dropout was more among married adults than unmarried ones in his sample. In persistence of attendance, self-motivation was found to be the most important factor. Among other main reasons, reported for dropout, were: illness and the perception that literacy was of no use to them.

Trivedi's (1984) study in Gujarat highlighted that dropout rate was higher among males than females and it was maximum during the first two months. It increased with increasing age. Other reasons cited for dropout included migration and advanced age along with lack of interest, and inconvenient timing.

The study of Bisnoi (1978), on married women in Baroda, focussed on timing of literacy classes as the only factor responsible for high dropout rate among the learners from the centres.

Warudkar (1988) inquired into the factors which prevent Scheduled Castes, Scheduled Tribes and women beneficiaries from taking part in Adult Education Programme in Maharashtra and found that household problems and responsibilities, problems related to the adult education centres, and lack of infrastructure facilities were the main reasons for their dropouts, along with inconvenient timing and fatigue

from hard word. Social conflict and social tensions were also observed in the locality when women and Scheduled Castes people attended the classes. Further, irregularity in attendance of instructors in the classes due to their irregular remuneration, and making of Marathi the language of adult learning in the class for the ST & SC learners, whose dialect of conversation was 'Ahirani', were the reasons for their non-attendance.

Chakraborty (1988) evaluated the scheme of Functional Literacy for Adult Women in Chhotaudepur Taluka of Baroda district and found that teachers failed in motivating the learners as they were disinterested due to irregularity of payment; non-availability of learning materials; lack of supervision; inadequate training of instructors in sanitation, childcare, first aid, nutrition and population education; inconvenient timing; caste restriction; and family problems. A few women among non-participants could not attend the classes due to non-cooperation of their husbands and family members. Further, it was found that the learners' performance in literacy skills was very poor and their level of awareness was medium due to irregularity in attending the centres.

Development of Self-instructional Training Package

Khan (1983) developed a self-instructional training package for training of Non-Formal Education Facilitators to enhance their competencies in Rajasthan. The effectiveness of the package was validated through a pre-test and post-test design experiment involving 100 NFE facilitators. The study reveals that significant learning occurred on the part of the trainees due to use of the instructional package, and administrators, experts and supervisors suggested that the said training package could be an effective strategy to train NFE instructors.

Effects of Methods of Teaching

Kundu (1985) has attempted to study the methods of adult literacy as obtained from the Bombay University Model. The main objective of the study was to observe the effectiveness of various methods of adult learning in yielding substantial gains in case of interested learners. The learners were divided into five equated groups with matching age, socio-economic status, sex, and degree of achievements. These five groups were exposed to five different methods of teaching, including letters associated with pictures and alphabets; alphabetic method; and card teaching system followed by the University of Bombay. The researcher found the Bombay University method was the most effective method. However, the variability was not so much due to the teaching method as it was to a case of group instruction *vis-a-vis* individualized instruction.

Community Involvement

Parikh (1985) has studied the community involvement factor in greater details, assessing the Adult Education Programme in Gujarat. The study aimed at examining the level of community involvement, reasons for lack of such involvement and suggesting ways of improving it. While Parikh's study reports low level of community involvement due mainly to the fact that the instructors did not undertake any significant mobilization

efforts. Desai, Yadav, Govinda and Lakshmi (1982) have found community support in their study, although they did not get any evidence in favour of it.

Problems Faced By the Instructors

Shah and Sivalakshmi (1988) studied the problems faced by instructors of 'Each One Teach One' Scheme in Padra taluka of Baroda district in Gujarat. They found that two-thirds of the respondents faced motivational problems and higher percentage of them demanded incentives. A little more than half of them were irregular due to inconvenient timing. Higher percentage of young male respondents than female respondents reported that they did not get respect from the learners, and the parents were not willing to send them to teach. Lack of cooperation from learners' family members were also observed. Language problem was reported by majority of the females. One-third of the instructors reported the problems of spending extra money in transportation to reach the destination.

Problems of Evaluation of Adult Education Programme

Dasai, Yadav, Govinda and Lakshmi (1982) have studied the problems of evaluation of the Adult Education Programme in seven districts of Gujarat, which serves to achieve the goal of UEE and found that: (a) Considerable discrepancies were found in distribution of Adult Education Centres in the seven districts; (b) Distribution of villages with AECs in terms of concentration of SC and ST population, and literacy level as indicator of local need for adult education showed that there is a deliberate attempt to reach areas with greater needs; (c) The programme catered mainly to the needy sections of the population as 96 per cent of the learners belonged to SC, ST and OBC categories; and (d) Community generally supported the programme but there was evidence in support of active participation of the community in the functioning of AECs.

OUTCOME OF RESEARCH STUDENTS

Main Findings

These studies reveal as follows: (a) Adult education and literacy programme has an impact on the participants, but the degree of the impact differs from person to person and programme to programme. (b) Level of literacy achievement (literacy skills) was found to be low among the learners in comparison to the development of awareness and functionality in many studies. (c) Development of awareness in various aspects of life among the participants was found to be positive in most of the studies. But awareness with regard to health and hygiene, education for their children, and education on legal rights were found to be more prominent. (d) Community support to Adult Education and Literacy Programme found to be positive but not prominent. (e) Participation of women as learners and volunteers was found to be very poor in most of the studies. Dropout rate among married women, and ST and SC participants of Adult Literacy Programme were found to be higher than that of others. (f) The main reason for high dropout rate among the learners were: inconvenient timing, lack of infrastructure facilities, fatigue from

hard work, family problems, non-cooperation of husbands in case of married women, frequent migration, language problem, social tension and caste restrictions in case of ST, SC and women learners, demotivated and irregular instructors, lack of self-motivation and self-interest among the learners, lack of motivational and environment building programme, lack of monitoring and supervision, and advanced age of most of the learners. (g) Reasons for demotivation and irregular attendance of instructors were found to be irregular remuneration; inconvenient teaching timing; lack of co-operation from the learners family; lack of regard by the learners, specially to the male instructors by younger age group; lack of incentives to the instructors; instructors' problems of spending extra money on transport to and fro to AECs; lack of regular monitoring and supervision; lack of training in different areas related to adult literacy programme like population education, first aid education, etc., and inadequate supply of learning materials. (h) Self-instructional training package was found to be an effective strategy to train the instructors. (i) Devising a suitable method of teaching was found to be much effective in yielding substantial gains among adult learners.

Out of the total 25 studies reviewed, 15 were impact studies. Among these, 11 were conducted to find out learners' achievement in literary skills, and awareness and functionality; three were conducted to find out the impact of the programme in improving their overall living conditions and the remaining study was conducted to find out the impact of mass media on neo-literates. There were 13 evaluation-cum-impact studies of the programme of adult education which were conducted mostly to measure the learners achievements and success of the programme. Five studies were conducted to find out the factors responsible for high dropout of learners from the centres. The remaining five studies were on different aspects of adult education, like development of self-instructional training package, effects of methods of teaching, community involvement, problems faced by the instructors and problems of evaluation of adult education.

Research Techniques

Most of the researchers had adopted stratified random sampling and purposive sampling methods in their studies. Samples were drawn from restricted areas, districts, zones, villages and towns. The Planning Commission, Government of India (1969) had drawn its sample from 63 villages of Maharashtra. While Bikaner Adult Education Association (1973) and Rao (1992) conducted their studies in rural areas of Rajasthan and Madhya Pradesh respectively, Desai, Yadav, Govinda and Lakshmi (1982) evaluated a zone consisting of seven districts. Again, while Parikh of SPIESR, Ahmedabad, evaluated the TLC districts separately with different objectives, Saldhana (1992 A, B) studied two separate districts of Maharashtra (Wardha and Sindhudurg) with the same objectives; Naik (1994), Shah (1978) Aikara (1984), Agnihotri (1974), Trivedi (1984) and others also drew their samples accordingly.

Methods Followed

Methods of different types have also been followed by the investigators according

to the nature and necessity of their studies. Khan (1983) and Rao (1992) have employed experimental method, whereas Agnihotri (1974), Parikh (1985), Parikh (1994 and 1995), Trivedi (1969), Thakre (1991), etc., have followed normative survey method for their research work.

Tools Used

For data collection, questionnaire, interview schedule, observation schedules, attitude scale and examination of records have been invariably used by many researches. However, Agnihotri (1974), Prikh (1994, 1995) and Naik (1994) have adopted open-ended interviews along with their questionnaires and interview schedules. While Desai, Yadav, Govinda and Lakshmi (1982) have adopted personal contact mode along with questionnaire and interview schedule, Trivedi (1984) has made use of an attitude scale and a checklist to determine intensity of learner's feelings. However, Saldhana (1992 A and 1992 B) has adopted group discussion along with standardized literacy test, and observation and examination of record for the purpose of data collection; Thakre (1991) has used interview schedule, questionnaire-cum-checklist and evaluation sheet for collection of relevant data; and Warudkar (1988) has made use of interview schedule and questionnaire for his study.

Analysis of Data

The data of the studies have been analysed both qualitatively and quantitatively by the investigators. But majority of the studies have been analysed quantitatively. While Khan (1983), Warudkar (1988), Thakre (1991) and Rao have analysed their data quantitatively, Desai, Yadav, Govinda and Lakshmi (1982) and Saldhana (1992 A and 1992 B) have analysed their data qualitatively, but Parikh (1994 and 1995), Naik (1994) and Aikara (1984) have analysed their data both qualitatively and quantitatively.

IMPLICATIONS FOR FUTURE RESEARCH IN ADULT EDUCATION

The studies reviewed under various headings in this article point out that careful research on various areas of adult education have been mostly neglected by the researchers. As such, only a few studies are available in certain areas with limited scope and methodological limitations.

So far as the methodology is concerned, it is a general observation that great importance has been given to research of normative survey and descriptive type, and only two studies have been conducted by following experimental method. Methods of case study and historical research are highly neglected by the researchers.

Regarding research tools, much importance was given to questionnaire, study of records and interview schedule of structure type. Very few researchers have used attitude scale, checklist, observation schedule, personal contact and group discussion, and field visit of very short duration along with their other research tools. However, none of the researchers have adopted participant and non-participant observation, case study, and brain storming technique along with their other tools for data collection.

In terms of data analysis, it is evident from these studies that majority of the studies have been analysed quantitatively along with a touch of qualitative method. But a very limited number (only three) of researchers have attempted to analyse the data qualitatively.

As evident from discussion in preceding paras on studies conducted by different government, non-government and research societies and the independent researchers, these studies have been carried out in isolation and with narrow perspective. The future researchers, therefore, need to have a broader perspective to carryout researches in adult education. They will need to acquire proper orientation for critical research on various aspects of adult education. Government and NGOs of national standing should encourage young researchers to acquire requisite capacity for conducting critical research studies and support respective research societies, universities and independent researchers. Much more importance should be given to qualitative research, and research methods and techniques, like case studies, brain-storming sessions, and participatory observation. Various aspects of adult education, which are still pending for research, need attention in future research agenda. These are : (a) Curriculum materials, methods and aids; (b) Learning needs; (c) Training; (d) Motivation, mobilization and environment building; (e) Monitoring, supervision and networking; (f) Gender equity and status of women; and (g) Participatory democracy, grass-root planning and implementation.

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A STUDY ON EFFICACY OF TRAINING OF VOLUNTEERS IN TLC

Anuradha Sharma

INTRODUCTION

Training is a significant activity of every Total Literacy Campaign (TLC). It is expected to prepare various functionaries for their respective tasks. In the TLC districts, a three-tier system of training personnel is in operation. The first tier consists of orienting resource persons, the second tier of master trainers and the last tier of orienting volunteers.

Following basic decisions apply to all training situations:

1. It is essential to decide exactly what the trainee has to learn. This decision must be based on an analysis of the task, not only in terms of what the trainee must know and do, but also of how he has to carry out the mental and physical activities involved in the efficient performance of the task.

2. It is essential to decide on the best methods of helping the trainee to learn these activities. This decision must be based on the nature of the task, together with knowledge of how people learn.

In any training situation, the trainee has to learn what to do and he has to put that knowledge into practice.

One can absorb only a limited amount of information at a time. Therefore, learning must in some sense proceed by stages, and additional information may be given only when the trainee has adequate mastery over the previous information.

Any training programme should operate on right lines. It is, therefore, essential that there is a suitable teaching-learning material kit with a competent instructor. The kit provides useful reference material and helps all those who are in charge of training and working for development of functionaries. The items proposed in the kit should be printed material, visual aids and similar other useful materials.

Objectives

The objectives of the study were as follows:

1. To find about the resources available to the volunteers during the training programme;
2. To know the methodology being used in the training programme;
3. To find out the organisational facilities available to the volunteer during the training programme;
4. Training schedule followed in the programme;
5. Adoption of the training curriculum by the trainees; and
6. Role of ZSS in conducting the training programmes.

Methodology

The methodology of the study included development of tools, analysis of data, sampling, procedure and scoring of different items of the tool.

The investigator developed a questionnaire consisting of 21 items. The items included in the questionnaire mainly reflected the contents, methodology, organizational facilities, training duration and the problems faced by volunteers in the training programme. In addition to these tools, interviews with the volunteers were also held to get the total picture of the training programme.

Locale and Sample

The study was conducted in Patiala District of Punjab.

From Patiala district, four Sub-divisions chosen were : Derabasi, Rajpura, Nabha and Patiala. Approximately 70 to 80 volunteers were taken from each Subdivision. The data has been collected from 360 respondents.

The main criteria for selection of a respondent was his participation in the training programme organised for by the Zilla Saksharata Samity in September/October 1998.

Analyses of Data

After collection of data, it was systematically arranged, codified and analysed by means of computer software to get percentage of the variable under study.

FINDINGS AND DISCUSSION

It was found that majority of volunteers (*i.e.* 62.78 percent) were in the age group of 16-20 years. Very few of them were above or below to this age group. Most (*i.e.* 60.56 percent) of these were women. A vast majority of these (*i.e.* 92.34 percent) were educated up to 12th class. The analysis of their age factor showed that these volunteers were teenagers. Maximum of them were students. Therefore, if their energies were properly used, then they can bring about wonderful change in the TLC.

Training Material

The table given below shows how many respondents received what material during the training programme:

TABLE 1: MATERIAL RECEIVED DURING THE TRAINING PROGRAMME

<i>Material of Training</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Primer	360	100
Guide Book	233	64.72
Pencil	331	91.94

Distribution of reading material has a great importance in effectiveness of training programme. Table given above shows that in the training programme the respondents

got only Primer book (100 percent) and Guide book (64.72 percent) of the primer and no extra reading material through which they could improve their knowledge about the TLC campaign.

Language of Training Material

TABLE 2: LANGUAGE OF TRAINING MATERIAL

<i>Material of Training</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Yes	203	56.09
No	—	—
Manual not read	157	44.10

The above table reveals that on an average, 56.39 percent of the volunteers viewed that given training material was in easy language and 44.16 percent of the volunteers said that they had not even read the Guidebook.

Use of Teaching Aids

TABLE 3: TEACHING AIDS USED IN TRAINING PROGRAMME

<i>Teaching Aids Used</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Blackboard	224	62.22
Charts	6	1.7
Flash card	—	—
TV/Radio	—	—
No teaching aid used	154	42.77

The table shows that according to the response of 62.22 percent volunteers only blackboard had been used in the training programme while only 1.7 percent of them revealed that charts were also shown.

Training Methods

TABLE 4: METHODS USED IN TRAINING PROGRAMME

<i>Training Methods Used</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Lecture with blackboard	170	46.94
Lecture	189	52.5
Group Discussion	2	0.005

As per the response of 46.9 percent volunteers, blackboard in the lecture method was used. However, 52.5 percent opined that lecture of short duration were given in the training programme. Very few, *i.e.* 0.005 percent, revealed that group discussions were also held in the training programmes.

Participatory Nature of Training Programmes

TABLE 5: PARTICIPATORY NATURE OF TRAINING PROGRAMME

<i>Response of Respondents</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Yes	149	41.38
No	211	58.61

While 58.61 percent of volunteers stated that they did not asked any question during the training, 41.38 percent observed that they had participated fully in the training programme and the trainers settled the problems that they had raised.

Duration of Attendance and Its Usefulness

TABLE 6: DURATION (IN DAYS) OF ATTENDING THE TRAINING PROGRAMME

<i>Actual No. of days of Training</i>	<i>No. of Respondents</i>	<i>Percentage</i>
1	102	28.33
2	20	5.5
3	53	15
4	158	43.89

In all, 43.89 percent volunteers attended the training Programme for four days, 15 percent attended for three days, and 28.33 percent attended the training Programme for one day only.

TABLE 7: DURATION (IN HOURS) OF THE TRAINING PROGRAMME

<i>Actual Hours of Attending</i>	<i>No. of Respondents</i>	<i>Percentage</i>
½ hr. to one hour	5	1.76
1-2 hours	247	68.61
3-4 hours	108	30.56

In all, 68.61 percent of volunteers reported that the training programme was for one to two hours per day, while 30.56 percent revealed that it was for 3 to 4 hours per day, and very few, *i.e.*, 1.76 percent revealed that the training programme was for 30 minutes to an hour per day. Thus, training programme had no fixed time schedule for each day.

TABLE 8: USEFULNESS OF ATTENDING THE TRAINING PROGRAMME

<i>Utility/Usefulness of Training Programme</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Yes	236	65.55
No	124	35

Out of the total, 65.55 percent of the volunteers revealed that they found that it was very useful to attend the training programme because it conveyed positive information about the campaign. Rest of the volunteers did not agree with this view because they believed that incomplete information was given to them during the training programme. As such, it was just a formality and waste of time.

Motivation

TABLE 9: SOURCE OF MOTIVATION TO JOIN THE CAMPAIGN

<i>Source of Motivation</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Self-motivated	360	100
With pressure	—	—

All the volunteers, *i.e.* 100 percent of the sample, said that they had joined the training programme due to self-motivation.

Preference of Reading Material

TABLE 10: CONTENT-WISE PREFERENCE OF READING MATERIAL

<i>Sl. No.</i>	<i>Particulars of Contents</i>	<i>No. of Respondents</i>	<i>Percentage</i>
1.	Primers having alphabets	136	37.78
2.	Story books	106	29.40
3.	Religious books	104	28.88
4.	Adult education related	78	21.66
5.	Agriculture/Kisan related	96	26.67
6.	Household related	62	17.22
7.	Employment related	08	2.22
8.	Children related	34	9.44
9.	No need of reading material	13	3.61
10.	Song/Gidda/Kirtan	63	17.50

Out of the total sample of volunteers, 37.78 percent required Primers in which alphabets should be there as they felt that this was the easiest method of teaching the adult learners; 29.44 percent gave preference to storybooks; 28.88 percent to religious books; 26.67 percent wanted information on agriculture/information of interest to agriculturalists; 21.66 percent on programme on adult education; 17.22 percent wanted household related stuff; and 17.50 percent wanted Primers to contain songs/Kirtan/Gidda related material. However, only 3.61 percent volunteers did not visualise any need of reading material.

Discussion on Curriculum

TABLE 11: CURRICULUM DISCUSSED IN THE TRAINING PROGRAMME

<i>Curriculum Particulars</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Motivation and teaching of psychology	117	32.5
Distribution of the material	328	91.11
Dealing with social problems	14	3.89
Discussion on lessons	239	66.39
T.L.C. lesson	31	8.61
Batching-matching	285	79.17
Education related	8	2.22
Numeracy	108	30
No specific topic of lecture	18	5

Table 11 shows that 85 percent of volunteers reported that distribution of material (91.11 percent) and batching and matching (79.17 percent) were also included in the schedule of training programme; 66.39 percent said that discussion on lesson was covered; 32.5 percent said that motivation also formed part of curriculum; 30 percent reported that lecture on numeracy did take place; but 18.5 percent of the volunteers said that there was no specific lecture delivered in the training programme. Same observations were also made on each Sub-division of the district in the programme.

Liking for Lessons

TABLE 12: CONCEPT/LESSONS LIKED IN TRAINING PROGRAMME

<i>Liking/ Interest</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Each lesson	88	24.44
Each lecture	16	4.44
Garden	30	8.33
Kisan	36	10
<i>Savan da mahina</i>	28	7.77
Mosquito	20	5.55
Song-Gidda	90	25
Teaching of adults psychology	83	23.05
Drinking	13	3.33
Social Problems	59	16.39
Not applicable/No lecture	160	44.44

Only 24.44 percent volunteers were of the view that in the training programme they liked each lecture; 25 percent liked lecture on concept of songs—Gidha in the TLC; 23.05 percent revealed that they liked lecture on adult psychology; 16.39 percent said that lectures on social problems were interesting; and as many as 44.44 percent said that in the training programme there was neither any special lecture nor it was interesting.

Problems in Organising and Defects in the Programme

TABLE 13: PROBLEM FACED IN ORGANIZING THE TRAINING PROGRAMME

<i>Sl. No.</i>	<i>Particulars of Contents</i>	<i>No. of Respondents</i>	<i>Percentage</i>
1.	No problem	86	23.89
2.	No sitting arrangement	119	33.89
3.	No lunch/tea	175	45.61
4.	Noisy place	48	13.33
5.	Sufficient facilities	192	53.3

Out of the sample, 53.33 percent volunteers viewed that there were insufficient facilities; 48.61 percent reported no any arrangement of tea-lunch; and 33.05 percent said no proper place of sitting arrangement was there. Against this, 23.89 percent said that they did not have any kind of problem in the training programme.

TABLE 14: DEFECTS/DRAWBACKS/SHORTCOMINGS IN TRAINING PROGRAMME

<i>Sl. No.</i>	<i>Particular of Defects/ Drawbacks/shortcomings</i>	<i>No. of Respondents</i>	<i>Percentage</i>
1.	No problem training	181	50.28
2.	No motivation	182	51.11
3.	Clash with Anganwadi time	24	6.67
4.	Not knowing how to teach learners	151	41.9
5.	No motivation	184	51.1
6.	No proper place of training	130	36.11
7.	No problem	76	21.1

Out of the sample, 50.28 percent of the learners said that no proper training was given; 51.11 percent said that in the training programme trainers had not trained them how to motivate their learners. Against this, 41.94 percent said that they neither knew the correct method of teaching adult neo-learners nor the reason for emphasising Primer-based method of teaching; 46.39 percent said that there was no proper place

of training and very few (6.67 percent) said that time of Anganwari interfered in the training programme; while 21.11 percent said that they did not have any problem in the training programme.

Knowledge of Method Used for Literacy

TABLE 15: METHODS OF IMPARTING LITERACY SKILLS

<i>Sl. No.</i>	<i>Particular of Method</i>	<i>No. of Respondents</i>	<i>Percentage</i>
1.	Word method	164	76.19
2.	Alphabetic method	154	42.7
3.	Not clear	190	52.77

Out of the sample interviewed, 42.7 percent volunteers said alphabetic method was discussed in the training programme and that they were clear about this method, but 52.77 percent reported that they did not know or were not clear about the method. However, only 1.06 percent said that they did not agree with the word method, which was being taught in the training programme.

TABLE 16: METHOD USED BY VOLUNTEERS TO IMPART LITERACY SKILLS

<i>Method</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Word method	91	25.27
Alphabetic method	269	74.44

Out of the total sample, 74.44 percent taught the learners with the traditional method, *i.e.* introducing alphabets, and only 25.27 percent said that Primer-based teaching was done, *i.e.* teaching with word method.

Quantum of Learners Enrolled by Volunteers and Their Persistence with Class

TABLE 17: DISTRIBUTION OF LEARNERS CONTINUING IN LITERACY CLASS 5-6 MONTHS AFTER THEIR ENROLLMENT BY VOLUNTEERS NOW ATTENDING LITERACY CLASSES

<i>No. of Learners Enrolled</i>	<i>No. of Volunteers Making Such Claim</i>	<i>Percentage of Volunteers Claiming such Enrollment</i>	<i>No. of Learners Attending Classes After 5/6 Months of Enrollment</i>	<i>Percentage of Such Learners</i>
Nil	-	-	52	14.4
1-4	25	14	154	44.33
5-8	93	25.83	142	39.45
9-12	237	66.11	12	3.33
13-20	4	1.11	-	-

In all, 66 percent volunteers reported that they had enrolled 9-12 learners, while 26 percent reported to have enrolled 5-8 learners, and 6 percent 1-4 learners in the centres. But almost reverse situation can be observed from the table given above towards the number of such learners now attending the classes (*i.e.* after 5-6 months) with 43.33 percent volunteers reporting that their number is between one to four; 39.45 percent volunteers observing their number to be between 5-8 learners; and only 3.33 percent volunteers claiming their number to be 9-12 in the centre. These figures show a definite increase in the drop-out rate in the centres running such literacy classes.

SUGGESTIONS FOR PREPARATION OF TRAINING PROGRAMMES

Printed reference material should be provided to the MT's and VTs. Contents of these may be distributed in the following ways:

1. *Pamphlets* on various problems which directly or indirectly relate to the community, *e.g.* evils of dowry, bride burning, gender bias, etc.
2. 7 on literacy, its needs and relevance, reasons for launching TLC and various other issues incorporated in the primers, etc.
3. *Training Manuals for VTs* on adult psychology, teaching methodology, and on teaching through primers prepared by experts.
4. *Flash Cards* on issues of national concern, like national integration, conservation of environment, status of women, small family norms, etc.
5. *Audio visual material* to demonstrate each and every aspect of surrounding environment.

Zilla Saksharta Samiti should try to give due consideration to organisational facilities. However, local situations—like noise of school going children—can create disturbance in the training programme. Arrangement of facilities, like toilets; seating arrangements, especially for volunteers; drinking water; and arrangement of food should be entrusted to the volunteers for making training programme more effective.

The volunteers should familiarize themselves with the methods of teaching—like analytic method, synthetic method, and eclectic method. The volunteers should dynamically adopt a method that suits most a situation.

The scheme of training programme for volunteers is 4+2+2+1. But it was seen that the organizers were not following this scheme strictly. At least 6-7 hours/day should be reserved in the training programme to discuss difficult issues related to literacy campaign.

The trainers may discuss some of the following issues/contents during the training programme:

1. Understanding the needs of the community;
2. Need and relevance of literacy;
3. Understanding adult psychology;

4. Issues of national concern—like national integration, conservation of environment, status of women, small family norm, drug de-addiction, anti-dowry, etc.;
5. Introducing IPCL method for preparing primer, parts I and II and III;
6. Organization of Adult Literacy Centres;
7. Primer-based teaching methods;
8. Group work on lesson plan;
9. Teaching/participatory approach;
10. Capacity and capability enhancement;
11. Self-evaluation, repetition and retention; and
12. Family life counselling.

There are many other aspects and issues that can be discussed with the volunteers in the training programme. Other topics of discussion can be: identification of common problems faced by the volunteers, expected roles of volunteers, etc.

The time gap between training of Master Trainers by Resource Persons and training of Volunteers by Master Trainers should take minimum time. It should not take more than 3-4 days so that the trainer is in a position to recall the training contents easily. A team of competent persons can be developed for this purpose. At each training programme, one member of this team can be present. He can explain the concept, wherever necessary, to help the trainer and perform such other functions, which are necessary for effectiveness of the training. Thus, he/she will be able to give full support to the trainers.

If possible, training programme of volunteers should be organised in between the months of May to July, so that seasonal dropout of student volunteers as well as learners can be minimised.

In brief, it may be suggested that:

1. Useful reading material should be provided to the volunteers;
2. Less emphasis be laid on lecture method and a greater emphasis is laid on discussions and use of audio-visual aids;
3. More emphasis be laid on practical work, including lesson demonstrations;
4. More than one training programmes should be organized; and
5. Training programme should be of longer duration.

ADULT EDUCATION FOR UNIVERSITY AUTHORITIES: AGENDA TO REVIEW STAFFING PROCESSES OF TEACHERS AND ACADEMICS

M.V. Lakshmi Reddy

INTRODUCTION

Deterioration in Staffing Process in Universities

The policy of "hire and make them qualify" is replacing the old method of "hire qualified people" (Odiome, 1973). This statement not only reflects a general trend of degradation in the policy of hiring of people about three decades ago, but also provides enough food for thought and action by those involved in hiring or staffing processes. But following voices of teachers, academics and others on deteriorating quality of staffing or hiring processes related to teachers and academics, amongst others, in Universities present a different and challenging trend:

It would be in bad taste to discuss what people have to do to become Vice-chancellors and what kind of compromises they make to stay on in the job. (Sarup, 1999, p.2)

It is unfortunate, in the last twenty five years or so, the 'mediocre' with no professionalism or commitment to the cause of higher education have dominated the scene and sought more 'freedom' to promote their narrow self-interests. (Singh, 1999, p.6)

Considering the abysmal degradation to which our educational institutions have fallen, one would wonder whether they could be redeemed at all... What we need today is Perestroika, complete restructuring in our higher education. (Pylee, 1995, pp.5-6)

Lack of critical and realistic approach breeds a strange variety of intellectuals who, with mediocre talents or at times with none at all, manage to sneak into distance education institutions, capture by hook or by crook key positions and subvert the system from within. (Ramanujam, 1995, p.7)

While the competent academics are committed to strive towards excellence in their profession through fair means, the incompetent lot are committed to practice only manipulations as effective means to excel the competent and also to meet their professional and career ends. (Lakshmi Reddy, 1999).

Every teacher is assured that on the day he joins a college or University, he will be confirmed irrespective of his performance... Thanks to the Merit Promotion Scheme of University Grants Commission, he also feels that he will get promotions at regular intervals after completion of some formalities... His standing in the profession will be determined by his seniority rather than his teaching.... (Kapur, 1999)

In running the academic, financial and administrative affairs of the Universities, democratic process and procedures have gradually been undermined and replaced by authoritarian decisions and bureaucratic positions... (Tripathi, 1999).

From the above mentioned voices, it can be inferred that even the "hire and make them qualify" policy has already been replaced by "hired, means qualified" policy in the Universities and other higher education institutions in India. When the affairs of staff and quality of staffing processes in the institutions of higher education is as above, it is, perhaps, needless to talk of such situation in any other lower-level institution in the educational system.

It is important to note that the Vice-chancellors, Principals, Professors, Readers, Lecturers and other academics are either the authorities in themselves or represent different authorities in Universities and other higher education institutions in India. If such experienced, highly intellectual and mature adults did bring these institutions to such a situation, is there any doubt that it warrants serious rethinking on and reviewing of the defective staffing processes related to teachers and academics, amongst others, therein?

Reasons of Deterioration and Its Impact

What could be the root cause and other reasons for such a pathetic shift in staffing processes in Universities and other higher education institutions manned by experienced, intellectual and mature adults? Tripathi (1999) reasons out:

The criteria of selection are not always academic accomplishments, teaching capacity and research attainments. More often than not, considerations of caste, community, region, religion, political affiliation, recommendation, etc., sway the balance against academic achievements of the candidates... Corruption, favouritism, nepotism, communalism and dominance of manipulations and machinations in academic spheres have become deeply ingrained and rampant because of their tremendous reward value in the present day higher education... In higher education, shrewdness, ingratiation with the establishment, lip-service to idealism but active adherence to corrupt realism, and pursuit of material success through unions and pressure groups have become more rewarding than wisdom, love for truth and knowledge, complete harmony in thought, speech and action, and continuous endeavours for enhancing understanding and academic competence through study, research and intellectual discussions... These are the root causes of numerous malpractices that have become cancerous on the campuses...

What do such practices communicate and transmit to successive generations of teachers, academics and adult students of these institutions? When such appointments become common, the teachers so appointed become models for adult students, and they naturally endeavour to develop only those qualities which get them positions, promotions, reward and satisfaction in life. Also, in the process, these qualities and grounds become implicitly acceptable at the social plane assuming the status of norms.

Added to this, the Merit Promotion Scheme of University Grants Commission (UGC) UGC has been watering down the need for acquiring higher academic

qualifications by teachers and academics and assuring virtually a time-bound promotion with better emoluments, designations and raise in hierarchical status. Thus, the role of academic merit and professional excellence has been thoroughly undermined in designating hierarchy in Indian Universities and other higher education institutions. Here, I am reminded of the 'Peter Principle'. The Peter Principle (Cohn and Lindberg, 1984, p. 128) states: "A person eventually is promoted to the level of his incompetence, from which he cannot be promoted any further. Another side of the Peter Principle suggests that the incompetence existed before the person was promoted and either was not recognised or was ignored... Mistakes made in promoting people beyond their competence usually end in one of the two ways: firing the person or keeping the person on while reducing the demands of job by cutting the pay".

Unfortunately, the above two ways are not practised or, perhaps, not practicable, given the conditions in Indian Universities. At the same time, the existing situation cannot be and should not be allowed either to continue or to deteriorate any further. But, what to do and where to begin? *Since the discussion above traces the root cause of such a situation to staffing process itself, the change process must also start from there itself. Therefore, there is stringent need for streamlining the staffing processes to make them objective, fair and purposeful in the context of universities and other higher education institutions that impart education for adult students through conventional or formal mode.*

EXISTING STAFFING PROCESSES

Prior to setting any agenda for action regarding staffing processes of teachers and academics in Universities and other higher education institutions at the state or national level, it is appropriate to have a look at what staffing and selection mean, and the relation between the two.

Process of Recruitment

According to Huber *et al* (1988, p. 193), "staffing processes provide the organisation its very essence—human resources. It is through effective recruitment, selection and follow-up that organisations obtain the human resources most likely to improve or maintain productivity". Let us examine the recruitment, selection and follow-up processes, in brief, *vis-a-vis* Universities and other higher education institutions.

Recruitment occurs prior to selection and consequently determines the type of applicants about which predictor information is gathered for use in the final selection processes (Boudreau and Rynes, 1985). During the recruitment stage, an organisation must determine its human resources needs, identify sources of potential employees and collect information about applicants. After the applicants have been recruited, information assembled, and (possibly) initial screening decisions made, human resource managers are next faced with selecting the best applicant (individual with the highest probability of success). These recruitment processes are equally applicable to Universities. Faruqui and Qureshi (1994) suggest that recruitment to teaching positions should be made strictly on merit by open competition on all-India basis. Their

suggestion would have been more meaningful had they suggested specific criteria for determining the academic merit and professional excellence on an all-India basis. Kapur (1994) comes out with criteria for determining excellence, which are related to departments in a subject as a whole, including: (a) publications; (b) research grants and consultancy; (c) national and international recognition; (d) doctoral and post-doctoral research, research areas covered and research collaborations carried out by the faculty members of the department involved in research; (e) courses introduced and taught; (f) system of examinations (internal and external), including project work, practical work, etc., (g) national spread of students, percentage of students living in hostel, percentage of students getting fellowships of different kinds from eminent organisations, like UGC, Council for Scientific and Industrial Research (CSIR), etc.; (h) success of students and faculty members in all-India competitive examinations; and (i) library and laboratory facilities available, amongst others. In coming out with these criteria, Kapur also considered the type of questions asked in applications invited by UGC from departments on a subject in universities for special assistance, and the type of discussions that took place among the experts in the selection committees of the UGC.

Process of Selection

The selection process is a series of specific steps taken to decide which individual should be hired. The process begins when recruits apply for employment and ends with the final hiring decision. The steps in between (*i.e.* employment tests, selection interviews, realistic job previews and hiring decision) match the employment needs of the applicant and the organisation. When these steps are not understood, selection seems like a stressful, time-consuming and bureaucratic process rather than the important function that it happens to be (Werther and Davis, 1986). The most widely used and also perhaps the most misused process and tool of screening personnel for employment is the selection interview (Webb *et al.*, p.78). Here arises the most important question of setting correct standards, adoption of appropriate selection tests and interviews as screening process for employment of candidates. Moreover, as John (1979) expresses: "Since employment specialists strongly influence the hiring decision, the decision is shaped by their ethics". Therefore, Wether and Davis (*op. cit.*, p.178) opines that if the ethical standards of employment specialists are low, new employees may not be properly selected. Lakshmi Reddy (2000) highlights the corruption and fall in ethical standards in making selections to teaching and other academic positions in universities. Thus, the design and implementation of effective selection systems require time and effort and it is more so in the case of universities.

Subsequent Processes

Once an employee is selected, the follow-up or subsequent decisions—such as placement, and training reassignment—generally follow (Boudreau and Rynes, 1985). Muthukumaran (1994) feels that an individual, who is trained as a professional, will not do any thing that is unprofessional, not act in a manner that may bring bad name to himself or to his profession, and not wait for or allow regulation of their professional work by others. Good professionals will naturally organise systems which automatically reject any one who is not professionally sound. An incompetent man

will have difficulties in continuing to be a member of a professionally well-organised system and himself get out of the system. But, if we recall the voices, quoted earlier, of the teachers and academics, the situation in Indian universities is totally opposite of what Muthukumaran feels.

Importance of Effective Staffing Process

If the staffing processes, such as recruitment, selection and follow-up are ineffective in universities, the resultant situation would be dominance of mediocre and manipulative teachers and academics whose claims of professionalism would be based on dishonest reproduction of others' works and plagiarism. Such instances call for effective follow-up action on such teachers and academics. *University News* (Vol. XXXII, No.17, April 25, 1994, p.24) provides some hints on follow up action as follows: "Plagiarism of students work by professors has prompted introduction of copy right protection laws in several Spanish Universities... In Madrid, six professors have been investigated after complaints from students... A tutor in Victoria, who presented his students work to a congress as his own, was suspended from his post without pay for 15 days". Lakshmi Reddy (2000) urges the international community of teachers and all others concerned to evolve appropriate strategies to arrest such practices and suggests minor and major punishments for the plagiarists, proportionate to the degree of their acts.

It means that effective staffing processes would provide an organisation, institution, system or profession with human resources which would add to their assets and the ineffective staffing processes would provide such human resources which would become a liability to be disposed of. The ineffective staffing processes are detrimental to productivity and even survival of an organisation. Thus, the staffing processes play an important role, directly and indirectly, in making or marring any institution, system, organisation or profession. And universities are in no way an exception to this rule.

AGENDA FOR REVIEW

Need for Objectivity in Staffing Process

Any agenda for reviewing of staffing processes in universities should, therefore, set such criteria that are objective, fair and uniformly applicable to all teachers and academics working therein. There should not be any scope for diluting the staffing processes by any individual or authority at any stage, through any kind of manipulation. Challenge to these processes, however, lies in providing equal opportunity not only to all the existing staff but also to the staff to be appointed. The high visibility and importance of the staffing processes demand careful consideration in ensuring fairness in all steps in these processes. It calls for objective decision aids that should force the decision maker to quantify and concretise the assumptions and institutions that normally may be only unintended or subconscious. This can be devised by several methods.

An HR manager can be assigned the role of devil's advocate, challenging common assumptions about a selection decision. Decision analysis (Behn and Vaupel, 1982)

also can be used. This approach forces the decision-maker to make explicit his choice process to get it out in the open and down on paper where its appropriateness can be questioned and explored. The "behaviour testing consistency approach" to selection testing also relies upon decision aids to improve the quality of staffing decisions (Schmitt and Ostroff, 1986; and Huber, *et al* 1988, p.204).

The decision aids, thus, rather signify high degree of openness, objectivity, fairness and transparency and should be applicable more to the academic institutions, such as universities and all other institutions of higher education than to any other organisation. This article is precisely an attempt intended to set such an agenda for action regarding reviewing of staffing processes in universities—either conventional or non-conventional, dual mode or single mode, distance and open ones—at the State and national level.

Contents of Objective Criteria

This agenda, presented in Table 1, is in the form of objective criteria which can be used as decision aids in determining academic merit and professional excellence of individuals in a comprehensive manner by giving due weight(age) to overall educational qualifications, experience, present position and contribution (qualitative and quantitative) to the field of knowledge amongst others.

TABLE 1 CRITERIA FOR DETERMINING ACADEMIC MERIT AND PROFESSIONAL EXCELLENCE

<i>Sl. No.</i>	<i>Criteria</i>	<i>Number</i>	<i>Weight(age)</i>	<i>Total Weighted Score</i>
<i>I. Educational Qualifications</i>				
1.	Certificates	x1	w1 (per certificate)	x1w1
2.	Graduate degrees	x2	w2 (per degree)	x2w2
3.	Post-graduate degrees	x3	w3 (per degree)	x3w3
4.	Diplomas	x4	w4 (per diploma)	x4w4
5.	Doctoral degrees	x5	w5 (per degree)	x5w5
6.	Any other qualification	x6	w6 (per unit)	x6w6
<i>II. Experience in Present Position</i>				
7.	Lecturer or equivalent	x7	w7 (per year)	x7w7
8.	Reader or equivalent	x8	w8(per year)	x8w8
9.	Professor or equivalent	x9	w9 (per year)	x9w9
10.	Any other	x10	w10 (per year)	x10w10
<i>III. Experience in Previous Positions</i>				
11.	Lecturer level	x11	w11 (per year)	x11w11
12.	Reader level	x12	w12 (per year)	x12w12
13.	Professor level	x13	w13 (per year)	x13w13
14.	Any other level	x14	w14 (per year)	x14w14

Table 1 (Contd..)

Table 1 (Contd...)

Sl. No.	Criteria	Number	Weight (age)	Total Weighted Score
<i>IV. Publications</i>				
15.	Books	x15	w15 (per book)	x15w15
16.	Chapters in books	x16	w16 (per chapter)	x16w16
17.	Articles	x17	w17 (per article)	x17w17
18.	Reviews (of books/articles)	x18	w18 (per review)	x18w18
19.	Books/volumes edited	x19	w19 (per book/vol.)	x19w19
20.	Reports	x20	w20 (per report)	x20w20
21.	Any other	x21	w21 (per unit)	x21w21
<i>V. Research Guided</i>				
22.	Ph.Ds	x22	w22 (per PhD)	x22w22
23.	M.Phils	x23	w23 (per M.Phil)	x23w23
24.	Dissertations	x24	w24 (per unit)	x24w24
25.	Projects	x25	w25 (per unit)	x25w25
26.	Any other	x26	w26 (per unit)	x26w26
<i>VI. Distance and Open Education Work</i>				
27.	Units written	x27	w27 (per unit)	x27w27
28.	Units revised	x28	w28 (per unit)	x28w28
29.	Blocks edited	x29	w29 (per block)	x29w29
30.	Courses edited	x30	w30 (per course)	x30w30
31.	Courses coordinated	x31	w31 (per course)	x31w31
32.	Programmes coordinated	x32	w32 (per prog.)	x32w32
33.	Any other	x33	w33 (per unit)	x33w33
Total weighted score:				$\sum xnwn$

Method of Ranking

While assigning weight(age) to educational qualifications, present position, experience in different positions, publications, research guided, etc., their relevance to the position, academic discipline concerned and the purpose may be kept in view. As far as publications are concerned, the articles, reviews, editorials, etc., published in different journals related to the discipline concerned, the books published through different publishers and papers presented in or found in the reports of different seminars, conferences, etc., at national, regional and international levels should get due weight(age). The teachers and academics should then be ranked according to the total weighted score obtained by them on the basis of the above-said criteria. Their positions, based on the total weighted score, should be reviewed either at the particular university level or at state level by taking all the universities in that state together or at the national level for the national and Central universities or by taking all universities

in the country together. For doing this kind of review, a range of total weighted score should be assigned for each teaching and academic position—be it a Lecturer, Lecturer (Senior Scale), Lecturer (Selection Grade), Reader, Professor or their equivalent positions.

Comprehensive Nature of the Criteria and Its Universal Applicability

The criteria identified or set above are, in my opinion, comprehensive (if not complete in itself), fair, objective and uniformly applicable to all the existing teaching and other academic staff. These criteria can be effectively applied to them to review their present positions that may have been obtained, retained and hitherto promoted on an objective consideration or even through sheer manipulations. Such review should be done with the purpose of re-designing their present positions in accordance with their academic merit and professional excellence based on the criteria discussed above.

Similarly, such criteria should be made equally applicable to determine the suitability of the candidates for any direct recruitment to be made to any teaching and academic position(s) in the universities and other higher education institutions. If it is for the Lecturer or equivalent entry level position, the essential condition, such as qualifying the UGC (NET)/CSIR or any other equivalent examination, should never be diluted at any cost. At the same time, the experience of such qualified candidates, who had worked earlier on *ad hoc* or temporary basis and those so working with the institution concerned, should get additional weight(age). Here, the weight(age) for interview, if any used, should be the minimum possible, and in any case it should not exceed 5 per cent to 10 per cent of the total weighted score obtained by the candidate based on the above said criteria. Also, there should be well-defined decision aids for such interviews so as to reduce the scope for abuse of the process either for or against certain candidates. Here, it is further important to apply the same criteria to the selection committee members as well and put only such persons as members whose total weighted score is above that of any one of the candidates called for interview for the relevant position. These criteria may not be exhaustive and all-inclusive for this purpose and, hence, these can be increased and improved upon as well by making appropriate changes. But the range of total weighted score prescribed for relevant category should apply to every member of the selection committee. To facilitate this process, a panel of teachers and academics should be prepared, based on their total weighted score at the university, state or Central level, who can serve as experts on the relevant selection committees for any direct appointment to be made to the appropriate teaching or academic position. Here, it is essential to ensure that any member on the selection committee does not have the total weighted score lesser than that of any one of the candidates for interview for the relevant position.

SUMMING UP

If the academic institutions are to stand for the academic merit and professional excellence, the so-called Merit Promotion Scheme as existing at present should be

scrapped immediately because it is meant mostly to promote the aged and not necessarily the meritorious and excellent. At the same time, the review exercises based on the above-mentioned criteria should be undertaken to promote or demote the so-called teachers and academics as per their score based on the above mentioned criteria. Periodicity for such review exercise can be five years at least. The teachers and academics, who are not ready to accept demotion, as may warrant based on such reviews, should be allowed to take voluntary retirement or may be asked to leave the system by paying some compensation to them. As an alternative, additional posts at appropriate level may be created to re-designate their positions according to their weighted score falling in relevant range of score specified or prescribed for a position.

The point being emphasized through above mentioned agenda for reviewing the staffing processes and positions of the incumbent teachers and academics and also for initial or direct recruitment to be made to any position is to determine the designation hierarchy in Indian Universities and other institutions of higher education only, based on the academic merit and professional excellence and not on any other irrelevant, biased, manipulative and/or time-bound criteria. Only then the fraudulent and manipulative advancement of career or dubious merit promotion in these institutions can be arrested and the real academic merit and professional excellence of teachers, academics and the institutions themselves will be duly recognised, protected, preserved and promoted in a dignified manner.

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NABAKRUSHNA CHOUDHURI — THE MAN OF MASSES : HIS LIFE AND THOUGHTS

Bibhuti Bhusan Mohanty

HIS EARLY LIFE

Nabakrushna Choudhuri was born on 23 November 1901 at Cuttack, Orissa State, India. Son of famous advocate Gokulananda Choudhuri, Nabakrushna had shown unusual talents during his childhood. He was very fond of games and sports. Noticing that he was devoting more time to games and sports, his father engaged a private tutor for him. Subsequently, he studied at the Peary Mohan Academy and completed his studies leading to Matriculation Examination at the age of 14 (he had to wait for two years for appearing in the examination) with a good division.

His Education and Interest in Constructive Programmes

In 1911, Nabakrushna Choudhuri took admission in the Ravenshaw College, Cuttack. At about this time, his brother Gopabandhu Choudhuri resigned from government service to serve the people of Orissa. That year the people of Russia had achieved victory by fighting against their oppressive king. This had a deep influence on Nabakrushna Choudhuri. One thought that repeatedly came to his mind was: When the people in the country are facing innumerable problems in dependent India, what is the use of studying in the college to get a good job? He left the Ravenshaw College along with Nityananda Kanungo, Loknath Patnaik, Jadumani Mangaraj and Harekrushna Mahtab. At this point of time, he lost his father. His elder brother Gopabandhu Choudhuri became his guardian. Many others followed them. This was in 1921. Gandhiji was organizing the people for taking up some constructive programmes, the most important of which was attaining self-sufficiency in clothes through spinning and weaving. Unfortunately, spinning and weaving had been completely stopped in Orissa. In 1922, Nabakrushna Choudhuri went to Sabarmati in Gujarat to learn all about Khadi—the principles and philosophy of spinning and weaving. Gandhiji was living in an Ashram in Sabarmati. Within ten months, Nabakrushna learnt all about Khadi.

On return from Sabarmati, Nabakrushna tried to organize Gandhian constructive programmes in Orissa despite opposition from his own family and others in his society. In the same year, a new type of school was established by Gopabandhu Choudhuri at Alakashram, now in Jagatsinghpur District of Orissa. Both the brothers taught there. Correlation between head and hands was the hallmark of Alakashram. In 1925, Nabakrushna went to Shantiniketan to study at the feet of Rabindranath Tagore. During his ten-month stay there, he came in contact with Malati Choudhuri (nee Sen), whom he married later.

Village-Based Simple Life After Marriage and Interest in Adult Education

After marriage, both Nabakrushna Choudhuri and Malati Devi decided to lead a simple life. They went to Tarikund, a village near Jagatsinghpur. At Tarikund, some

land belonging to Nabakrushna's father was available for cultivation. They stayed at Tarikund, and Nabakrushna worked on the land like a farmer. Their house had only one room; subsequently another room was added to it. They had some cattle also. They grew sugarcane, potato and groundnut. They completely identified themselves with the people of Tarikund, who took them as their own kith and kin.

In 1928, their eldest daughter Uttara was born. Nabakrushna broke the old custom and took care of the child along with his wife. He even washed Malati Devi's clothes. Tarikund people, especially the women, raised their eyebrows. It was the talk of the village. Eventually this was an educational experience for the entire village.

At Tarikund, besides agriculture, literacy and adult education demanded involvement of Nabababu and Malati Devi. Malati Devi used to motivate the women to attend the night school and educate them for taking care of their children. Since she used to visit both Hindu and Muslim homes, the Hindus were not allowing her to enter their houses. Gradually the resistance began to dilute and she became the most liked person for everybody.

Nabababu was a voracious reader. He used to read extensively—books including the latest ones, and journals on politics, education, Marxism, Gandhian philosophy and development.

Nabababu's life was a living example of breaking meaningless and superstitious rituals and conventions. His actions in these areas did not exclude his family circles. He had lifelong interest in children and the youth.

HIS POLITICAL LIFE

First Imprisonment

The Lavana Satyagraha took place in 1920. This was in response to the law enacted by the British to disallow the people to get salt out of seawater in the coastal areas of Gujarat and Orissa. Inchudi in Orissa came to limelight. Srijang—the movement against payment of Tax for Chowkidar—was equally active in another area. Nabababu was the frontline leader in this movement, for which he was imprisoned for four months. This happened to be the first imprisonment for him, for which he did not regret at all. He utilized the prison time in studies and in organising games and gymnastics for his fellow prisoners. In 1931, a son was born to him. By that time, Gopabandhu Choudhary and his entire family were in the jail. All of them were transferred to Hazaribag Jail. Nabababu got the opportunity to meet Minoo Masani, Ashok Mehta, Yusuf Mehrauli and Jayaprakash Narayan, and shared with them his thoughts on the freedom struggle and the struggle of the poor to have two square meals a day. Surendranath Dwivedy, Rabindra Mohan Das, and Nabababu's close friend, Bhagawati Panigrahi, were there to be guided by his plans.

Publication of Sarathi

Nabababu came to Tarikund after being released from Hazaribag Jail. He created a small group within the Congress and began editing and publishing a journal named

Sarathi. For meeting the recurring costs of *Sarathi*, Malati Devi sold her ornaments. *Sarathi* was the mouthpiece of small farmers and labourers.

Entry into Politics

When the Congress Socialist Party was formed in India with Ram Manohar Lohia, Acharaya Narendra Dev and Jayaprakash Narayan as its founders, Nabababu's small group was merged in this. The Navayuga Sahitya Sansad was organized at his instance. Its aim was to create progressive literature in Orissa.

Orissa became a separate province on the first of April 1936. In 1937, elections to the Orissa Legislative Assembly were held for the first time. Nabababu contested against Rai Bahadur Chintamani Acharya from the Tirtal-Ersama constituency and won the election with an overwhelming majority. This was his entry into active politics.

As an MLA, he was always sensitive to, and concerned about, the interests of the poor and downtrodden in Orissa. All the farmers of Orissa united themselves to fight against the landlords who were exploiting them. The journal *Sarathi* had closed down. With Nabababu's efforts another journal titled *Krusak* was published containing news and features on the problems of the farmers and labourers together with those of the Praja Andolan Movement in the princely States.

Role in Abolition of Princely States

Orissa had 26 princely States, which were not governed by the British. The ruling Chiefs were directly governing their respective States according to their own whims and fancies, by paying a royalty to the British.

The Congress Party had a policy of non-interference with the princely States. Nabababu disobeyed such a policy directive. Malati Devi, Gouranga Das and Sarangadhar Das joined him in mobilizing resistance against the princely State of Nilgiri. Dhenkanal was quite notorious for oppression of its people. Nabababu did not keep quiet. He was joined by Gouranga Das, Ananta Pattanayak, Baidyanath Rath, Satchi Routray, Manmohan Mishra, Surendranath Dwivedy and of course, Malati Devi. They went from door to door in the villages around Dhenkanal and informed the people about the oppressional tactics of the Raja of Dhenkanal. In 1938, he was again imprisoned for his involvement in the Praja Andolan Movement.

The most spectacular event of Dhenkanal oppression was the sacrifice of a 12-year old boy Bajiraut, who succumbed to the bullets of Dhenkanal forces along with Hurushi, Nata, Raghu, Guri and Lakshman. Nabababu and Malati Devi, from their base at Angul, further accelerated the movement. In January 1939, they had their third child—a daughter, named Krishna (Tinu).

To Jail as Satyagrahi

In 1940, at the instance of Gandhiji, Nabababu was jailed for six months as an individual Satyagrahi.

On August 8, 1942, Gandhiji gave his clarion call of 'Do or Die'. This was his last call for the fight for freedom. This had an electrifying effect in arousing the

people. Before the morning of August 9, Gandhiji and all the important leaders were imprisoned. Nabababu had already prepared a blueprint for sustaining the fight before going to prison. Youngsters like Surendranath Dwivedy organised the fight from underground. Nabababu was kept in succession at Cuttack, Angul and Puri jails where he was mingling with all the fellow prisoners, and organizing them against the misdeeds of the jail employees.

Nabababu was sent to Berhampur jail from Puri jail. On January 26, 1944, some young prisoners hoisted National Flag in the jail. The Jail and Police personnel tried their best to bring down the Flag, but it was a futile effort. Eventually, the matter was reported to a District British Executive, who came to the jail for inspection, and on his orders, the prisoners were mercilessly beaten, resulting in injuries. Even then they resisted the efforts to dehoist the Flag. The District Executive gave firing orders. Nabababu, on hearing such orders appeared on the scene and stood still facing the gun. The British officer was afraid of him, and withdrew the firing orders. By the end of 1945, Nabababu was released from Berhampur Jail.

Cabinet Minister in Pre-Independence Congress Government in the State

Came the elections in 1946, Nabababu won the elections from the North Kendrapara constituency, and became a Cabinet Minister in the Congress Government having Revenue, Supplies and Forest Departments under his charge. His spectacular achievement as minister was the enactment of the Anchal Shasan Bill which was meant to empower the people, but it became a victim of vested interests. He also nationalised some transport services and organised a new transport company for south Orissa.

Integration of the princely States in Orissa, for which Nilgiri had shown the way, was an event of historical importance. Nabababu was so much engrossed in the problems of the people that he had little time to devote to his family affairs. Malati Devi was also working in the tribal areas. In 1948, their only son Vinayak committed suicide. This was a great shock for Nabababu. Completely shaken, he resigned from government and decided to work for the people.

Organiser of Basic Education

Nabababu became the organiser of Basic Education for the State of Orissa. His thinking on, and interest in, Basic Education got a chance to be put into action in the field. He worked hard to make Basic Education pragmatic as well as viable.

Jawaharlal Nehru was then the Prime Minister of India. He wanted that Nabababu should return to government and become Chief Minister of Orissa. He tried to persuade him, but did not succeed. A series of letters exchanged between Nehru and Malati Devi suggests that Nabababu was persuaded through Malati Devi to become the Chief Minister of Orissa, and eventually he became the Chief Minister.

Progressive Chief Minister of Orissa

Nabababu was a very progressive Chief Minister. The age-old Zamindari system was finally abolished. The farmers became free from exploitation by the Zamindars

and got ownership right on his land. Nabababu's experience as Revenue Minister stood him in good stead. His concern for the welfare of the people made Anchal Shasan a reality, which was the precursor to the Community Development Programme launched in Orissa on the Gandhi Jayanti Day of 1952. Mere formulation of rules and regulations with the appointment of officers did not mean much to Nabababu. He used to see the fieldwork himself.

The Hirakund Dam was constructed during Nabababu's Chief Ministership. There was resistance and opposition from many quarters who did not favour having the Dam. Even some of his own people belonged to that camp. Nothing could shake Nabababu's determination and he saw to it that the Dam was constructed according to the schedule.

In those days, officers were reluctant to visit the tribal areas. Some officers in the tribal areas were exploiting the people. Moneylenders were also exploiting them by forcibly occupying their land and employing them as bonded labourers. Such exploitation of the simple tribal people kept increasing, as a result of which the tribals of Koraput District revolted against the erring officers and tyrant moneylenders. Government officers wanted to suppress the same through police, but they were not permitted to do so by Nabababu. He sent some good officers there to understand the problems of the tribal people.

He himself went to those areas to have a feel of the whole thing. He used to walk in those areas. When the Chief Minister was going to the people to assess and appreciate their problems, the Government Officials, landowning farmers and moneylenders could not exploit them.

In 1954, an Agriculture College and a Veterinary College were established at Bhubaneswar. An Engineering college was also established at Burla, Sambalpur. The Agriculture and Veterinary Colleges became two components of the Orissa University of Agriculture and Technology, which also had a Department of Architecture. Nabababu was a member of its Governing Body for many years. The Burla Engineering College became a part of the Sambalpur University.

Adoption of Oriya as Official Language

Nabababu had realised for quite sometime that a people-oriented government must use Oriya, the language of common man, as official language for communication and administration. Therefore, he formulated rules for using Oriya in the administrative process. As an MLA, Nabababu used to speak and discuss in Oriya in the Assembly.

When Orissa Legislative Assembly was constituted in 1946, the question of language to be used in the Assembly was raised. Lalmohan Patnaik, the Speaker, desired that English should be used as before. But Nabababu demanded that Oriya, the people's language, must be used instead. And his just demand was not only retained, but sustained.

As mentioned earlier, Nabababu's decision to use Orissa as the language for communication and administration was opposed by senior officers in the administration, some of them were from outside the State. As such, common man

suffered from the Colonial administration's hangover. Nabababu did not listen to anyone and enforced Oriya as the language of administration. An *Encyclopaedia of Oriya Language* was prepared. Oriya typewriters were also fabricated. But all these initiatives taken by him were abandoned after he left the Government in October 1956. Prime Minister Nehru persuaded him again not to leave the Chiefministership, but Nabababu was determined in his decision. For him, service of the people was more important than power.

Involvement in Bhoodan, Shramdan and Sarva Seva Sangh

Acharya Vinoba Bhave had launched the *Boodan* and *Gramdan* movement when Nabababu was the Chief Minister. He was deeply involved in this movement. He was moving with Vinoba from village to village, spreading the message of *Gramdan*. Not a pie was spent from the Government funds.

His contribution was on everybody's lips. In 1957, he was elected as the President of the Sarva Seva Sangh, whose activities were accelerated by him.

ROLE IN PEACE-KEEPING MISSIONS

Kashmir and Assam

In 1959, Nabababu and Mridula Sarabhai worked as principal negotiators for Kashmir Affairs. Many Kashmiri leaders used to visit him at Angul for consultations. Around June 1959, he went to Srinagar and stayed there for quite sometime. This was a top level diplomatic mission. He used to interact with top political leaders and Military Officers. Major General H. Singh was the Liaison Officer.

In 1964, the conflict between Bengalis and Assamese in Assam assumed serious proportions. Jayaprakash Narayan, Nabababu, Rama Devi, Malati Devi and other Sarvodya workers visited Assam and talked to the people and the situation became normal.

Nagaland and East Pakistan Refugees

At this time, the Nagas were organising themselves for separation from India. There was violence and bloodshed. Even intervention by Indian military could not silence the Nagas. Nabababu went there with Jayaprakash. Through the establishment of an institution named Peace Centre at Mokokchung, they talked to the people to appreciate their problems. After Jayaprakash, Nabababu became the Director of the Peace Centre. The Nagas later stopped their hostile activities.

Today's Bangladesh was earlier a part of Pakistan and was known as East Pakistan. In the name of religion, some persons of doubtful character were torturing the Hindus living in East Pakistan, who were migrating to India and narrated their plight to the Hindu population. This provoked Hindus, to take revenge and they attacked the Muslims. It had its repercussions in Orissa too as some Hindu refugees had also come to live in Orissa. Rourkela saw killing of Hindus and muslims. The entire country was worried. Nabababu, Rama Devi, Malati Devi and others rushed to Rourkela. They worked among both the communities till the situation became normal.

Naxalite Problem

In another part of Orissa, Koraput, Naxalites were quite active. The poor tribals were being exploited by the rich. The Naxalites were not able to tolerate this sort of exploitation and started killing the rich. The Government tried to stop this. In the name of law and order, atrocities were committed on the people by the Police. The commitment of atrocities affected those who were working for the tribals for their development. On hearing this, Nabababu and Malati Devi went there and organised meetings at different places to find out the truth. Peace workers from different parts of the world came there. Atrocities were considerably reduced. The Naxalite leader, Nagabhusan Patnaik was sentenced to death for his Naxalite activities. Nabababu intervened and wrote to his friend President Sanjeeva Reddy for pardoning Nagabhusan. Other Naxalites, who were convicted for life were also pardoned and released.

Opposition to National Emergency of 1975

By 1974, there was corruption everywhere in the country. Those belonging to government service were earning huge amounts of money by unfair means. Common people were suffering. Jayaprakash Narayan voiced his displeasure and opposition to this sort of corruption which had entered the body politic. He appealed to the young people to fight against this. This was too much to be swallowed by Prime Minister Indira Gandhi. She declared National Emergency in the country in 1975.

During the Emergency days, Nabababu, Malati Devi and other leaders were imprisoned. Nabababu was sent to Baripada Jail and Malati Devi to Cuttack Jail. Nabababu became sick in Baripada Jail. He was not able to tolerate the solitary confinement. He developed partial paralysis. At his age, this was too much for him. Even then, he was requiring about the people and their condition. His family members were very much disturbed and asked him to keep out of politics. He told them through a meaningful smile, "People are my life". When he was slightly better, he was released on parole. The doctors put some restrictions on his movements. Malati Devi was also released from Cuttack Jail. Both of them came to Angul.

All over the country, there was expression of resistance to Emergency. This was a sub-surface activity.

The Government of India was an object of criticism all over the world. Many world leaders put pressure on Indira Gandhi to withdraw the Emergency. The result was another general election in India. Many leaders were still in jail. The opposition lacked adequate financial resources. The opposition leaders were not able to go to the people. The party in power thought that an Election at this time would be favourable. But just the opposite happened. Many important leaders of the party in power, including Indira Gandhi, were defeated miserably. This was people's mandate. Nabababu was really happy over this.

END OF HIS LIFE

Nabababu had not fully recovered, but had kept his habit of reading books and

journals. Many intellectuals from abroad were visiting him to discuss Gandhian philosophy. Neelam Sanjeeva Reddy had also come to look him up.

He had many bereavements earlier. His two grandsons died in road accidents—one near Chowdwar, close to Cuttack, and another in USA. He was completely shaken and for many days cried in silence! In addition to this, his anguish over the mounting selfishness of the educated few and the poverty of the common people made him more restless and sick.

By mid-June 1984, Nabababu's health had further deteriorated, when the wedding of Kasturi, his grand-daughter was celebrated. After the departure of Kasturi and her husband to Guwahati, the atmosphere at Bajiraut Chhatravas was rather gloomy. Nabababu breathed his last following a massive heart attack on 24th June. He was 83.

He did not die. He lived forever before posterity as one who always relentlessly fought for truth, peace and justice.

PATTERN OF LIFELONG LEARNING AND CONTINUING EDUCATION IN NIGERIA

Lucy A. Okukpon

INTRODUCTION

The pattern of lifelong learning and continuing education has assumed a wider dimension in the world. In Nigeria, the citizens are beginning to adapt themselves to the accelerating pace of technological and societal changes in education. Introduction of science, technology and cybernetic practices has enabled education programmes to serve a large number of people towards achieving mastery over themselves, their actions and interactions with other people. It can be said, therefore, that lifelong learning and continuing education programmes are extensive and their strategies have provisions for interacting with different categories of persons, irrespective of their age.

CONCEPT OF LIFELONG LEARNING

Definitions

The idea of lifelong learning emanated from the fact that every individual needs to adjust to the environment in which he finds himself. This requires learning needs in which the individual participates throughout his life to enable himself to keep abreast with technological changes. Since life itself is full of changes, there is a need to move with the times so that the knowledge and skills acquired do not become obsolete. So lifelong learning begins from the cradle and ends in grave.

Dave (1979:334) states that lifelong learning embraces the whole way of life in its totality. It involves a transformation of both man and society. Also, lifelong learning creates an 'education-centred' society, which rests on humanistic values and is concerned with the spirit of humanity, and seeks to establish a truly human civilization.

Similarly, Knapper and Cropley (1985:20) defined lifelong learning as a set of organizational and procedural guidelines throughout life.

Moreover, Darkenwald and Marriam (1982:12) defined lifelong learning as an overall scheme aimed at both restructuring the existing education system and developing the entire learning potential outside the education system.

In addition, Oyedeji (1990:261) emphasised that lifelong learning is conceived, developed and practiced as learning that goes on all the time from cradle to grave.

It can be deduced from the definitions given above that lifelong learning entails entire transformation of the individual to enable him to cope with life situations. It also includes acquisition of knowledge, skills, values and beliefs which are necessary for everyday interaction.

Its Components

Lifelong learning can be said to have three major components. The formal, non-formal and informal. They are usually inseparable parts of learning.

Oyedeji (1990:261) postulates that formal learning takes place within the school system. This kind of learning has various levels and types. The levels range from primary, post-primary, post-secondary to higher education. Both the post-primary and post-secondary differ in type. The post-primary form of learning includes secondary grammar, secondary commercial, comprehensive and technical. The post-secondary form of learning consists of advanced teachers' training, polytechnics, universities, schools of nursing, co-operative colleges, schools of hygiene, dentistry, agriculture, fisheries and others.

Its Features

The institutions engaged in teaching and learning have certain common features. Their programmes are structured, staffed, financed, planned and deliberated on within the formal system of education. Their programmes give specific information and insist on mastery of the facts that may not be of immediate relevance or application and sometimes these are restricted to specific age groups. Therefore, the students' performances are graded and certificated accordingly.

These certificates are used for securing jobs in most cases.

Coombs and Ahmed (1974:8) defined non-formal education as: "any organised, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children".

It Complements Formal Education

Thus, non-formal education is seen as an essential complement to formal education. It can also be described as highly institutionalised, chronologically graded and hierarchically structured educational system which begins at the primary school level up to the university. Non-formal learning takes place outside the school system. It is, therefore, planned, deliberate, staffed and financed to achieve specific purpose. However, it is less structured and no certificate, which can be tendered for employment purposes, is issued. It is also flexible in content, purpose and method. In addition, the non-formal learning includes learning that takes place in and among day-care centres, nursery schools, Boys Scout, Girls Guides, Girls/Boys Brigades, philanthropic organisations, evening classes, apprenticeships, workshops, hotel and catering institutes, domestic science centres, vocational institutes and the like. The trainees in the non-formal education do not receive a directive certificate of achievement from the sponsors but rather they are prepared for external examinations.

It is Casual

The informal is casual. It is not planned, not staffed, not structured, not deliberate, not financed, not graded and not certificated. It is an accidental/incidental form of learning. It has no special teacher. Learning takes place anywhere and everywhere and every human being is its student. Informal learning can be regarded as one which starts from the foetus and continues till cessation of life. Moreover, informal learning includes that which takes place at home between parents and children, that among children themselves, and that in social, religious, political and economic gatherings. Apart from being self-directed, this kind of learning is usually achieved by observation and discussion.

Formal learning is designed for job-oriented certificates in an existing school structure, while non-formal learning serves as second chance education for early leavers as well as retraining for completers on various jobs. Informal learning, on the other hand, helps to modify and improve individual's attitude and behaviour through comments, discussions, observations and through the media.

CONCEPT OF CONTINUING EDUCATION

The idea behind continuing education is based on the fact that regardless of one's work or extent of schooling, learning cannot stop with the end of schooling. This is because new concepts, new skills, new tools and new knowledge keeps growing and emerging. As a result, education based on knowledge of yesterday will be inadequate to cope with the challenges and changes of tomorrow. Then, if this is the case, continuing education becomes a necessary tool in all situations and circumstances of existence.

Definitions

Continuing education is often regarded as a personal option which provides further development of human abilities, whether one is employed or engaged in voluntary activities. It includes in-service upgrading and updating of education or training with advancement in career or personal development.

Kazeem (1999:243) affirms that education on a continuous basis is justified today on the basis of philosophical, social, economic and cultural arguments. Philosophically, it is supported on the premise that education is inherently good and one of the most important basic rights of man. On another level, it is concerned with enhancing the quality of human life through rational accommodation between persons and a changing world. It matures and changes as various sectors of man's world change. Thus, as his role changes, his knowledge, relationships and actions must change.

Tahir (1994: 161) postulates that continuing education is that subset of adult education in which the needs and aspirations of individuals with educational activities are met for full development of their potentialities and for socio-economic and political development of their nation.

Similarly, Thakur (1984:3) stressed that the concept of continuing education is fundamentally based on the notion of educability that can be explicated as the desire as well as the means to learn to keep on learning. It also implies that the learners have had some contact with the school system and are striving to build into the knowledge, skills and ideas already acquired. (Tahir, 1985:4)

It is a Post-Experience Provision

The idea of continuing education, therefore, is a sort of post-experience provision for those in employment to update their knowledge in specialized areas of theoretical knowledge, acquisition of skills, preparation for new responsibilities, improved as well as enhanced communication and study skills.

Continuing education in contemporary Nigeria has been transformed. It now takes into account all aspects of individual and community development, whether economic, social or cultural. It has graduated from its liberal orientation to providing certificate-oriented training. This is because a large number of programmes in continuing education now seek to provide education and re-education of working people to get them adapted to the changing society.

Continuing Education and Lifelong Learning

Continuing education, in the context of lifelong learning, contends that education should be an articulate process with each stage serially related and possessing built-in flexibility. From the point of view of individual, lifelong learning, in conjunction with continuing education, represents an effort to harmonize different stages of training in such a manner that would not create conflict for him. Every individual is able to satisfy his yearnings and aspirations for lifelong learning through continuation of education. This creates communication between the needs of the individual and lessons learnt through his professional life and his bid to cope with various situations.

Continuing education can be regarded as an important component of lifelong learning. This means that every individual should be educated throughout their lifetime. In the Nigerian context, continuing education comes in the form of remedial education, extra-mural education, further education and, more importantly, distance education. Distance education provides learning for a wider group of people because of its openness and ability to use different instructional methods.

CONTINUING EDUCATION AGENCIES IN NIGERIA

Continuing education agencies in Nigeria comprise governmental, non-governmental and quasi-governmental or parastatals. These can also be regarded as statutory, quasi-statutory and non-statutory.

Its Various Agencies

Table given below indicates the providing agencies of continuing education.

TABLE 1: AGENCIES PROVIDING CONTINUING EDUCATION

<i>Statutory</i>	<i>Quasi-Statutory</i>	<i>Non-Statutory</i>
Ministries of :	Universities	Voluntary Organisations
Education	Mass Media	Religious bodies,
Labour	(Radio/TV)	Employers
Health		Commercial Undertakings
Agriculture		
Social Welfare		
Community	Trade Unions, Cooperatives,	Political Parties and
Development	Newspapers	
Youths/Sports		
Defence		
Police		
Communications, etc.		
Local Government		

SOURCE : S.K. Townsend Coles, *Adult Education in Developing Countries*. Oxford. Pergamon Press, 1977, p. 48.

Tertiary institutions promote continuing education through part-time programmes organised for the workers in the Nigerian workforce. Also, industrial establishments, labour establishments, labour unions, and other organisations (voluntary) provide continuing education to Nigerian citizens. In the same vein, the National Commission for Mass Literacy and Non-formal Education as well as local government departments—which are in charge of promoting literacy and self-improvement and community education—provide continuing education services to their participants.

There is also labour college, where labour leaders are trained on labour matters, bargaining strategies and resolution strategies. There is also labour union law as well as tripartite arrangement between government, labour and employers. These labour laws serve as a guideline on labour matters in the country, especially as these relate to the issue of continuing education.

Industrial organisations generally have their own training schools, and continuing education is being promoted through such schools. They give their workers off-the-job and on-the-job training.

The Administrative Staff College of Nigeria (ASCON) and the Centre for Management Development (CMD) are also involved in continuing education of their staff by organising short courses for workers to enable them to update their knowledge and skills.

Voluntary and Religious Organisations

There are other agencies of continuing education, which are just out for profit making. This is done to the detriment of their clients.

Voluntary organisations and religious organisations have a stake in continuing education practices in Nigeria in one way or the other. The Universities, as agents of continuing education, besides offering courses for professionals, organise conferences and seminars in the universities to study special problems of the community and other specialized groups.

The mass media has helped Nigerian citizens in the area of continuing education, as vital information concerning continuing education practices and opportunities is passed on to the people through the mass media.

There are also some international organisations which have direct concern for continuing education programmes in Nigeria. These are United Nations Organisation (UNO), and United Nations Educational Scientific and Cultural Organisation (UNESCO). These bodies discharge their duties through funding continuing education. They also provide opportunities for literacy, rural development and lifelong education.

Apart from these, continuing education, as a developmental process, links various agencies and clients together. This is to enable them to establish directions and procedures for learning programmes. In order to meet the growing demands of the people for continuing education, many institutions and professional bodies have developed different methods to meet this demand.

Continuing education has, therefore, become an essential part of the Nigerian educational system. This is further supported by the fact that all states in Nigeria, including the Federal Capital Territory (Abuja), have an Agency for Adult and Non-formal Education. These agencies are charged with the responsibility of providing education programmes on a continuous basis to different categories of people. These agencies also employ various strategies to enable their educational programmes reach their clients.

CONCLUSION

Lifelong learning and continuing education in Nigeria has become a pattern of life and living among the citizens. They yearn to acquire education on a continuous basis to enable them to upgrade their knowledge and skills as well as keep abreast with recent changes and innovations in the world in which they live, and this yearning continues throughout life.

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Document

PRODUCTIVITY AND WORKERS EDUCATION

Kewal Krishan Sethi

INTRODUCTION

As is well known, India has launched on the path of liberalization since 1991. Immediately after independence, India took to the path of planned economy. It was felt that, following the example of Soviet Union, the path of State planning was the quickest and the surest way to prosperity and economic growth. With a view to attaining the 'commanding heights' of the economy, public sector started, as well as took over, many units in all the branches of industry and economy. Railways, communications and roads were already in the public sector, but steel, metals, and electricity were also added thereto, besides various other industrial activities. Apart from this, the private sector was also controlled to move in the direction prescribed by the state planners. As means to generate financial resources, insurance sector was nationalized in 'fifties and the banking sector in the 'sixties. The government small saving sector mopped up the savings of the general public almost as a monopolistic agency.

Dominance of Public Sector

A parallel development was the labour welfare goals pursued by the Government. It was felt that the owners of the industrial enterprises, which were mostly family owned, discriminated against the workers who, therefore, needed protection. As such the labour welfare legislation was adopted and enforced. Perhaps it was the need of the hour. As the labour was mostly unorganised and, where it was organised, lacked resources so that it could stand up to the management. Simultaneously, in the public sector, labour welfare was the dominant theme and many a management decisions was made with this aspect in view. This sentiment also manifested in other decision-making areas.

The public sector grew in strength with varying degrees of intensity from 'fifties to eighties'. Even so, the contribution of the public sector to the economy was by no means as satisfying as earlier. Various factors contributed to this tardy state of affairs. Keeping pace with the growing technological competence of the world was considered as the least important. As the industrialized countries brought a feverish pitch to growth of technology, the managers in India (which included the bureaucrats) failed to appreciate its importance. Protected as it was, the industry had very little incentive to invest in R&D. The world trade grew rapidly but the share of India did not pick up, rather it declined. External assistance was received but did it not result in quick generation of productive assets. The gestation period hampered by red-tape, was

unduly long. So much so that the aid agencies grew wary of further investment because of weakening of the capacity of India to pay back the loans in time. This led to pressure on behalf of the industrialized nations through the agencies of International Monetary Fund (IMF) and the World Bank. They wanted India to drop the path of State planning and change over to free entrepreneurship. In their view, only then the Indian economy could rejuvenate.

CHANGING ECONOMIC SCENARIO

Advent of Liberalisation

Rajeev Gandhi, not moulded in the cast of the older politicians, was the first to recognise the need of the hour to change the basic strategies. His emphasis on modernization of communication systems was a landmark. Unfortunately, the phase did not last long and the political compulsions forced him to retreat and reverse the trend. By 1991, however, there was no alternative except to fall in line with the dictates of IMF and the World Bank.

Liberalization of economy quickly gave way to globalization of economy. India provides a large and growing market and the Multi-National Corporations (MNCs) were keen to have a slice of the pie. The need for the external assistance required that the Government should throw open the trade to MNCs and they quickly grabbed this opportunity. Trade barriers were lowered and foreign goods started flowing in, not very freely at first, but picking up speed as the time passed. Simultaneously, the industrialists in India also got some incentives as more industries were decontrolled.

About this time, the Public Sector started contracting, reversing the earlier trends. This led to lowering of the requirements of the need of small savings for the Government. Steps were taken to reduce the interest rates and other incentives to redirect savings to the capital market. Though the families continued to own the companies which they had but the public was allowed to pick up shares and contribute to their needs. The public investment in the private sector is growing and hopefully it should lead in time to selling off public sector units to private concerns.

New Opportunities

The arrival of MNCs has raised many questions. The foremost is whether Indian industries will be able to withstand their challenge. It has been mentioned earlier that introduction of advanced technology left much to be desired. Consequently, the productivity levels of our industries have remained low. The per unit cost of production is, therefore, higher in comparison to that of the MNCs. At the same time, the economies of scale and the ability of MNCs to go in for aggressive marketing techniques tilts the balance against the Indian entrepreneurs. On the other hand, a handful of Indian industries have been able to penetrate the markets in South East Asia and West Asia and elsewhere in the face of stiff competition from the units of industrialized world. The success of Indian entrepreneurs in Information Technology field shows that, given the right atmosphere, Indians can hold their own against all.

However, it is necessary that we attend to the problem of low productivity levels. In Information Technology industry, the success is due to high productivity of the workers. This shows the way to the traditional industries. In IT, the Indian workers are known to put their heart and soul into their work. It is the industry in which the traditional hierarchical system breaks down. The normal system is that there are four levels, viz., top management, middle management, the floor supervisor and the workers. The workers generally come into contact with the floor supervisors. There is very little contact with the middle management and almost none with the top management. In fact, management becomes an inaccessible entity. They do not really understand the needs of the workers and are more or less concerned with financial results only. This impersonal attitude is responsible for many distortions in the work place. Not so in the IT sector. Here, the interest of the top management and the workers (or developers as they are called) are on different footing. This leads to higher productivity, with both sides striving for a common goal.

NEW ROLE & RELATIONSHIP BETWEEN PRODUCTIVITY, WORKER AND MANAGEMENT

Dilution of Animosities

There is a lesson to be learnt here. Increased productivity is not the exclusive duty of the workers. Hitherto, when increase in productivity was envisaged, it meant the study of the workplace by an expert of work measurement or the ergonomics man or the work study team. Productivity meant only the output per worker. The Management felt that their role was to utilise the services of the experts and then implement their impersonal reports, as much as they could do, in the face of objections by the workers. This led to a feeling of animosity on both the sides, whenever the productivity was mentioned. It was not realised that industry, as a whole, has to achieve higher levels of efficiency and it can not be attained merely through the efforts of the workers. This approach was highlighted by the fact that for the family-owned enterprises, maximization of profits was the only criterion and achieving optimum production was only a means to it. The family, which had the controlling interest, did not develop any expertise in any of the industrial processes, concentrating instead on the commercial and marketing aspects of it. They were concerned with how to extend their industrial empire by expansion, acquisition or diversification. The new venture could be in any thing which showed signs of profitability.

Things have been changing and the pressure is likely to build up to hasten the pace of these changes. More and more professionals are taking over the running of the industrial units. Even the members of the family are going in for training in management. The top and the middle managements are getting involved in the nitty gritty of the industrial processes. In this process, they are coming face to face with the operation-level workers and the ground level realities. If this can be followed upon, this will be of advantage to raising productivity levels.

Retraining & Reorientation of Workforce

What has labour to do with the productivity or what is there in it to be gained by it if it goes up. As has been stated above, productivity is very much dependant upon

the workforce, though not exclusively. Better technology means retraining of the workforce and its reorientation. It is an axiom that only the wearer knows where the shoe pinches. Likewise only the worker knows where the trouble lies, what are the redundancies, and what can be done to eliminate the bottlenecks and the obstacles. Many of the advanced industrial nations regularly call upon their labour force to suggest the ways and means of improvement in the processes and procedures. They not only welcome these suggestions but also give rewards to those who offer them. Even when it is some one else who shows the way to improvement in the productivity, it is the worker who must imbibe the spirit of innovation and implement it to achieve the optimum results. It is no longer exclusively the work measurement man who can be instrumental in better methods and better production. At best, he can lay down the assembly line procedures. When it comes to quality, only the man on the job can deliver the goods. Needless to say, in these days of fierce competition, the quality is the overall consideration. It can make or mar the reputation of a company and make a difference between increased market share or the decreasing revenues.

Complimentarity of Roles

It has been constantly drilled into us that higher productivity means lesser jobs as a lesser number of workers will be able to produce the same amount of goods. This is true only to a limited extent in the present context. The endeavour of the modern management is to capture a higher share of the market. Expansion means more jobs, not less. It is in the interest of both the parties, the management and the workers, to achieve higher productivity and grab a greater share of the market. Both the man and the machine must work to their optimum level to achieve these ends.

Granted that the workers are a vital part of the productivity drive, the question remains as to what is there in it for them apart from application of new techniques. In traditional industries, increased productivity means reduced costs and, given the inelastic demand, the prices, which more or less remain constant, led to a higher profit for the industry. It was only the mindset of the owners that could prevail upon them to share increased profits with the workers. The alternative was a bitter struggle for the share of the spoils. This underscored the reluctance of the labour force to go in for increased productivity. But in the present-day context, these premises are no longer true. It was so when the markets were controlled and limited. Increase productivity did not always bring in better sales. If the sale remained constant, there was an ever-present danger of reduction in the workforce. In the restricted economy of the day, it was quite probable that increased production could mean reduction in prices and only marginal change in the profits. Not so now. It is an expanding market with the demand rising. There is a chance for exports, if the goods are competitive enough in the international market. On the other hand, if the productivity does not increase and the prices are not competitive enough, there is danger of not only a local producer taking away the market but even an MNC also doing the same. Reduction in jobs can be a real threat in these circumstances. This is obviously not something which will be relished by the workforce or the trade unions. But the only way to avoid it is to come out even with the MNCs in the struggle for the market. Unions can no longer shy

away from their responsibilities for increased productivity. A bigger pie means more for everybody.

Enlightened Management and Workforce to Face Outsider

With an enlightened management and equally enlightened workforce, the competition is not against each other, but against a common enemy, viz., the outsider. It is time that every one in the game wakes up to this reality.

The increase in productivity and consequent production of more goods need not reduce the jobs. All over the industrialized world, the trend is towards lesser working hours and more leisure hours. This contributes to better quality of life which is the ultimate aim. After all, the entire exercise of increase in trade, earnings, production and productivity is to produce a better life for all concerned, including the workers.

End of Protective Cover

Moreover, in a liberalized economy, which is going to be the future of India, the Government controls are bound to be relaxed. The market-driven economy not only obviates the necessity of government interference but are positively against them. The (2001) budget speech of the Finance Minister underlined the approach when he talked of reforms in the labour laws. The provisions, which necessitate a long legal battle before an industry, even a really losing one, could be closed down or down-sized, are likely to be replaced. Though he has spoken of the requirement of permission before closing down of bigger industries with 1000 or more employees, this only underscores that the smaller industries are not protected. This will lead to the situation where it will be to the advantage of both the management and the labour to avoid a losing proposition. The burden will be on the unions to see to it that it happens with as little damage to the workers as to the management.

Obviously, this can be achieved only if the union leaders can match the skills of the management in the negotiations which would be concomitant upon any such contingency. The emphasis in the coming days will be more and more on direct negotiations with very little dependence on external assistance. The negotiations will be based not on the extraneous factors, such as the policy of the ruling party, the Trade Union Congress to which the union is affiliated, but to the hard facts of the situation in the relevant industry. Here, by the situation in the industry, we mean not the situation in that particular unit, but the industry in country as a whole, and, in fact, the situation in the industry all over the world. The facts and statistics about costs of production, profitability, market share, economic trends, paying capacity of the unit, and productivity of workers, with various sundry factors, would form the subject of discussion and bargaining. The negotiators, on both the sides, must muster facts in support of their arguments. In short, these negotiations are going to be tough affairs.

EMPHASIS ON WORKERS EDUCATION

This brings us to the increasing role of workers education. As the union leaders get to the bargaining table, they must be suitably armed not only with data and statistics but also with the techniques of presentation of data and their arguments. They must

be as competent as the management representatives in the art of negotiations, marshalling of facts, and drawing of conclusions. They should compete with the managers in interpretation of market trends, state of economy, interpretation of accounting statements, like balance sheet, non-performing assets and the like. They should be well versed in the legal provisions applicable to their case.

All this can be achieved only with suitable training and a constant stream of refresher courses to keep up with the current knowledge in a rapidly changing world. This can be done only by a suitable competent professional organization. The organization should be dealing with these aspects of industrial situation in the country on a continuing basis. The persons manning the organization should be experts in understanding the concept of productivity, its impact on the management and the labour. They must understand this in the context of the global strategy and the intricacies of the market forces. An updated knowledge of labour laws and legal provisions relating to the industrial relations is a must. Only then will it be able to instruct the worker leaders in the art of successful negotiations, to enable them to meet the representatives of the management on equal footing. They will be able to establish the link between productivity and the wages, between the market forces and the employment opportunities.

Role of CBWE

Here, the Central Board for Workers Education (CBWE) can play such a role. In fact, it has been doing so for the last decade and more. It must be said to the credit of the farsightedness of the then Chairman, Shri G. Ramanujan, that he foresaw the events likely to unfold and introduced a series of short-term courses on productivity. These courses were bipartisan and both the management representatives and the workers' leaders were trained together. They not only learned from the course but also through the interaction of the participants. The subjects covered were productivity as well as factors influencing it and those that are likely to result from it. These courses were also extremely popular with the management. There were frequent offers to finance these courses. It was realised that the enlightened worker leaders are good for the workers as also for the management. In the ultimate analysis, the industry is a joint institution of both. It must be realized that the interest of both are not conflicting but reinforcing each other and are complimentary.

All this is being said to emphasise that what was true in the beginning of the 'nineties is all the more true now. And it is not only important but essential. The battle is on and this can be won only by the competent rather than the bungling novices, howsoever dedicated they may be to their cause. In the world, as it exists today, even the genius has to be backed up with cold and hard logic. CBWE has a role to play here and it is gratifying to know that it is playing it with vigour. It is hoped that it will be even more active in the coming days.

BOOK REVIEWS

Jagannath Mohanty, *Adult & Non-formal Education*,

New Delhi, Deep & Deep Publications, 2002, p.532, Rs.750.00 (Hard bound).

Coming as it does from a veteran authority of standing (winner of several state and Central Government awards and emeritus fellowship of UGC), the book under review, quite expectedly presents an authentic picture of current scenario of both adult and non-formal education in India, giving exhaustive details on their past, latest issues involved, and a perspective on future. The volume, in fact, is an updated, revised and enlarged version of a book on the same subject brought out a decade ago in 1991.

The author treats Adult Education and Non-formal Education separately in Parts I and II respectively, with 28 chapters in Part I and 10 in Part II. He brings out clearly the distinction between adult education and non-formal education, their inter-relationship and interdependence as well as inevitability of both for achieving the objective of eradication of illiteracy and attaining the laudable yet illusive goal of universalisation of elementary education.

In Part I, the author reviews the national scenario of adult education and studies the latest trends thereof. A study has been made of the conditions in ancient and medieval India, followed by those in the British and the post-independence periods. The importance of literacy for ushering in of knowledge revolution, success of democracy, and accelerating the pace of development has been studied in detail. He goes on to describe in adequate detail, the management strategy and methodology adopted, role of NLM (National Literacy Mission), educationalization of vocations, the need and methods of evaluation, and development of teaching-learning material for adult education. Of particular special interest are the area development approach involving role of colleges and universities (Chapter 22); British Open University as a model for adult education (Chapter 24); contributions of the great pioneer, Paulo Friere of Brazil in the pedagogy of the oppressed (Chapter 27); and the story of a school dropout, Bindoo Kanungo, who, through single-minded devotion and determination emerged as the 'Father of the Encyclopedia Movement' in India (Chapter 28). The inclusion of the study of these two models and two inspiring and renowned personalities has greatly enriched the contents of the book. The work done in these important fields has, thus, been highlighted very effectively.

Putting together of such concrete studies have a powerful impact on the reader as he is brought closer to reality which arouses his interest in a much better form than through a mere study of theoretical concepts. Certain other aspects of Adult and Non-formal Education in Part II of the book are also amenable to such treatment. For example, in Chapter 32, an account of concrete work done by some of the agencies and coordinators would have provided inspiring examples. Similarly, the objectives, needs and clientele of specific programmes of governmental and non-

governmental organizations in Chapter 31 would have greatly enhanced the interest of the reader. An account of specific means and procedures of evaluation and monitoring adopted by particular organizations at the national and regional levels could have been included in Chapter 35.

The status of research in Adult education, providing a good storehouse of information which will surely be of much interest to research scholars, is given in Chapter 26. Strangely enough, however, a lot of significant research, carried out in the field during the last two decades, remains unnoticed by the learned author as it finds no mention in the book. The author has referred to the national seminar on Research in Adult Education held in 1982 (see p.299) as well as to a national study in 1984 (see p.308). An updating of the book would definitely include mention of more recent significant events in the field, for example, the National Seminar on the Role of Universities and Research Institutions in Promotion of Research in Adult Education, held in 2000, under the auspices of the Indian Adult Education Association, which was attended by eminent academicians, representatives of universities, NGO's and State Resource Centres. Since this seminar made a valuable contribution by reviewing research and evaluation studies in the field of adult education during the last decade, it deserves to be treated in some detail for the benefit of both academics as well as practitioners. It should not be restricted merely to reporting of recommendations of the seminar. Necessary details of deliberations of the Seminar must also be duly covered to facilitate comprehension of both the context as well as the intention behind respective recommendation.

The meaning, scope, nature and functions of non-formal education have been dealt with in Part II of the book. The author studies the growth of non-formal education from the earliest times and presents its status in the country today as well as its importance in the achievement of universal elementary education. Mention has also been made of several schemes in different parts of the country to achieve the objective and the problems involved in these. The issues of incentives for children, recruitment of volunteers, and qualitative improvements in regular schools have been discussed in adequate details. Involvement of voluntary agencies and the Panchayati Raj Institutions, selection and training of instructors, types of courses to be offered, methods to be adopted, medium of instruction, and preparation of educational material have also been discussed in detail.

The inclusion of suggested topics on various issues for students' assignments on pages 393 and 401 is a valuable feature of the book. Often asking enough good questions is by no means less important than providing good answers. Well-framed questions stimulate the reader; force him to think and occasionally go back to the source material provided in the preceding chapter. Such assignments are, in fact, a *sine quo non* of a good textbook, meant for students, as these serve as a test of their understanding of the material studied by them. More of such assignments provided by the learned author at the end of other chapters in the book would also be welcome.

Amongst its many laudable merits is the systematic organization of the contents of the book, which helps the reader in accessing whatever information is needed with great ease, without any fumbling about. Each chapter is followed by a list of references, which can direct the reader to the desired material. All chapters are appropriately divided into sections, and crisp conclusions are drawn at the end. There are helpful illustrations and diagrammatic representations of facts and data for an easier understanding of topics discussed. A select bibliography and elaborate indices (both of subjects and authors) add to the value of the book. Reference material in the form of an annexure (pp. 190-94) and appendices (pp. 464-518) facilitate easy access to references.

The book is of immense value for those engaged in the noble task of the abolition of illiteracy and raising the general level of education in the country. Those appearing in the National Eligibility Test (NET), being conducted by the UGC, and the State Level Eligibility Test (SLET), conducted by some state universities on the subject of Adult and Non-Formal Education and related disciplines, will also find the work most useful for preparing for the examinations as it covers a significantly large portion of the prescribed syllabi.

The book has an attractive get-up and satisfies most of the requirements of a good textbook. However, numerous misprints and linguistic errors which have, unfortunately, crept in at many places, should have been avoided.

— VIVEK NAGPAL

Ashish Bose, *Population of India: 2001 Census Results and Methodology*, Delhi, B.R. Publishing Corporation, 2001, p. 144.

The book is divided in four parts. In Part I — Introduction — the author has highlighted some facts about 2001 census. He has also described the contents of the publication entitled Census-Paper 1 of 2001 and Provisional Population Totals brought out by Registrar General of India after conducting 2001 census. Some of the highlights of first results are : Bihar has recorded the highest decadal growth rate; Andhra Pradesh has recorded the sharpest decline in the decadal growth rate; Kerala has recorded the lowest growth rate; West Bengal has the highest density of population; Karnataka has the highest sex ratio, and Haryana the lowest. In the introduction, the author has drawn attention to sharp fall in sex ratio of children (0-6 years age group) during the decade 1991-2001. He has pointed out prevalence of misuse of medical technology, like ultrasound and imaging, particularly in the states of Punjab and Haryana. The author has also indicated that the so-called BIMARU states (Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh) still continue to play a dominant role in the population problem of the country.

Part two of the book gives the demographic profile of states and union territories for the year 2001. In this part, the states have been grouped in regions to give a region-wise profile of India. Nine states—Uttar Pradesh, Maharashtra, Bihar, West

Besides teaching and learning, the next important topic covered is Information Technology and its impact on education. This theme, spills over to two chapters covered under the teaching and learning (*i.e.* "Learning Through Internet" and "Online Lectures"). In fact, the focus of chapter entitled "Technology Policy in India" is also on higher science education in India which the reviewer would like to include under this main section.

The third main grouping of miscellaneous topics covered comprises virtual reality in education, women education, education and library science information, financing higher education and legal education in India.

Not that the author has not given any useful stuff at all in the book, but surely the material included needed drastic pruning and careful editing without which it has failed to convey to the readers what the author perhaps had in mind. It is hoped that the author will take note of points raised in the review in the future edition of the book for how can any one afford to take his readers for a ride and yet peg the price at Rs. 550/-.

—B.N. KAMBLE

Harry Dhand, Teaching Human Rights: A Handbook for Teacher Education, New Delhi, Authors Press (under the auspices of Asian Institute of Human Rights, Bhopal), 2002, p.261, Rs.550.00.

With the world shrinking to never realities of a 'global village', wherein human beings can legitimately aspire to develop themselves to the fullest extent satisfying all of their basic needs, the subject of human rights is bound to gain ascendancy in the twentyfirst century. Therefore, it may perhaps be appropriate to call twentyfirst century as the 'Century of Human Rights', right in the beginning itself, for the trend of dilution of rigidities in national identities as witnessed in Europe is certainly going to gain greater momentum in foreseeable future in this century. Although it will be hazardous to give a definite time-frame, yet emergence of a global parliament seems to be a distinct possibility.

Not that Human Rights constitute a new area of our social consciousness. In fact, this consciousness has persisted right from the beginning of human society in some form or the other among principles of moralities, religious preachings, agenda of various social reform movements, political movements, educational curricular, etc. These rights have always formed an important part of human psyche. But when man overwhelmingly gets engrossed in pursuing narrow self interests, he either sidetracks or totally ignores Human Rights considerations pertaining to his competitors/ adversaries which becomes the root cause of all social problems. Giving due consideration for Human Rights cannot be left to individuals themselves even in the midst of a democratic form of government, with written constitution, and enforcing provisions of which is overseen by a judicial system. As the history of mankind has shown, an organisation like the United Nations had to step in to enforce protection of Human Rights through Universal Declaration of Human Rights (UDHR) and other international documents and treaties to help reduce violations

of human rights and make definitive contribution to building free, just, and peaceful societies world over.

Human Rights, as inscribed in the UDHR, form the common language of humanity which must be adopted universally by people every where.

To implement Human Rights every where, in June 1993, the 4th World Conference on Human Rights at Vienna (Austria) recommended as follows: "States should strive to eradicate illiteracy and should direct education towards the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; the World Conference calls on all States and Institutions to include Human Rights, Humanitarian law, democracy and Rule of Law as subjects in the curricula of all learning institutions".

To ensure strict adherence to Human Rights as envisaged in UDHR, ICCPR, etc., the UN General Assembly through World Conference Recommendation proclaimed in 1994 that 1995-2003 is to be observed as United National Decade for Human Rights Education (1995-2004). The UN Assembly issued appeals to all governments to contribute to implementation of a global Plan of Action for this purpose. Even NGOs, were invited to increase their contributions. This Plan of Action has five objectives as follows: (1) Assess needs and formulate strategies for furtherance of human rights education, (2) Build and strengthen programmes and capacities for Human Rights education at international, regional, national and local levels; (3) Coordinate development of effective Human Rights education materials; (4) Strengthen the role and capacity of mass media in the furtherance of Human Rights education; and (5) Disseminate globally the UDHR information.

As a result of all these efforts under the UN, action has been initiated at all levels. However, creating proper awareness for Human Rights in nations like India, which are infested with high level of illiteracy is a very tough job. Prevalence of illiteracy here poses multiple problems as a result of which serious doubts crop up in realising the goals of Human Rights Education Decade (HRED) during the UN Decade earmarked for this purpose which is scheduled to conclude in 2004, *i.e.* only after two years.

However, to pursue objectives of the HRED, the World Council for Curriculum and Instruction's India Chapter (WCCI-India) launched 100 Schools Project for this purpose. An Asian Institute of Human Rights Education (AIHRE) was also set up at Bhopal in January. Later on, in December 1995, a WCCI Conference was also held at Amritsar (Punjab). With the interest growing in this area, today a network for Human Rights education has been developed in 50 districts of 10 Indian States. A team of 500 knowledgeable resource persons has been evolved to serve the cause of spreading Human Rights Education.

Since non-existence of a handbook on teaching Human Rights was a major obstacle, services of an eminent curriculum expert, *i.e.*, Prof. Harry Dhand, Professor of Curriculum Studies, University of Saskatchewan, Saskatoon (Canada) were requisitioned. The book under review has been authored by Prof. Harry Dhand, who

also organised a training course on Human Rights Education in Dev Samaj College of Education at Chandigarh in February 2000. The experiences of this course have been incorporated in the book under review by the author to enhance the value of the book further.

Prof. Dhand has devoted the first chapter of the book to "Development of Human Rights", wherein he defines Human Rights, grouping these in four categories as: (1) fundamental freedoms, (2) legal rights, (3) equalitarian rights, and (4) economic rights. He also briefly traces evolution of Human Rights in India through *Vedas*, Kautilya's *Arthashastra*, etc., while discussing proclamation of Magna Carta in England in 1215, passage of Habeas Corpus Act, Magna Carta becoming official law, French Declaration of Human Rights of Man and Citizen, and abolition of slavery in British Empire, followed by UDHR in 1948, and a number of covenants to brainstorm the principles of UDHR into a binding treaty organisation. This chapter also discusses Human Rights Movement for Children beginning from 1920 onwards. He also spells out the rationale, objective and 10 basic principles of Human Rights education in this chapter which facilitates proper comprehension of the subject at conceptual level.

The second chapter is devoted to strategies and methods of Human Rights Education which comprises brainstorming, cooperative learning, jigsaw strategy, Socratic questioning, talking circle, and role playing. He treats these strategies comprehensively to facilitate adoption thereof in practical operations.

In third chapter, Case Study method has been taken up for Human Rights education, right from its designing stage to the evaluation stage.

In the fourth chapter, Human Rights concepts and related selected activities have been taken up to help proper understanding thereof by teacher educators. In it, the author has also impressed on teacher educators on the imperative need for paying attention to instructional process, laid down by him, in the classroom with regard to the concepts and activities which he has discussed in this chapter.

The remaining seven chapters of the book are devoted to giving provisions made under various instruments guaranteeing Human Rights at international as well as national level as follows: (1) Universal Declaration of Human Rights, (2) Conventions on the Rights of the Child, (3) Vienna World Conference on Human Rights, (4) Convention on the Elimination of All Kinds of Discrimination Against Women, 1979, (5) International Conference on Women (Beijing) 1995, (6) Constitution of India, and (7) Protection of Human Rights Act passed by Indian Parliament in 1993. As details of all the provisions under different instruments have been given in a systematic manner, these chapters are bound to serve as a handy reference tool to teacher educators.

Besides a useful index for easy access to material incorporated in the handbook, six appendices give brief information about organisation, activities, achievements, etc. of the following: (1) Asian Institute of Human Rights Education, Bhopal; (2) World Council for Curriculum and Instruction (WCCI); (3) Commonwealth Council for Education Administration and Management

(CCEAN); (4) Council for Teacher Education (CTE); and (5) Education International (EI). In the last appendix, role of teaching, as envisaged by Education International, has been highlighted briefly.

The book, thus, fills a vacuum that existed on spreading awareness on Human Rights in India through teacher educators. Since the book has been specially designed by a competent international authority to suit Indian needs, it is indeed an invaluable addition to scanty literature on Human Rights Education. It is in fact, a must for those concerned with spread of Human Rights whether they are policy makers, scholars, academics, functionaries in the field or lay readers having interest in the subject.

—M.K. GAUR

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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 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 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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on

**1991-2001: Literacy Decade
-- Role of State and
Civil Society**



Indian Adult Education Association

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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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Our Contributors	2
Editorial	3
Articles	
Social Roots of Gender Injustice <i>Madhu Dandavate</i>	5
1991-2001 -- A Decade of Literacy: Role of State and Civil Society <i>B.S. Garg</i>	14
Decade of Literacy: Role of State and Civil Society <i>(Working Paper)</i>	18
Role of State and Civil Society During the Decade of Literacy (1991-2001): Retrospect and Prospect <i>B.B. Mohanty</i>	35
Role of Universities in Creating Learning Society in the 21st Century <i>Asha Patil</i>	47
Status of Literacy in Uttar Pradesh <i>Madan Singh</i>	55
Continuing Education Programme -- Certain Experiences from Kerala <i>V Reghu</i>	60
Conference Report	
Proceedings of 50th All India Adult Education Conference held at Shegaon, December 19-22, 2001	63
Concurrent Workshops on: (1) Continuing Education and Resource Mobilisation for Continuing Education Programme; (2) Role of NGOs -- Problems and Solutions; (3) Community Participation in Voluntary Service; (4) Role of Information and Communication Technology; (5) Women's Empowerment and Gender Issues; and (6) Challenges of Globalisation and Liberalisation in Education	72
Report on Zakir Husain Memorial Lecture	78
Result of IAEA Elections	79

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Role of Civil Society in Social Development

The contemporary notion of 'civil society' seems to have emerged from the vocabulary of European history. The term 'civil society' was then basically referred to social groups that were emancipated from restrictions placed upon them by feudal and absolutist systems. These social groups were designated as 'civil societies' because they had taken the onus on themselves to serve the common interests of the community. Over a period of time, a range of groups, associations, organisations, movements, and the like, were identified as 'civil societies' as these served as fora to facilitate ordinary people to organize themselves on issues of public interest and compel the State to recognize and respect their existence. Civil society, thus, yielded a notion of public space, structurally located between official, public and private life and populated by a range of different autonomous organizations which were primarily outside the State and the market. Their basis of formation either arose out of concern to assist the needy or disadvantaged, or on the basis of a common interest on a particular subject or issue. Civil Society organizations encompass a multitude of organizations, such as church-related groups, trade unions, cooperatives, NGOs, community groups, youth organizations, academic institutions and others.

It is interesting to note that the notion of civil society, born at a particular time and place in European history, has today resurrected to address some very pertinent issues which have engulfed the world in the wake of liberalization, global information revolution and a sense of dismay on deterioration of societal norms and values all around. This is because in villages and cities around the globe, people are beginning to understand that good governance is not an alien idea and that a nation's political future, its economic strength, its national vitality and its very identity could be shaped by creation of better, more transparent government in partnership with a vibrant Civil Society. Not only this, the role of Civil Society has come to be lauded with great zeal in the press and by political leaders around the globe. Besides serving as a watchdog to secure accountability, adherents of Civil Society, in fact, claim that it could play a key role in public advocacy, policy analysis, citizen participation and mobilizing public opinion in support of issues of public concern.

Going by the above mentioned tenets of Civil Society, it could be said that Civil Society, together with the State and the market, has come to constitute one of the three 'spheres' which interface in the making of true democratic societies in the present context. Civil Society is the sphere in which social movements become organized and the organizations of Civil Society provide an important means of enabling citizens to participate in the social, political, economic and cultural life of their communities and nations.

The focus on Civil Society has become sharper in recent times because of the decline of the concept of Welfare State all over the world. The more advanced countries have invariably passed through this phase of decline of Welfare State ideology and have shifted to a new paradigm of social policy with greater reliance on local and private initiatives. This is equally true of India where many forms of movements within Civil Society seem to have merged spontaneously to deal with strategic and community problems. Jaya Prakash Narayan's vision of 'Lokshakti' as a measure of bringing about good governance and vigilance over the affairs of the State and Mahatma Gandhi's concept of 'rural reconstruction' and 'Sarvodaya' are few examples of movements seeking to promote Civil Society in India.

The need of the hour, therefore, is to forge a pervasive partnership between the State, the corporate sector and the Civil Society instead of dominance of one over the other, because it is now increasingly realized that a nation's sustainable political future, its economic strength and its identity is likely to be shaped by creation of a better and more transparent government which visualises a vibrant and healthy people's participation.

SOCIAL ROOTS OF GENDER INJUSTICE*

Madhu Dandavate

INTRODUCTION

I deem it a great privilege to deliver Zakir Hussain Memorial Lecture on "Social Roots of Gender Injustice", because of several reasons.

Dr. Zakir Hussain was a man of great erudition, freedom fighter, a renowned academician and a firm believer in the composite culture of India and her plural society, which was the basic tenor of his secular outlook of life. His life had a rhythm of its own that lent him poise and composure. In search of excellence in higher education, he joined Berlin University in Germany and returned to India with the most coveted Doctorate in Economics.

On his return, he became the Vice-Chancellor of Jamia Millia and lent dignity and prestige to this great institution. It is here that Dr. Zakir Hussain developed special aptitude for education, its philosophy and structure, which made it possible for him to take up the scheme of Basic National Education when it was launched in 1938. He adorned the post of President of the Hindustani Talimi Sangh from 1938-50.

Zakir Hussain's association with University Grants Commission and Executive Board of UNESCO gave immense strength and stature to these bodies.

As a member of Rajya Sabha, he spoke very little, but always uttered words of wisdom, that could illumine the House.

In literary field, his unique contribution was rendering into Urdu Plato's classic work *Republic*, reproducing all its nuances.

When Dr. Zakir Hussain became the President of India in 1967, the teaching fraternity all over the country had the proud feeling that the tallest in their family had reached the highest position in the State.

Dr. Zakir Hussain, with his value-oriented life, considered truth as beauty and beauty as truth. The reciprocity of both was the substance of his rich culture. To deliver a lecture in his memory is an experience to cherish.

* Text of Zakir Hussain Memorial Lecture delivered at Shegaon (Maharashtra) on December 20, 2001 at the time of Annual Conference of IAEA.

SOCIAL ROOTS OF GENDER INJUSTICE

I propose to traverse a path of analyzing the social roots of gender injustice and the disaster perpetrated by social orthodoxy and tradition.

I am conscious of the reality that my social analysis may disturb a few and anger some others. And, therefore, before I commence the memorial lecture, I would like to communicate to you in the words of Shakespeare,

"First my fear; then my courtesy;
last my speech.
My fear is your displeasure,
My courtesy my duty, and
My speech to beg your pardon."

As we study the social evolution of human society, the glaring fact that emerges is that in the old feudal society, woman was always given an inferior status. Paradoxically, she was also considered as the symbol of the sanctity and purity of the family. But this very aspect of her personality made woman the target as well as the victim in the conflict-torn society. In a feudal society, there are serious land disputes and several conflicts about property rights. These disputes are not always sought to be settled through the due processes of law. In it no weapon of intimidation, torture and humiliation is considered as unethical. To humiliate a family against whom disputes are pending, the most revengeful way is to subject women folks in that family to crimes that rob their honour and dignity and lends disrepute to them. The psyche that woman's honour is the honour of the family is cruelly and criminally exploited to bring the family into disgrace. One has only to go through the records of various rape and other criminal cases to discover that crimes against women are used as instruments to settle the family feuds about land and property. Motivation, crime and punishment are the three dimensions of the same problem of gender injustice and it has to be viewed in that broader context.

Compounding Gender Injustice

In our present tradition-bound society, structured on the basis of old social values, when a woman is subjected to a crime like rape, it becomes a multiple crime. She is raped at home, then in public life, followed by an agonizing cross examination in the court and the climax is reached when sensational reports about the crime against her appear in the media. The victim of crime finds its public exposure more agonizing than the crime inflicted on the woman. The most humiliating aspect of crime against woman is that her status in the social hierarchical structure

of society also comes in the way of securing justice for her. Thus, her social status compounds her gender injustice. In a well known rape case, the most obnoxious situation was that the concerned court observed that the alleged rapists were middle-aged and as such were respectable and were not amenable to crime against woman. Not satisfied with this, the court made an astounding observation that "since the alleged rapists were higher caste men, the rape could not have taken place because the alleged victim was from the lower caste". Such observations only give credence to the widely prevalent prejudiced view that men from the higher social echelons of society are the paragons of virtue and they are not likely to commit atrocities on socially deprived sections among women. What a tragedy that woman has to face the compounding of gender as well as social injustice.

Social Turmoil

We always claim to belong to a culture that has the supreme quality of tolerance. However, in times of social turmoil, what is the ground reality? During the partition of India in 1947, there was an exodus across the Indo-Pak borders in both the directions. There was a ghastly communal holocaust. Several women were kidnapped and were subjected to atrocities. When groups of social reformers liberated these women, the most shocking spectacle was that in large number of cases, those women were not welcome to their original respective families because of the stigma of atrocities and forced conversions.

What happened in Noakhali in Bengal during Gandhiji's peace march in that strife-ridden area is an epic to be remembered, narrated to me by late Sucheta Kripalani, who had accompanied Gandhiji in his peace march to Noakhali, which succeeded in restoring peace there. One night, Sucheta Kripalani received a news that three young girls in Gandhiji's Peace Brigade were likely to be kidnapped. Sucheta Kripalani approached the next-door Muslim landlord alongwith the three young girls and requested that he should protect the girls as his daughters. The Muslim landlord put his hand on the *Kuran* and took a vow that he would fully protect the three girls. After a few months, peace returned to Noakhali. The members of Gandhiji's Peace Brigade then returned to their respective homes. When the three young girls who were protected by the Muslim landlord returned home, their parents told the girls, "*You have no place in our family as you had stayed with a Muslim for three months forgetting that you were Hindus*". "*What shall we do?*" asked the girls. The reply from the parents was, "*Go to the streets and if need be become prostitutes, but our doors are closed for you*". Disowned by the parents, the girls took shelter in Gandhiji's Ashram. They were never married and later on they

died unsung and unwept. This only reveals the grim story of women who had to suffer only because of the communal prejudices of a tradition-bound society.

While the parents of the three girls, who participated in Gandhiji's Peace Brigade in Noakhali, treated their daughters with contempt, Mountbatten, the former Viceroy of India, in contrast, applauded the role of Gandhiji in his peace mission. In his letter addressed to Gandhiji on 26th August, 1947, he wrote:

"My dear Gandhiji,

In the Punjab we have 55 thousand soldiers and large scale rioting on our hands. In Bengal our forces consist of one man, and there is no rioting. As a serving officer, as well as an administrator, I may be allowed to pay my tribute to the One-man Boundary Force, not forgetting the Second-in-command Suhrawardy."

Right to be Born

In India, with a highly utilitarian approach, poor parents do not aspire for a female child, for two selfish reasons. Firstly, because of the fabulous dowry to be paid during daughter's marriage, parents consider daughter as a 'financial liability'. And, secondly, because the daughter has to leave the parents' house after marriage, she is no more considered useful as an earning member of the family.

The instinctive urge, particularly of poor parents, is to prevent the birth of a female child. The most astounding statistics reveal that in a prominent hospital in Mumbai, the pre-sex determination tests revealed that during 1978-1982, 8000 pregnant women were expected to give birth to a female child. To prevent the birth of a female child, out of those 8000 pregnant women, 7999 underwent abortion. Article 21 of India's Constitution on 'Protection of Life and Personal Liberty' states: "No person shall be deprived of his life or personal liberty except according to procedure established by law".

In the case of female children in the womb of the expectant mothers, they are not only denied right to live but they are also robbed of their right even to be born as revealed by the statistics mentioned earlier. This is the travesty of gender injustice.

The Indian Council of Medical Research has found out the minimum calories required for nutritive food supplied to the children. The utmost cruelty of our life is that, especially in the rural areas, parents show

discrimination in supplying nutritive food to female children. As daughters are likely to leave the family after marriage, they are invariably denied the minimum caloric values of food. This gender injustice is most inhuman, but it is a reality.

Women in Champaran

Gandhiji had sensitivity for the problems of women, the weakest among the weak. Gandhiji had sent a team of workers to study and report on the problems of Champaran district. But the report they gave him did not refer to any problems of the women there. "How can any report be complete without an account of the women's problems?" he asked. The workers told Gandhiji that women of Champaran were very shy and would not meet them. Gandhiji then deputed Kasturba Gandhi and Avantikabai Gokhale to visit Champaran to report on Women's agony. The women of Champaran would not first meet them and not even open their doors.

At sunset, Kasturba Gandhi knocked one door and told the woman inside, "We are moving round your town from sunrise to sunset. We are now thirsty. Will you not offer a glass of water?" A door was then slightly opened. A woman's hand appeared with a glass of water on her palm. Kasturba drank water and then said, "Sister, we have seen your hand, but we want to see the woman behind this hand." The woman inside broke down. She said, "Three women of our household share only one untorn saree and one woman has gone out with that saree, how could others open the door for you and expose our semi-naked bodies with torn clothes?" Kasturba told the weeping woman, "Close the door. The doors of your heart are opened." Kasturba and Avantikabai, touched by the reply, returned to Gandhiji with this heart-rending report about women in Champaran. It steeled Gandhiji's determination not to rest till the honour of these women was restored.

Global Inequality

In these days of globalisation, the global picture of women is most ignoble and inequitable. Women constitute 50 per cent of world's population; they account for 66 per cent of the work done; they have a share of 10 per cent in world's income and they own only one per cent of world's property. Thus, woman is an epitom of global gender injustice and inequality. All this is due to anti-female psyche of the male chauvinists.

In India, at primary stage, 70 per cent of girl students drop out and only two per cent enter the college. In agriculture, 50 per cent contribute to agricultural production, but most of them are not wage earners but domestic servants. As many as 73 per cent of the poor are women. Invariably these gender inequalities have social roots.

When I see this global inequality in the life of women, I am reminded of the words of Federico Mayor, Director General of UNESCO, who wrote as follows:

"Woman, you brought with you a new song
But we did not let you speak out,
Although yours is the voice of half the earth."

The psychology of industries in India weighs heavily against women. One of the reasons is that women in industries are to be given preferential welfare and social facilities and benefits. To avoid this, in post-independence era, the industries have preferred to reduce the number of women employees. For instance, in a prominent industrial city, like Mumbai, the number of female textile employees in 1975 was 40,000. The number has now gone down to less than 2000. All this is done to reduce expenditure on maternity benefits and welfare facilities and augment profits. The prophets of gender justice may plead for better deal to women but the protagonists of profit would like to move the other way.

SIGNALS FROM MYTHOLOGY

Our mythology is replete with glaring instances in which wrong signals are sent about humiliation to women. Draupadi occupies a very important position in the epic *Mahabharat*. In the Durbar of the Kauravas, while participating in the game of dice, both Pandavas and Kauravas become a party to treating a woman as a commodity. In the process, Draupadi became the unfortunate victim, being disrobed by Dusshasan in the open Durbar, and the Pandavas remaining meek and helpless spectators. Draupadi became the symbol of humiliation of womanhood. The epic depicts Shri Krishna intervening in the tragic episode and with his 'supernatural' powers saving Draupadi from further disgrace. In modern times, no such supernatural powers would be available to protect the dignity of womanhood. Women have to depend on their ability to awaken the conscience of society to ensure that women's honour is protected and she is not subjected to gender injustice.

In another epic *Ramayan*, Sita returning from the captivity of Ravana is made to face the ordeal of test of purity by fire (*Agni-pariksha*) by her husband Rama, the paragon of virtue and morality, to demonstrate the purity of her character. Sita emerges from the fire unscathed. In the modern gender-biased society, shall we impose on womanhood such harsh and unjust ordeals which have become the integral part of our mythology?

Another signal about gender injustice is contained in Tulsi's *Ram*

Charit Manas, which unequivocally pronounces, "*Dhol, ganwar, shudra, pashu nari, ye sab taran ke adhikari*" (the drum, the rustic, the untouchable, the animal and the woman, deserve to be beaten up). These utterances cannot claim sanctity, merely because these emanate from mythological scriptures.

Advent of Aryans

Before the advent of Aryans in India, among the non-Aryans in our country, in some regions, there was a matriarchal system, in which woman occupied a dominant position with high social and economic status. When Aryans, with the background of patriarchal society in which man had a higher status, arrived in India, though initially they could not totally destroy the matriarchal system, the Vedic Aryans tried to dilute and weaken it through the instruments of torturous treatment to widows, Sati system, child marriage, etc. It was, therefore, no surprise that revivalists, like high priests of the Hindu society, openly glorified and justified the unjust and iniquitous Sati system. It was an effort to revive the decadent values that constituted an assault on gender justice and equality.

ROLE OF SOCIAL REFORMERS

The battle for gender justice has been a long-drawn struggle. The sustained efforts of several social reformers, even in the face of resistance from social orthodoxy, have given impetus to the cause of gender justice. The provisions of Constitution, various laws and judgements of courts have their own contribution to the cause of gender justice. However, more fundamental is the work and role of social reformers, who sought to change the mind-set of the orthodox tradition-bound society and usher in women's reforms in the social, economic and educational fields. Various social reformers had an abiding faith that all prejudices and aberrations of human mind leading to inequalities can be dissolved in the solvent of education. In a way, they believed that education is basic to all reforms. Mahatma Jyotiba Phule and his dedicated wife Savitri Phule were ardent protagonists of women's education. While Savitri Phule went to a school to impart education to women, particularly to widows, cowdung and stones were showered on her when she opened the first school of women in 1848, incidentally the very same year in which Marx and Engels published the *Communist Manifesto*. It is difficult to evaluate which of the events had a more revolutionary potential. Despite resistance from orthodoxy, women's education gradually acquired greater acceptance. In the old orthodox society, the Sati system of widows mounting the funeral pyre of their husbands was an atrocious practice. If this practice was gradually discarded, it was not only because of the Sati-prohibition Act in Bengal

in 1829 at the behest of Benting, the Governor of the State, but mainly due to the social reform movement against the Sati system carried on by eminent social reformer Raja Rammohan Roy. Though the Sati system is banned under law, in isolated cases, it is still implemented in a clandestine way, both due to the hangovers of orthodox beliefs as well as machinations by the relatives of the widow to garner her wealth and property by forcing her to mount the funeral pyre of her dead husband. Still, efforts are on to build a halo of sanctity around the Sati system. This only amounts to glorification of gender injustice and has to be resisted through an awakened public opinion. In the fields of social reforms for women, Mahatma Jyotiba Phule, Smt. Savitribai Phule, Raja Rammohan Roy, Periar, Dr. B.R. Ambedkar and Mahatma Gandhi have made significant contributions, while some political leaders, even with national stature adopted lukewarm attitude on questions of social reforms to serve their populist strategy of not antagonizing forces of orthodoxy. A man like Dr. B.R. Ambedkar, who was keen on expeditious adoption of the Hindu Code Bill to ensure right of inheritance of property to women as an instrument of gender justice, resigned from the Union Cabinet when he found that the Government had a vacillating attitude on the issue. How many politicians have the requisite courage to take such a firm attitude on the question of women's reform?

Male Chauvinism

In different parts of the world, it has been an experience in differing degrees that male chauvinism has led to gender injustice. In some developed countries too, women were accorded the right to vote very late. Women had to launch a determined struggle to secure the right of adult franchise.

Even when women secured the right to vote, initially they never received the recognition they deserved on the basis of their merit and ability in the legislatures. House of Commons in the U.K. is regarded as the 'Mother of Parliaments'. However, even in this Mother of Parliaments, when an eminent parliamentarian Lady Astor was speaking on a serious subject, a back bencher, driven by his male chauvinism, shouted, "Madam, forget about the subject on which you are speaking; please tell us as to how many toes a pig has". With her sharp repartee, Lady Astor hit back and said, "Honourable member, take out your shoes and count them". The male chauvinist was totally unnerved. It has been the experience in several government and educational departments, that the ladies at the helm, do not always get the recognition and respect they deserve. This is the product of traditional social outlook rooted in Chauvinism.

If the social reforms programme is to be pursued vigourously, certain attitudinal changes are urgently called for. These comprise, change of context, change of relations and change of values.

Without such a comprehensive change in the existing value judgements of the present consumerist culture, the battle for gender justice cannot be won.

In this context, I would like to conclude by quoting the words of the famous Italian Philosopher Ignazio Silone, who wrote in *God That Failed*, "The distinction between theories and values is not sufficiently recognized, but it is fundamental. On a group of theories, one can found a school; but on a group of values, one can found a new culture, a civilization, a new way of living together among men."

1991-2001 -- A DECADE OF LITERACY: ROLE OF STATE AND CIVIL SOCIETY*

BS Garg

Slow Growth of Literacy During 1950-90

As you know, progress of literacy in India during the last decade (1991-2001) has surpassed all earlier efforts in this direction. Literacy rate in India, in the beginning of the present century, was just 5.3 per cent. In a period of 50 years, from 1901 to 1951, the literacy rate of the country could hardly improve by 11.4 percentage points, when it reached 16.7 per cent for India's total population, including children of age group 0-4 (18.33 per cent for population aged 5 years and above) in 1951. Average decadal growth of literacy during the five decades (1901-51) was only 2.3 percentage points per decade. What was lacking was a 'will' on the part of the British Rulers of the country to provide education to the masses of the country. Educational facilities were limited only to certain sections of the society. Our national leaders realised the importance of mass education and the Constitution of India provided as follows: "The State shall endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of fourteen years". The Community Development Programme of the First and Second Five Year Plans of 1951-56 and 1956-61 provided for Social Education, including literacy for adult population of the country. The literacy rate during the decade 1951-61 improved by about 10 percentage points from 18.33 in 1951 to 28.30 in 1961. But the progress of literacy rate in the country could not be maintained even at this level during the next three decades. Literacy rate rose to 52.21 per cent by 1991 giving an average decadal growth rate of only 8.5 percentage points during the four decades from 1951-91.

Progress During 1991-2001

The literacy rate progressed by 13.17 percentage points during the decade 1991-2001, which was about 1.6 times the decadal average of the last four decades. This achievement of the last decade has been appreciated at all levels. UNESCO has awarded 'Noma Prize' to the National Literacy Mission of India for this achievement. The *Census Report of India* has designated the period 1991-2001 as the 'Decade of Literacy'. Indian Adult Education Association also celebrated this unprecedented appreciation in the literacy scenario in the country during the last decade. The Nehru Literacy Award, which is given by the Association every year for best literacy efforts in the country, was awarded to National Literacy

* Text of Presidential Address given at Shegaon Conference.

Mission. Pace of literacy during the last decade increased tremendously due to various factors. Credit for this achievement firstly goes to the State. The civil society and the community at large also contributed immensely in this achievement.

Efforts Towards Illiteracy Eradication

Eradication of illiteracy has been one of the major national concerns of the State Policy. National Policy on Education - 1986 laid down as follows: "The Nation as a whole will assume the responsibility of providing resource support for implementing programmes of educational transformation, reducing disparities, universalisation of elementary education, and adult literacy". National Literacy Mission (NLM) was set up in May 1988 to adopt 'mission' approach in combating illiteracy. The NLM imparted a sense of urgency and seriousness to adult literacy programme. On the basis of a successful experiment in the State of Kerala, an area-specific, time-bound, and result-oriented literacy campaign approach was adopted by NLM in different parts of the country. The NLM realised that literacy was not the concern of one ministry or department or agency, but it was the concern of the entire nation and all sections of the society. Total Literacy Campaign (TLC) for different districts of the country were envisaged on the 'Ernakulam Model' of Kerala State. An organisation structure for a district literacy committee (*Zila Saksharta Samiti*) was evolved. It comprised: (i) A support system provided by district administration, (ii) full time functionaries and area coordinators, and (iii) participatory people's committees at district, block and village levels.

The campaign approach sought the support of both government and non-government organisations (NGOs). Community support was considered very essential for success of a literacy campaign. Creation of a favourable environment for launching the literacy campaign in a district was considered as a prerequisite for mobilising community support for TLC. For creating a favourable environment, both among the educational sections of the society and among the non-literates, support of all types of media -- viz. electronic, print, folk and traditional was utilised. TV, radio, films, newspapers and other means of modern media were engaged in taking the literacy message to the remotest corner of the country. *Kala Jathas* became a popular local medium for covering the target groups of each literacy campaign. Folk dances, plays, music and puppetry also played a vital role in communicating the messages and motivating the learners to joining literacy programmes.

Different sections of the civil society, viz. the educational institutions, teachers, students, lawyers, doctors, employees of different organisations, Panchayats and other Local Government institutions were participating

in the literacy campaign in one form or the other. Some of them were involved in motivating the learners, while others were engaged as literacy functionaries in teaching, supervision, administration, monitoring and evaluation of literacy activities.

Literacy Gains by Different States

The initial target of NLM was to make 80 million non-literates, in the age group of 15-35 year, functionally literate and to cover 345 districts of the country by 1995. The target was revised to 100 million persons to be made literate by the end of the Eighth Five Year Plan (1992-97). Total number of non-literates in the age group 15-35 in 1991 was 121 million, comprising 44 million males and 77 million females. NLM laid emphasis on coverage of female and weaker sections of the society. Initially, the educationally advanced States, having higher literacy rates, responded. Proposals for literacy campaigns came from Kerala, Tamil Nadu, Gujarat, Maharashtra, Karnataka, Pondicherry, West Bengal, etc. Response from the low literacy states of the Hindi belt was not encouraging. NLM laid special emphasis on the coverage of districts with low female literacy rates. As a result of sustained efforts at all levels, by 2001 the literacy campaigns reached 559 out of 588 districts of the country. NLM has reported that 84 million persons have been made literate as a result of the adult literacy programmes, launched by NLM. A large proportion of the TLCs have graduated to Post-literacy (292 districts) and Continuing Education stages, (95 districts). This follow up of the TLC campaigns is essential to retain the literacy skills of the neo-literates. The literacy campaigns have also encouraged higher enrolment of children in schools, particularly in the low-literacy States. The 2001 census has revealed that low literacy States of Rajasthan and Chhatisgarh have gained by over 20 percentage points in their literacy rates during the decade 1991-2001. Rajasthan, which was having a literary rate of only 38.55 per cent in 1991, improved its literacy rate by 22.48 percentage points and reached the level of 61.03 per cent literacy in 2001. Chhatisgarh also gained by 22.27 percentage points from 42.91 in 1991 to 65.18 in 2001. Literacy rate of Madhya Pradesh improved by 19 percentage points. This shows that except Bihar, the other low literacy states of the Hindi belt made substantial efforts to raise their literacy rates during the literacy decade of 1991-2000 as compared to the national average of 13.17 percentage points.

ROLE OF CIVIL SOCIETY

The Civil Society has been raising the issues of disparity in providing educational facilities to women and the weaker sections of the society. Several NGOs raised these issues. Women organisations raised the issue of women empowerment. Several studies indicated that lack of

education of the girl child and women was one of the important factors responsible for inhibiting the social and economic progress of women. Response of women joining literacy campaign was tremendous. About two-thirds of the literacy learners were women. Enrolment of girls has also increased in schools. They now form about 45 per cent of the total enrolment in primary schools. During the decade 1991-2001, female literacy rate has increased by 14.87 percentage points from 39.29 per cent in 1991 to 54.16 per cent in 2001 as compared to an increase of 11.7 percentage points in case of male literacy from 64.13 in 1991 to 75.85 in 2001. Increase in female literacy, in case of Rajasthan and Chhatisgarh, was by about 24 percentage points and it was about 20 percentage points in Madhya Pradesh and over 18 percentage points in case of Uttar Pradesh. State and the Civil Society have joined hands in reducing the disparity in the literacy rates of males and females during the decade 1991-2001. Evaluation studies of literacy campaigns have shown that these campaigns have contributed in raising the level of awareness regarding education of their children among the parents. *Public Report on Basic Education in India* by the Probe Team observes as follows:

"We find that even in the PROBE states of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh (where parental apathy is likely to be most wide spread) most parents attach importance to their children's education."

The Literacy Voyage -- a report on the external evaluations of literacy efforts in Rajasthan -- indicates as follows :

"It may be inferred that TLC in Rajasthan had a significant impact in upgrading the Human Development Index (HDI) after 1991."

SUMMING UP

India is now marching ahead towards the goal of attaining a sustainable threshold level of 75 per cent literacy. NLM has set a target of achieving this goal by 2005. Community mobilisation and participation have been a striking feature of the last decade. The NLM provided the guidelines, the leadership and contributed funds to a large extent, the State Governments also shared their responsibility in organising and funding the literacy campaigns in their own area. It was the Civil Society -- specially the NGOs, Universities, Panchayati Raj institutions, teachers, students and the community -- which provided the needed support and strength to the literacy campaigns. During the course of our present workshop, we will conduct a critical review of the role of the State, NGOs and universities in raising the level of literacy in India during the last decade and would also consider future programme of action to achieve the goal of attaining the threshold level of literacy.

DECADE OF LITERACY : ROLE OF STATE AND CIVIL SOCIETY*

The *Census Report of India (2001)* has designated 1991-2001 as the 'Decade of Literacy', mainly due to significant increase in literacy rates as compared to the previous decades. The literacy rates rose from 52.21 to 65.38 per cent during the period, marking, for the first time since independence, a remarkable decline in the number of illiterates by 31.9 million and an increase in the number of literates by 207.44 million. Besides, there was a significant increase of 14.87 per cent in female literacy as against that of 11.72 among males (see Table 1). To take a look at the factors that stimulated the growth of literacy during the last decade, let us examine the following questions: What role did State and Civil Society play in promotion of adult education in India? What was the contribution of National Literacy Mission? What lessons can we draw from the experience of the literacy decade? What are the key issues that need to be addressed in future?

Role of State: NLM Strategies and Structures

Launching of National Literacy Mission (NLM) in 1988 gave a new vitality and vigour to the adult education programmes in the country. One of the most striking features of NLM strategy is active involvement of all sections of society in all its policy-making and implementation bodies at national, state and district levels. In fact, NLM considers NGOs as "Partners in Progress". During the last 12 years, NLM has not only strengthened the administrative infrastructure, but has also developed new institutions for effective implementation of adult education programmes in the country. While State Literacy Mission Authorities have been set up in several states, the Zilla Saksharta Samities (ZSS) have also come up in most of the districts. Out of 25 State Resource Centres, 21 are managed by NGOs and the rest by universities. With the exception of Delhi, 91 Jan Shikshan Sansthan (JSS) are managed by NGOs. Of the 254 universities, 103 universities have set up Departments of Adult and Continuing Education. The National Open School has also initiated open basic education programme for providing a learning continuum to neo-literates. The organizational structure of Adult Education Programmes in the country shows that the State has meticulously planned and developed a vibrant, diverse and strong network of institutions/agencies/mechanisms at various levels (see Fig. 1). All these agencies provide sufficient scope for

* Working Paper presented at the 50th All India Adult Education Conference of IAEA held at Shegaon (Maharashtra) from December 19-22, 2001.

participation of Civil Society in planning and implementing of adult education programmes. However, in recent times, it has been observed that some of the important statutory bodies, like Executive Committee of NLM and National Literacy Mission Authority, remain inactive. Either they have not been reconstituted or their meetings have not been convened. The UGC Standing Committee on Adult Education has also not met for the last three years. The non-functioning of important statutory bodies and consultative mechanisms have created a vacuum and currently there is hardly any dialogue between the State and the Civil Society. Adult education being peoples' programme, its success depends on their active participation and, hence, it is vital that the State should develop suitable mechanisms. In this regard, let us address the following questions: How to revive, sustain and strengthen the links between the State and Civil Society for effective implementation of adult education programmes? What advocacy mechanisms should be adopted by civil society?

Today, a number of NGOs and educational institutions are involved in adult education programmes. However, it seems that they are all working in isolation and there is hardly any dialogue or networking among them. In the present circumstance, when a number of consultative bodies are dormant, it is important that an alliance of NGOs is created to work as a pressure group to advocate the cause of adult education. Indian Adult Education Association is the largest professional body in India, comprising 1500 life members and 500 Institutional members. Therefore, IAEA has to play a major role in promoting the cause of adult education. Each member of the Association needs to participate in this task of national importance.

CONTRIBUTIONS OF NLM

Questions being raised about the contribution of NLM to literacy are: What has been the actual contribution of TLC? Should we look at the contributions in quantitative terms? Apart from the TLCs, NLM supports Rural Functional Literacy Projects, State Adult Education Programmes, and several programmes implemented by Universities, Colleges, Schools, Nehru Yuvak Kendras and voluntary agencies (see Table 2 for details).

These programmes have not only succeeded in imparting literacy to 849.39 lakh illiterates, but have also sensitised the masses on the importance of literacy. While 76.4 per cent (648.57 lakhs) became literate due to the TLCs, the rest, *i.e.* 23.6 per cent (200.84 lakhs) were made literate through other programmes (see Table 3).

The contribution of TLCs was significant in states of Tamil Nadu, West Bengal, Karnataka and Tripura and it ranged from 63.61 to 56.58

per cent (see Table 4). In terms of absolute numbers, the contribution of NLM to the increase in literacy is modest. While the decline in the number of illiterates, *i.e.* 31.9 million may be due to the efforts of NLM, it can also stake a claim in the increase in the number of literates, *i.e.* 207.4 million. The exact contribution of NLM to increase in literacy will be known only after availability of 15-35 age-wise data.

Awakening of Masses for Empowerment

It would be unfair to confine the role of NLM only to increase in number of literates. During the last decade, NLM has ushered in a silent revolution in the country through literacy campaigns, not only by motivating and mobilising the masses to participate in literacy and developmental programmes but also by encouraging voluntarism in the society. More than imparting literacy, these campaigns awakened the masses and educated their minds and even empowered them.

Promotion of Social Integration

The relationship between the level of literacy in a society and the economic, social and political development of that society has been strongly argued by many. Based on extensive visits to different TLC districts and intervention with neo-literates, Lakshmidhar Mishra, the former Director General of NLM, has documented innumerable ways in which literacy accelerated the pace of development in Indian society. He noted that in several villages of Andhra Pradesh, where the campaign has been successfully conducted, untouchability and feuds on account of caste and communal considerations have become issues of the past. The campaigns in Mehabubnagar and West Bengal have promoted social, emotional and even linguistic integration. Literacy campaigns in Andhra Pradesh and Karantaka motivated neo-literates to fight against the evils of alcoholism. Anti-arack agitation of Nellore by neo-literate women showed that literacy plays a significant role in raising the consciousness of learners.

Gender Equality and Women Empowerment

The literacy campaigns have not only brought the State and Civil Society closer, but have also provided an ambience for all the progressive elements of society to come together and set up grass-roots level organizations for initiating a variety of developmental programmes. In Mizoram, it was observed that literacy facilitated access to developmental messages over radio and television. In several TLC districts, especially in Latur, Pondicherry, Pudukottai and Ramnathapuram, several Mahila Mandals and Womens' Development organisations have come up. The literacy campaign in Pune paved way for setting up of 1976 Mahila

Mandals. These organizations conducted grassroots level meetings and propagated the idea of gender equality, and worked for empowerment of women. In general, people's organisations provided an opportunity for neo-literates to engage in developmental and social welfare work, thereby giving a boost to government programmes aimed at amelioration of poor, and development of the nation.

Better utilisation of Franchise

It has been observed that literacy heightens political awareness and enables people to participate more effectively in civil affairs. The evaluation of the Ernakulam literacy campaign showed a drastic fall in the invalid votes. During 1984-89, the number of invalid votes came down from 12683 to 7857. In several TLC districts, neo-literates started demanding better civic amenities, like street lights, schools and Primary Health Centres.

Lower Birth Rate

World Bank Studies in 29 Developing Countries have shown that infant and child mortality rates are in inverse proportion to the level of education of mothers, and that each year of schooling for girls and women's literacy means further reduction of IMR and lower birth-rate. A study conducted by ICMR in 1990-1991 on "Immunisation Programme and Maternal and Child Health" in the States of UP, MP, Rajasthan and Bihar, has shown that the communication status of children of literate mothers is better than that of non-literate mothers, both in urban and rural areas. Reduction of sickness arising from lack of hygiene, malnutrition and superstitious practices, has also been noticed in families which have literate women members.

Greater Public Health Awareness

Literacy has a direct bearing on the health of people. It has been observed that literate fathers and mothers are less likely to contact venereal diseases and AIDS. Literate mothers are far more likely to practice environmental sanitation, saving their families from cholera, malaria, and other pestilences. A study on the impact of the population education, integrated into the contents of literacy primers for adult learners, showed that there was not only an increased awareness of public health and family welfare service among the learners, but also a 137 per cent increase in the use of public health and family welfare facilities. As observed by H.S. Bholra, though "literacy is not an elixir for perpetual youth nor panacea for all ills, it does make good health and longevity more likely".

Greater Environmental Awareness

The question of environment is also closely connected with education. It has been observed that environmental awareness and achievement in environmental conservation and preservation, increase in direct proportion to increase in the literacy level of a country. In the National Environment Awareness Campaigns, organised by Ministry of Environment and Forest, Government of India, during the 1990s, it has been observed that the maximum number of proposals for organising environmental activities were received from the states where the literacy rate is quite high. In the sphere of unconventional energy resources also, women's literacy and education have proved to be strong supportive factors. In Ramanathapuram, 1500 smokeless Chullhas have been installed by the neo-literate women organisations. In Karnataka, literacy galvanised 570 village residents into recognising environmentalism as a panacea for their ills and they "donned the mantle of environmentalists".

Higher rate of enrolment and retention in Primary Schools

Universal literacy cannot be achieved without giving equal importance to adult literacy and universalisation of primary education. Literate parents would not only enrol their children in schools but also ensure their retention. Educational statistics since the 1950s show that highly literate states and districts have a higher enrolment ratio for 6-14 age group and lower drop-out rates. The Literacy Campaigns launched in Pondicherry, Tamil Nadu, and West Bengal have shown that successful operation of literacy campaign have invariably led to an increased enrolment in primary school. Evaluation reports have shown that in Burdwan district of West Bengal, of the 1,52,836 children of 6-9 age group, 1,30,790 were enrolled after the TLC. While in Hooghly primary schools, enrolment rose from 1.23 lakh in 1989 to 1.27 in 1990 and 1.82 in 1991, in Birbhum district, there was a 25 percent increase in the enrolment and attendance in primary schools. Sumanta Banerjee, during his field visits to Burdwan, observed that the rate of enrolment in primary schools had gone up in schools to such an extent that classes had to be conducted in the open courtyards. Similar positive trends in the enrolment of primary education have been noted courtyards. Similar positive trends in the enrolment of primary education have been noted by Nitya Rao in Pondicherry and Pasupon districts, where literacy workers not only launched "Back to School" campaigns to boost enrolment of children, but even surveyed the reasons for school drop-outs. In Pondicherry, Visalakshi Tangappan, Headmistress of a government girls high school, opened a separate section for never enrolled ragpickers. The spread of literacy not only sensitised the parents, but also the officials of Education Departments towards the cause of Universal Primary Education.

SOME KEY ISSUES

Strengthening Link between NLM and Civil Society

One of the most striking features during the last decade is tremendous expansion of adult education programmes and institutional infrastructure in the country. Out of 598 districts in the country, 574 districts have been covered under TLCs. Out of them, 1960 districts are under TLC, 302 under Post-Literacy and 116 under Continuing Education Programmes. Though State and Civil Society have been working together, especially after launching of NLM, of late the link between them is becoming weak. How to sustain and strengthen the link between the State and Civil Society? What steps need to be taken to develop a strong and flourishing relationship between them? In this process, what should be the role of NGOs, especially the IAEA?

Securing Greater Funding Support

The funding support to adult education has declined considerably during the last decade. As against an allocation of Rs. 970.47 crores for adult education during the Eighth Five Year Plan (1992-97), the allocation has come down to Rs. 650.97 crores during the Ninth Plan (1997-2002). Besides, there has been a drastic decline in utilisation of the sanctioned amount. As against 73.97 per cent of utilisation of funds during the Eighth Plan, only 53.33 per cent funds were utilised during the first four years of the Ninth Plan (see Table 5). While there is a need to lobby for enhancement of funds for adult education during the Tenth Plan, it is also important that we should try to analyse the reasons for the decline in the utilisation of funds. How to ensure full utilisation of sanctioned funds? What strategies need to be evolved?

Enhancing Documentation and Research

Although a variety of adult education programmes have been implemented in the country during the last decade, there is very little documentation and research. Unless we strengthen documentation, there will be no record for posterity. With the exception of evaluation studies, pre-and post-appraisal of literacy and post-literacy programmes, there is hardly any research on adult education. While the NLM needs to develop research schemes and provide funds, the NGOs and universities should actively take up research. It is only through research, documentation and publication that adult education can emerge as a strong field of study and practice.

Focusing Attention on Weaker States

In the years to come, we have to pay special to those states which have lagged behind in literacy. While 22 states/UTs are above the national average, there are 13 states/UTs, viz., Bihar (47.53%), Jharkhand (54.13%), Jammu and Kashmir (54.46%), Arunachal Pradesh (54.74%), Uttar Pradesh (57.36%), Dadra and Nagar Haveli (60.03%), Rajasthan (61.03%), Andhra Pradesh (61.11%) Meghalaya (63.31%), Orissa (63.61%), Madhya Pradesh (64.11%), Assam (64.28%), and Chattisgarh (65.18%), which are lagging behind. While special area specific strategies need to be developed to tackle problem of literacy in these 13 states and UTs, we have to initiate strong Continuing Education Programmes in other states/UTs, we have to initiate strong Continuing Education Programmes in other States/UTs so that India can promote life-long learning and achieve the goal of Education For All.

Table 1 : LITERACY RATES (PERCENT) IN INDIA : 1951 TO 2001

<i>Census Year</i>	<i>Persons</i>	<i>Males</i>	<i>Females</i>	<i>Differential</i>	<i>Female/Male Literacy Ratio</i>
A. In the age group of 5 and above					
1951	18.33	27.16	8.86	18.30	33
1961	28.30	40.40	15.35	25.05	38
1971	34.45	45.96	21.97	23.99	48
B. In the age group of 7 and above					
1981	43.57	56.38	29.76	26.62	53
1991	52.21	64.13	39.29	24.84	61
2001	65.38	75.85	54.16	21.69	71

Source: (1) Prem Chand, *Statistical Database for Literacy: Provisional Population and Literacy-- 2001*, New Delhi, IAEA, pp. 6 and 8; and
(2) *Census of India 2001. Population Table Paper- I of 2001*, New Delhi, Government of India, 2001.

TABLE 2: ADULT CONTINUING EDUCATION -- MAIN PROGRAMMES (2001)

Sl. No.	Name of Programme	No. of Districts Covered
1.	Total Literacy Campaign	574
2.	Post Literacy Phase	302
3.	Continuing Education Programme	112
4.	Rural Functional Literacy Programme	513
5.	Mahila Samakhya	60 (9000 villages*)
6.	University Adult Continuing Education and Extension Programme	No. of Universities Covered 103
7.	NGO Sector Programmes: <i>National</i> —BGVS, IAEA, etc. <i>International</i> —Action Aid, World Literacy of Canada and World Education	
8.	National Open School -- Open Basic Education.	

* In Andhra Pradesh, Assam, Bihar, Gujarat, Karnataka, Kerala, Madhya Pradesh, and Uttar Pradesh.

Source: Calculated from the Annual Report of Ministry of Human Resource Development-2001.

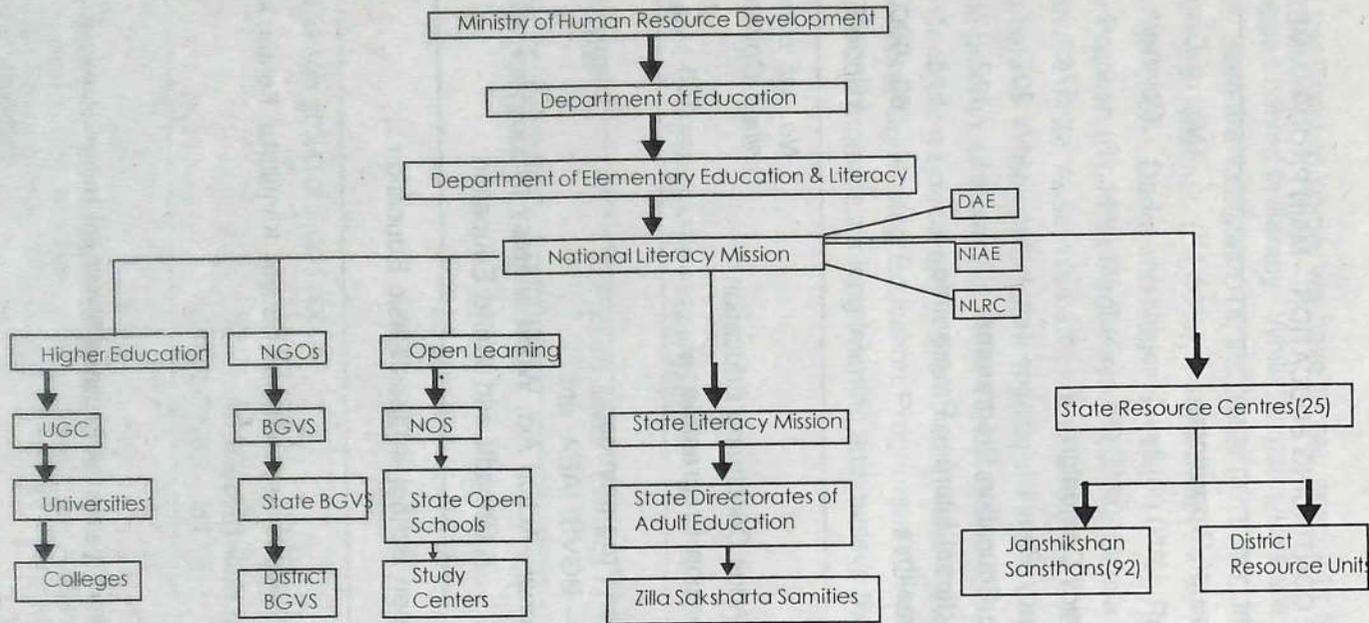


Fig. 1 ORGANISATIONAL CHART OF ADMINISTRATIVE SET UP FOR ADULT EDUCATION IN INDIA

Source : Annual Report of MHRD 1999-2000, New Delhi, 2001

TABLE 3 A: NUMBER OF PERSONS MADE LITERATE SINCE LAUNCHING OF NLM UNDER VARIOUS SCHEMES

Sl. No.	States/Uts	Other Schemes (Excluding TLC) (From 1988 to Date)	TLC (1989 to March 2000)	Grand Total (Col. 3&4)
(1)	(2)	(3)	(4)	(5)
1	Andhra Pradesh	997,227	7,742,379	8,739,606
2	Arunachal Pradesh	79,612	-	79,612
3	Assam	844,193	813,381	1,657,574
4	Bihar	2,972,471	3,109,480	6,044,709
5	Goa	21,327	49,910	71,237
6	Gujarat	2,006,987	4,136,324	6,143,311
7	Haryana	Nil	443,546	443,546
8	Himachal Pradesh	127,977	428,326	556,303
9	Jammu and Kashmir	270,052	Nil	270,052
10	Karnataka	586,322	5,435,652	6,021,974
11	Kerala	125,152	1,345,000	1,560,152
12	Madhya Pradesh	1,540,177	5,357,435	6,897,612
13	Maharashtra	2,043,707	4,853,373	6,897,080
14	Manipur	90,051	Nil	90,051
15	Meghalaya	84,425	38,758	113,775
16	Mizoram	63,919	Nil	63,919
17	Nagaland	63,123	Nil	63,123
18	Orissa	343,107	2,493,849	2,836,956
19	Punjab	334,011	306,621	640,632
20	Rajasthan	1,231,195	5,542,608	6,773,803
21	Sikkim	26,604	Nil	26,604
22	Tamilnadu	931,747	6,544,319	7,476,066
23	Tripura	81,387	379,179	440,686
24	Uttar Pradesh	4,011,898	6,979,826	10,991,724
25	West Bengal	719,009	8,634,760	9,353,769
26	A & N Islands	14,492	Nil	14,492
27	Chandigarh	16,705	24,699	41,404
28	D & N Haveli	7,293	430	7,723
29	Daman and Diu	2,991	460	3,451
30	Delhi	345,451	107,573	453,024
31	Lakshadweep	986	Nil	986
32	Pondicherry	11,166	88,799	99,965
	Total	20,084,674	64,856,687	84,941,361

* RFLP, SAEP, UGC, NYK, Voluntary Agency and Others.

Source: Literacy Campaigns in India: Annual Report 1999-2000, New Delhi, Directorate of Adult Education, 2001, pp. 7-8.

TABLE 3B : STATE/UT WISE TARGET, ENROLMENT ACVIEVEMENT AND PERCENT SHARE OF TLC

Sl. No.	State/UT	Target After Survey	Effective Enrolment	Achievement	Increase in No of Litreates (Census 2001)	Percent share of TLC in Total Increase in Literacy	Literacy Rate (2001)
	India	133002073	104007677 (78.20)	64856687 (48.76)	203608117	31.85	65.38
1	Andhra Pradesh	14,161,596	12,600,223 (88.97)	7,742,349 (54.67)	15,887,206	48.7	61.11
2	Assam	4,093,261	2,390,254 (58.39)	813,381	4,811,147	16.9	64.28
3	Bihar	11,910,492	7,403,482 (62.16)	3,109,480 (26.11)	12,489,775	24.89	47.53
4	Goa	100,627	100,527 (99.90)	49,910 (49.60)	209,766	23.79	82.32
5	Gujarat	6,947,646	4,595,189 (66.14)	4,136,324 (59.54)	8,765,533	47.19	69.97
6	Haryana	2,511,461	1,527,173 (60.81)	443,546 (17.66)	4,776,024	9.29	68.59
7	Himachal Pradesh	720,763	618,216 (85.77)	428,326 (59.43)	1,298,585	32.98	77.13
8	Karnataka	772,307	6,554,164 (84.73)	5,435,652 (70.38)	9,761,795	55.68	67.04
9	Kerala	2,417,000	1,782,000 (73.73)	1,345,000 (55.65)	2,939,237	45.76	90.92
10	Madhya Pradesh	12,573,138	10,497,311 (83.49)	5,357,435 (42.61)	14,536,842	36.85	64.11
11	Maharashtra	6,872,811	6,086,596 (88.56)	4,853,373 (70.62)	22,119,642	21.94	77.27
12	Meghalaya	137,706	56,670 (41.15)	38,758 (28.15)	492,338	7.87	63.31
13	Orissa	6,279,387	4,558,714 (72.60)	2,493,849 (39.71)	7,137,868	34.94	63.61
14	Punjab	2,141,625	1,111,982 (51.92)	306,621 (14.32)	4,921,694	6.23	69.95
15	Rajasthan	9,069,986	7,892,931 (87.02)	5,542,608 61.11	14,537,013	38.13	61.03
16	Tamil Nadu	9,010,207	8,476,442 (94.08)	6,544,319 (72.63)	10,288,163	63.61	73.47
17	Tripura	490,129	441,754 (90.13)	379,179 (77.36)	670,179	56.58	73.66
18	Uttar Pradesh	20,630,138	15,135,043 (73.36)	6,979,826 (33.83)	36,801,255	18.97	57.36
19	West Bengal	14,366,946	11,526,113	8,634,760 (60.10)	15,212,360	56.76	69.22
20	Chandigarh	52,725	36,552 (69.27)	24,699 (46.84)	222,148	11.12	81.76
21	Dadra and Nagar Haveli	29,227	11,394 (38.98)	430 (1.47)	63,996	0.67	60.03
22	Delhi	659,026	512,708 (77.80)	107,573 (16.32)	3,820,752	2.82	81.82
23	Daman and Diu	2,000	1,657 (82.85)	460 (23.00)	50,843	0.91	81.09
24	Pondicherry	101,139	90,612 (89.59)	88,799 (87.80)	180,234	42.27	81.49

Sources: (1) Literacy Campaigns in India: Annual Report 1999-2000, New Delhi, Directorate of Adult Education, 2001, pp. 8-9; and (2) Prem Chand, Statistical Database for Literacy: Provisional Population and Literacy-- 2001, New Delhi, IAEA, 2001.

TABLE 4 : DISTRIBUTION OF PERCENTAGE SHARE OF TLC IN TOTAL INCREASE IN LITERACY

<i>Range (Percent)</i>	<i>States/UT</i>	<i>Percentage</i>
Above 50	Tamil Nadu	63.61
	West Bengal	56.76
	Tripura	56.58
	Karnataka	55.68
25 to 50	Andhra Pradesh	48.7
	Gujarat	47.19
	Kerala	45.76
	Pondicherry	42.27
	Rajasthan	38.13
	Madhya Pradesh	36.85
	Orissa	34.94
	Himachal Pradesh	32.98
10 to 25	Bihar	24.89
	Goa	23.79
	Maharashtra	21.94
	U.P.	18.97
	Assam	16.9
	Chandigarh	11.12
Less than 10	Haryana	9.29
	Meghalaya	7.87
	Punjab	6.23
	Delhi	2.82
	Daman & Diu	0.91
	Dadra and Nagar Haveli	0.67

Source: Calculated from *Literacy Campaigns in India: Annual Report 1999-2000*, New Delhi, Directorate of Adult Education, 2001

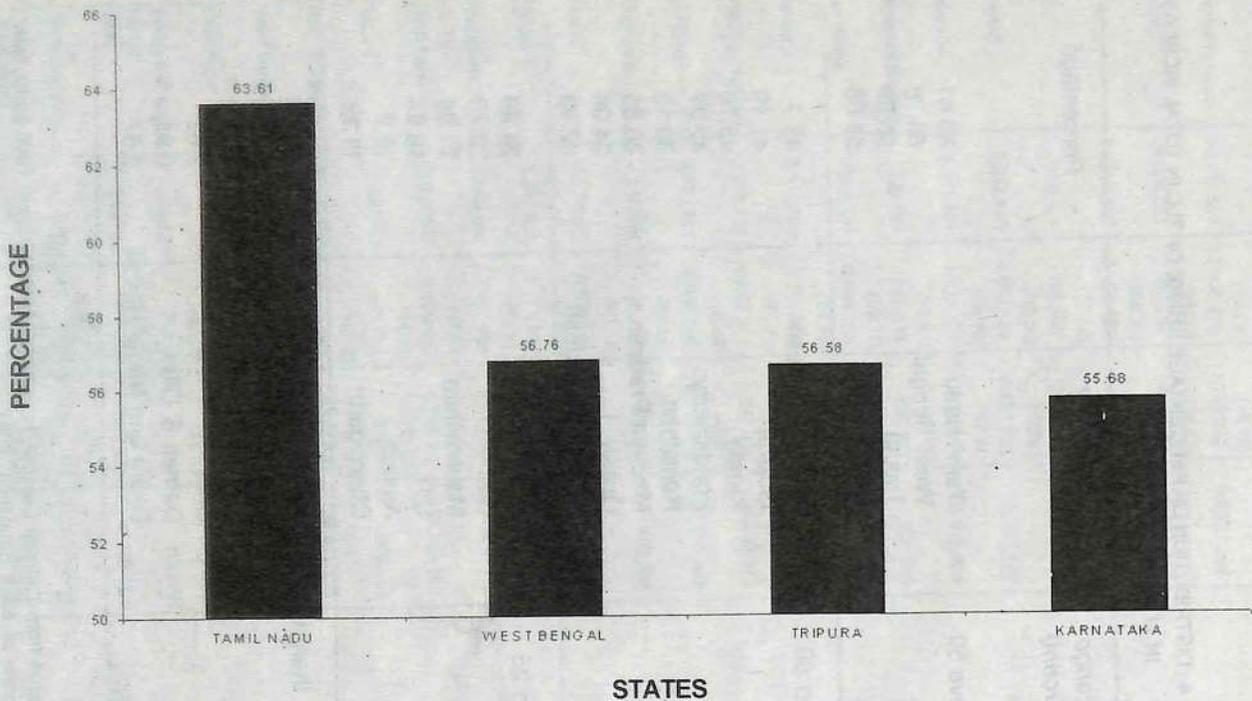


Fig. 2 Above 50 Percent Contribution of TLC in Total Increase in Literacy

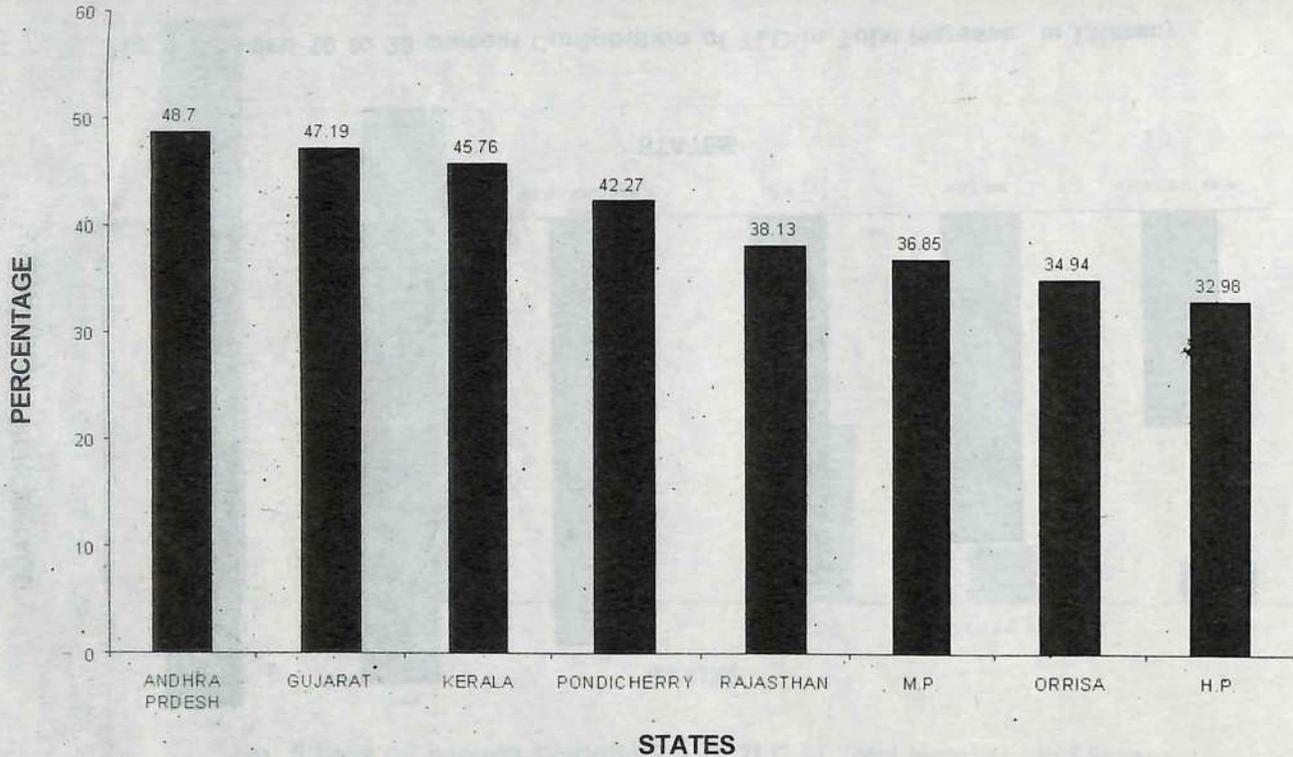


Fig. 3 Between 25 to 50 percent Contribution of TLC in Total Increase in Literacy

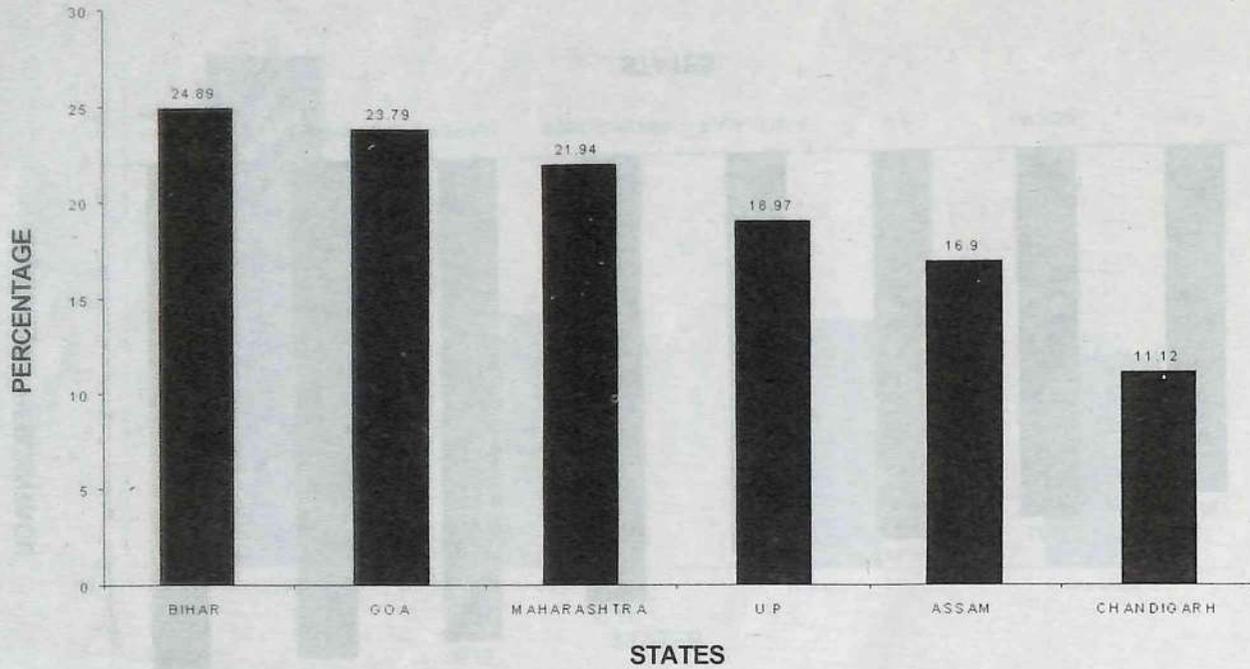


Fig. 4 Between 10 to 25 percent Contribution of TLC in Total Increase in Literacy

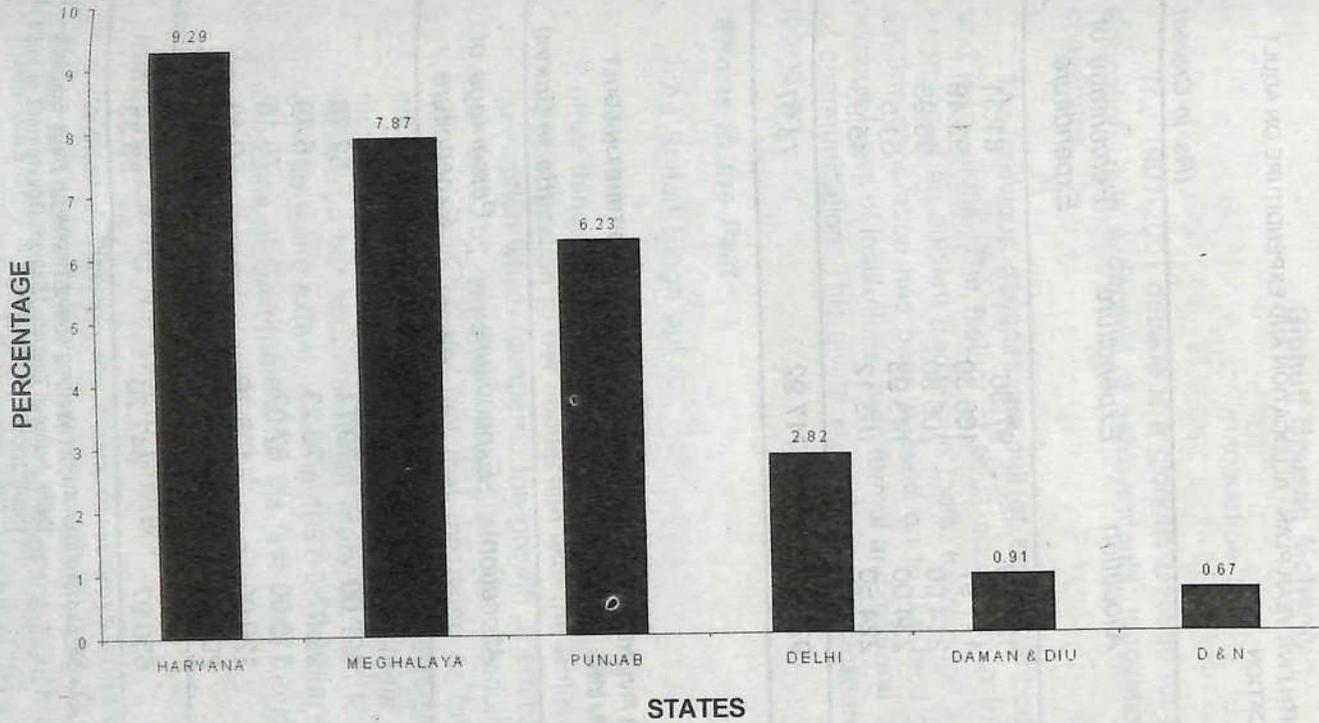


Fig. 5 Less 10 percent Contribution of TLC in Total Increase in Literacy

TABLE 5 A: EIGHTH FIVE YEAR PLAN : ALLOCATION AND EXPENDITURE ON ADULT EDUCATION

(Rs. in Crores)

<i>Year</i>	<i>Allocation</i>	<i>Expenditure</i>	<i>Percentage of Expenditure</i>
1992-93	120.00	97.56	81.31
1993-94	177.97	166.39	93.49
1994-95	214.00	206.90	96.98
1995-97	234.00	143.93	61.5
1996-97	224.50	103.12	45.93
Total:	970.47	717.92	73.97

TABLE 5 B: NINTH FIVE YEAR PLAN -- ALLOCATION AND EXPENDITURE ON ADULT EDUCATION

(Rs. in Crores)

<i>Year</i>	<i>Allocation</i>	<i>Expenditure</i>	<i>Percentage of Expenditure</i>
1997-98	127.00	79.74	62.78
1998-99	93.97	72.23	76.78
1999-2000	110.00	87.07	79.15
2000-2001	120.00	108.16	90.13
2001-2002	200.00	--	--
Total :	650.97	347.20	53.33

Source (for Table 5A and 5B): Tenth Plan Working Group Report on Adult Education, New Delhi, National Literacy Mission, Government of India, New Delhi, 2001

ROLE OF STATE AND CIVIL SOCIETY DURING DECADE OF LITERACY (1991-2000): RETROSPECT AND PROSPECT

Bibhuti Bhusan Mohanty

INTRODUCTION

The 1991-2001 decade is a glorious Decade for Literacy and Adult Education. It is a decade of achievements, innovations, promises and challenges.

The previous decades are full of equally important achievements and innovations. The history of adult education in India is a long one. Learning is an ancient tradition in India. Knowledge and wisdom gained by one generation has been passed on to the next generation through various types of institutions, both formal and informal, and several means of communication. This giving and taking of education has been, and is, going on.

Efforts in the Past

As Sohan Singh put it:

"We, thus, have the curious paradox that while India owes, among other things, many of the modes, methods and materials of modern adult education to her connection with the British, it is precisely this connection which hampered the growth of education in India in the 19th and 20th centuries. Indeed, student of adult education in India will be struck by the fact that the rising or falling curve of adult education has been closely linked with the fortunes of the national movement. Adult education prospered in India in measure as she recovered her soul and it can really be said to have come into its own, to some extent, when in 1937-38 popular Ministries took over the reins of Government for the first time, though for a brief period only, in the provinces."

Initiatives During Nineteenth Century

William Adam, on the basis of surveys conducted in Bengal and Bihar, had come to the conclusion that in 1836-37, the literacy rate in India was only six percent. The aims of the British educational policy in India were crystallised during the last quarter of the East India Company's regime. The focus was "to the native population a knowledge of English literature and Science through the medium of English language", while

completely disregarding the indigenous educational system.

It is obvious that the colonial rulers had very little concern for the education of adults. During the Industrial Revolution, when night schools were established in England, every British Indian Province had some financial provision to establish night schools for adults. According to the *Report of the Indian Education Commission(1982-83)*, there were 134 night schools in Bombay, over 1000 night schools in Bengal and 291 in Madras.

In the Central Provinces, Police Education Schools were set up in 1862-63 : within 1865-66, there were two schools in each district. Mysore had the most significant adult literacy programme launched in the beginning of the century by Sir M. Visweswaraya, the State Dewan, with 600 to 700 literacy classes. *The Vijnan*, a magazine to popularise scientific knowledge, was started by the Government, and systematic continuing education was organised.

Initiatives During Twentieth Century -- Pre-Independence

There were non-governmental efforts, however sporadic, in accelerating the adult education programmes. Literacy was an important component in the rural reconstruction programmes started by Rabindranath Tagore in Sriniketan in 1921. It was his dream to change the face of rural India through a programme of rural reconstruction. In the same year, the YMCA, under the leadership of Dr. Spencer Hatch, organised a village development project, with literacy as an essential component, in Marthandam, Kerala. The Sevagram Project of Social and Economic Development was started in Sevagram, Wardha in 1931. Adult Education was an important component of this project, which was imbued with the Gandhian philosophy of "Search After Truth". India's Country Paper to the Commonwealth Conference on Non-formal Education for Development(New Delhi,1979) states: "Experimentation in the field of non-formal education in India can perhaps be traced to the programmes in the 1930s that sought to put into practice Mahatma Gandhi's concept of Basic Education which aimed at making learning activity more relevant to the functional needs of the learner and the community, thereby making the educational system responsive to the socio-economic matrix of the society." Several other Indian thinkers and social reformers -- like Swami Vivekananda, Maharishi Karve and Rabindranath Tagore -- had tried to bring about a synthesis of the Western and Indian value systems and cultures in the educational pattern.

There were also official attempts prior to Independence. In 1927, F.L. Brayne, a British Member of the Indian Civil Service, evolved a

village development programme, called the Gurgaon Scheme, in Gurgaon, then in Punjab, in which education and adult education were important components. In the same year, the Baroda Rural Reconstruction Movement was organised in the princely State of Baroda, under the leadership of V.T. Krishnamachari, with the initiative and encouragement from the then ruler Maharaj Sayaji Rao Gaekwad.

Change Brought About by Popular Provincial Government

In 1937, popular ministries were established in the Provinces, and thus started a new era in the history of adult education. The Government, for the first time, accepted adult education as a definite responsibility. Adult literacy programme was organised as a movement. The Central Advisory Board of Education (CABE), at its fourth meeting, held in 1938, appointed an Adult Education Committee under the chairmanship of Dr. Syed Mahmud, who was then the Education Minister of Bihar. Identifying adult literacy as the chief plank of the adult education movement, Dr. Mahmud, in his address to the Committee, as follows:

"No Government can make any appreciable headway with its schemes for promotion of socio-economic welfare of its people unless the people are prepared to meet the Government halfway and offer it responsive cooperation. The responsive cooperation is only feasible when the people possess some amount of education."

The Adult Education Committee in its report to CABE, besides emphasizing the importance of adult literacy, stressed the need for effective training of literacy teachers, motivation of adults, use of audio-visual media, and post-literacy programmes for literacy and continuing education. According to Anil Bordia, "the first five years of the period under review saw not only a real breakthrough in the problem of eradication of illiteracy, but also establishment of the most important voluntary organisations in the country". According to Sohan Singh, when the first national government came into being in 1946, the historic event started a new ferment in the field of adult education.

POST-INDEPENDENCE DEVELOPMENT IN ADULT EDUCATION

Social Education

The concept of social education emerged soon after independence. The Mohan Lal Saxena Sub-Committee on Adult Education, constituted by Central Advisory Board Education in 1948, observed in its report "that although both literacy and general education form part of Adult Education, yet greater emphasis should be laid on general education to enable

every Indian to participate effectively in the new social order." This concept was further developed by Maulana Abdul Kalam Azad, the then Education Minister, who called it Social Education. In his words,

"We may say that social education has three aspects, namely (a) induction of literacy among grown up illiterates, (b) production of an educated mind in the masses in the absence of literacy education, and (c) inculcation of a lively sense of rights and duties of citizenship, both as individuals and as members of a mighty nation. We may say, the social education is synonymous with adult education, but lays more emphasis upon the two latter aspects of adult education."

The concept of social education, when operationalised, included literacy, extension, general education, leadership training and social consciousness.

The Planning Commission of India realising the necessity of social education, proposed that each of the 55 Community Projects, launched on October 2, 1952 all over the country, was to be staffed by one Chief Social Education Organiser and six Social Education Organisers to plan and organise social education programme in the project area. And this was implemented into action. As Sohan Singh aptly put it:

"The close connection between education and social development had been foreshadowed in the concept of the Indian State as a Welfare State. The Community Project provided a concrete shape for concept as well as an agency for its implementation."

The Committee on Plan Projects, while reviewing the objectives of Social Education, had observed as follows:

"The chief objectives of Social Education are to create a new outlook, new values and new attitudes on the part of the people; to impart new ideas and new skills, including literacy; to energise people's organisations for group action to provide health recreation, to give an impetus to the entire development programme by enlisting people's participation; and to build up local leadership. It is training and education in citizenship in the widest sense in a free and progressive democracy."

A special training programme was organised at the Allahabad Agricultural Institute for the 55 Chief Social Education Organisers. Social Education Organisers were trained at the special institutions called Social

Education Organisers' Training Centres, set up in various parts of the country. A National Fundamental Education Centre was established at New Delhi, in 1956, under the Ministry of Education, with substantial assistance from UNESCO. Its functions included, among other things, training of District Social Education Organisers, research and evaluation, production of literature and dissemination of information and ideas relating to social education.

Starting of Janata Colleges and Extra-mural Departments in Universities

Encouraged by the success of the Danish Folk High Schools, India took initiative in the 'fifties in establishing similar institutions, called Janata Colleges (People's Colleges) in different parts of the country to impart training to the rural youth. The first Janata College was established at Delhi with assistance from UNESCO. An Institute of Workers' Education was also established at Indore. The Janata Colleges, called *Vidyapeeths* in Karnataka, are still active in the field of adult education.

Some of the Indian Universities — like Mysore and Pune — started taking interest in adult education through their extra-mural departments in the late 40s and 50s. The University of Delhi commenced its adult education programme in 1957. The University of Rajasthan, Jaipur, established its Department of Adult education in 1960.

Village Education Movement

A new direction was provided by the State of Maharashtra in launching an innovative adult education programme called *Gram Shikshan Mohim* (literally meaning Village Education Movement) in 1959. This had the built-in idea of taking literacy movement to the people who accept it as their own. It aimed at total eradication of illiteracy in the age group of 14-50 by "providing library services and other material for retention of literacy and at bringing about an all-sided development of villagers through Social Education Centres". The importance of literacy was explained to teachers and villagers in a large number of meetings participated by educational and political leaders. All the educated persons of the area took part in this effective programme of instruction. The campaign used to last for about four months under the direction of the concerned village development committee and after the whole village became literate, a village festival was organised at which the village leaders and teachers used to be felicitated.

Farmers' Training & Functional Literacy

The National Policy on Education (1968), issued by the Government of India on the basis the Report of the Education Commission (1964-66), had identified 17 important areas in Education, including Adult Literacy

and Adult Education. The need for accelerating the programme of mass literacy and providing education to young practising farmers was emphasised. The World Education Ministers' Conference held in Tehran in 1965 had also suggested for literacy to be linked with the vocation or work of the people. India launched its 'Farmers Training and Functional Literacy Programme' in 1967-68.

A unique feature of the Farmers' Training and Functional Literacy Programme was its integrated three-dimensional approach — with the Ministry of Education responsible for element of Functional Literacy, the Minister of Agriculture for Farmers' Training and the All India Radio (Ministry of Information and Broadcasting) for Farm Broadcasting. The three activities were designed in a coordinated way to educate and inform illiterate farmers about the high-yielding varieties of seeds and a package of improved agricultural practices. Teaching-learning materials were scientifically prepared and used along with farm broadcasts and both these were the inputs in farmers' training. This programme was evaluated by a Committee appointed by the Government of India in 1977. The Committee, while observing that the fundamental idea of integrating literacy with functional training, and the use of mass media as a communication support, was still valid, recommended "a substantial enlargement of the programme and widening of its linkage with the main schemes of rural development".

Non-formal Education and Involvement of NGOs

In 1975-76, another major programme, called Non-formal Education, for the young people in the 15-25 age group, was launched by the Government of India to provide meaningful education to young people. This was a need-based programme, which was intended to benefit the weaker sections of society, who had been denied access to formal education. By the end of 1977-78, 60 districts had been covered under this programme, having 100 non-formal education centres for each district.

The Government of India had been promoting involvement of voluntary agencies in adult education and non-formal education programmes since 1953-54. By 1976-77, only 25 voluntary agencies were engaged in the field of adult education. However, this number increased after the National Adult Education Programme was launched.

The 19th session of the UNESCO General Conference, held in Nairobi, in 1976, had adopted a "Recommendation on the Development of Adult Education" and had requested Member States to give effect to the principles set forth in the Recommendation, after bringing it to the

notice of the authorities, departments or bodies responsible for adult education and also of the various organisations carrying out educational work for the benefit of the adults, and of trade union organisations, associations, enterprises, and other interested parties.

Launching of National Adult Education Programme

The National Adult Education Programme (NAEP), launched all over the country on the Gandhi Jayanti Day of 1978, had been considerably influenced by the above mentioned Recommendation, which was an international mandate. The policy statement on adult education was discussed by political leaders, educationists, adult education field workers and other knowledgeable persons. There was an emphasis "to change priorities in education--from a preoccupation with higher, technical and secondary education to a more balanced approach, giving priority to elementary and adult education, without, however, underestimating the importance of the rest".

The policy statement on adult education states: The present thinking on adult education is based on the assumptions: (a) That illiteracy is a serious impediment to an individual's growth and to country's socio-economic progress; (b) that education is not coterminous with schooling, but takes place in most work and life situations; (c) that learning, working and living are inseparable and each requires a meaning only when correlated with others; (d) that the means by which people are involved in the process of development are at least as important as the ends; and (e) that illiterate and the poor can rise to their own liberation through literacy, dialogue and action.

Its Three components

The National Adult Education Programme had three components: literacy, functionality and awareness. It was assumed that these three elements would be realised through basic programme of ten months comprising of approximately 300-350 hours to be followed by a post-literacy and follow-up programme. The NAEP envisaged involvement of all official and non-official agencies which could contribute to its effective implementation. Voluntary agencies had been given an important responsibility in the programme. The programme also envisaged involvement of schools, colleges and universities in the country.

The basic unit of the NAEP was an Adult Education Centre, under the charge of a volunteer instructor. Thirty Adult Education Centres were placed under a supervisor and a project of 60, 100 or 300 centres,

located in a compact area was headed by a Project Officer. Each district had a District Adult Education Officer. Separate directorates of adult education had to be set up in States and the Central Directorate of Adult Education was to oversee the programme.

The Nehru Yuvak Kendras (Nehru Youth Centres) (NYK), which were started in 1972 under a Central Scheme, became a programme of considerable relevance to the NAEP. A NYK is a district level organisation, which initiates meaningful programmes, including adult education for the young people. Thus, the NYKs became important implementing agencies for the NAEP; the other agencies were voluntary agencies, State Governments, Universities, and Colleges.

State Resource Centres (SRCs)

Two State Resource Centres—one in Maharashtra and the other in Rajasthan—were established in 1976 itself under the auspices of voluntary agencies, but with the support of the Ministry of Education. And Literacy House, Lucknow was designated soon thereafter as an SRC for Uttar Pradesh. The experience of these SRCs were available by the time preparations commenced for the NAEP.

Creation of National Board of Adult Education

Government of India established a National Board of Adult Education, soon after the decision was taken to launch the NAEP. State Boards of Adult Education and State Steering Committees on Adult Education were also established by the State Governments. The State Governments and the SRCs were to be advised by the respective State Boards of Adult Education.

Considerable importance was given in the NAEP to training of personnel and monitoring and evaluation. As Anil Bordia put it: "In view of the fact that the NAEP marked a significant advance in the conceptual framework, a thorough reorientation of the existing personnel and a systematic training of new personnel was essential." The SRCs and the National Resource Centre organised various training programmes for different categories of personnel. The outline of the NAEP includes the following on monitoring and evaluation: "A mass education programme, inevitably, faces the risk of considerable wastage and misreporting. In this connection, the importance of systematic monitoring and evaluation cannot be exaggerated. It must permeate the entire programme and should provide feedback for introducing necessary correctives from time to time." Monitoring and evaluation were organised through internal as well as external agencies.

As on June 30, 1979, 94,000 adult education centres were operating in the country and by the end of January 1980, their number rose to 1,16,000. The enrolment in the Adult Education Centres increased from 0.675 million in 1977 to 3.6 million in 1980.

Setting up of NAEP Review Committee

In October 1979, just one year after the NAEP was launched, the Government of India appointed a Review Committee, under the chairmanship of Prof. D.S. Kothari, "to review the working of the NAEP in all its aspects, and to recommend any modifications that would improve its implementation, quality and impact; to recommend any change in the priority assigned to adult education that may be called for in the light of the review by the Committee; and to examine if any economy could be effected in the allocation for the NAEP by better implementation, and more effective participation of educational institutions and non-official agencies."

The Committee submitted its report to the Government of India in April 1980 (in January 1980, there was a change in Government) recommending a number of steps to be taken for improvement and strengthening of adult education programme. The recommendations of the Committee were accepted in principle by the Government.

Adult Education Among Minimum Needs Programme

The Adult Education Programme was included as an essential component of the Minimum Needs Programme in the Sixth Five Year Plan, and was also included in the 20-point Economic Programme of the Prime Minister. According to the Sixth Five Year Plan document:

"The Sixth Plan lays emphasis on minimum essential education to all citizens, irrespective of their age, sex and residence. The approach to achieve this objective would be characterised by flexibility, inter-sectoral cooperation and inter-agency cooperation. Technology could be adopted as the major instrument for literacy, numeracy and practical skills relevant to the economic activities of the people concerned. It would be supported by post-literacy, continuing education through a network of rural libraries as well as instructional programmes through mass communication media, particularly after the INSAT (Indian National Satellite) is launched to its orbit."

The Working Group of Adult Education for the Seventh Five Year Plan, while formulating its report, was guided by the recommendations of

the 39th meeting of the Central Advisory Board of Education, held in June 1983, and those of the first meeting of the reconstituted National Board of Adult Education held in November 1983. The Working Group had recommended a series of steps to be taken for making the adult education programme more dynamic.

Launching of National Literacy Mission

In 1988, five technology missions were started and the National Literacy Mission was one of them. It acts as the nodal agency working for eradication of illiteracy. When Ernakulam district achieved the distinction of becoming the first fully literate district in the country, we got the concept of TLC. It is the first phase of a major societal campaign, which is systematically followed up by a second phase having the Post-literacy Campaign (PLC) as its component. As such, there is no distinctive dividing line between the TLC and the PLC; the latter being the ongoing programme of Continuing Education.

The other strategies of NLM are expansion and strengthening of mass movement for functional literacy, institutionalisation of Continuing Education, particularly through the establishment of Jana Shikshana Nilayams, ensuring availability of standard learning material and universalising the outreach by extending facilities for literacy, continuing education and vocational training in all parts of the country. Another important strategy of the Mission is to initially undertake technology demonstration in 40 districts for "development, transfer and application of techno-pedagogic inputs" and to evaluate results for application beyond 40 districts.

THE DECADE OF LITERACY (1991-2001)

The Decade (1991-2001), as stated earlier, has been a glorious decade for literacy and adult education. It has drawn inspiration from the achievements and innovations in literacy and adult education in the preceding decades. The role of the State and the NGO sector has been reflected in the description contained in this article.

Civil Society

Civil Society has become a key concept of development since the end of the Cold War and this concept was universally accepted as a common platform for development. According to this concept, all groups in societies should be able to voice themselves and to share the responsibility for the common good. Civil Society cannot exist and develop

without responsible and independent media, because it is based on a public discourse and a free exchange of opinions and information. Civil Society and free and responsible media are the two sides of the same coin and one cannot exist without the other.

Societies of today have been recognised as information societies in order to emphasise that information and communication are the real pillars and the most important tools of modern life. Some researchers deliberately speak of the Information Society in singular to stress the universality of this phenomenon. According to Reinhard Keune:

"More recently, a new keyword was introduced: that of the knowledge society where no longer a cacophony of information bits forms the prevailing criteria, but where organised information is available just in time to everybody in politics and cultural life, in business, education trade and commerce, social groups and international relations - to name just a few fields of relevance."

The idea of the 'Knowledge Society' has been carried a step further to what is called the 'Wisdom Society'. The availability of knowledge at every level and for every one, will eventually lead to the right, and the 'wise' decisions as to what should happen to the society.

It is high time to talk about the role, technologies and their influence on the communication technologies--especially the new and useful ones--useful for the Civil Society. They allow leapfrogging in development. They persist to make short cuts that would not be possible without them. If information and communication are global public goods, then the technologies to spread and disseminate them can only be useful.

Media and Civil Society

Small media, such as community radios and local TV stations or rural newspapers should be pillars of the Information Society in India and other developing countries.

Interaction between media and Civil Society is an ongoing dynamic process. New technologies can enhance and facilitate this process if and when they are used in a cost-effective and economic way. New waves of technology, especially digitalisation and compression, can be new binders on media and Civil Society as a whole. Independent and responsible media that want to save Civil Society cannot be left to the market forces alone. They need ongoing support and encouragement. In order to enhance their role in bringing about Civil Society, media need

independence, and above all, peace. As Willy Brandt had once said: "Without peace there is nothing--no bridges and no common good." So, in the interest of peace, let us strive for a Learning Society, a Knowledge Society, and a Wisdom Society.

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ROLE OF UNIVERSITIES IN CREATING LEARNING SOCIETY IN TWENTY-FIRST CENTURY

Asha Patil

INTRODUCTION

Today's world is of information technology and communication. In this twenty-first century, inability to read and write will become a great impediment and a major handicap, not only to the individual growth but also to national development. Development of a country depends primarily on the quality and effectiveness of its men and women. Economists have repeatedly stressed the importance of giving due consideration to the human factor in development. No nation can make any notable economic or social advancement without most of its population becoming literate. Realising the urgency to make the nation fully literate, Government of India (GOI) has concentrated on two approaches, namely: (1) *Serva Shiksha Abhiyan*, through which universalization of primary education is promoted; and (2) establishment of National Literacy Mission, with an objective of attaining 75 percent literacy by the year 2005. However, to achieve the goal of a 'Learning Society' (Education For All), governmental efforts need to be supported by all sections of society and different organizations and institutions even if they are not directly involved in the work relating to promotion of education. Since the universities occupy the top of the list in the hierarchy of educational institutions, they have a special responsibility to contribute in the area of literacy. Before going into details of role of universities, let us take a look at the impact of literacy campaigns.

MAJOR FEATURES OF THE DECADE OF 1991-2001

National Literacy Mission (NLM) was established on May 5, 1988 with an objective to impart functional literacy to non-literates in 15-35 age group. To achieve this objective, NLM has implemented the Total Literacy Campaign (TLC) in 574 districts of India. Some of the significant features of this TLC in the last decade, *i.e.* 1991-2001 are as follows:

1. The literacy rates recorded an impressive increase of 13.17 per cent from 52.21 in 1991 to 65.38 in 2001. This is the highest rate of increase in a decade since independence.

2. The female literacy rate increased by 14.87 per cent (from 39.29 to 54.16) as against 11.72 per cent (64.13 to 75.85) in case of males during the same period.

3. The gap in male-female literacy rate has decreased from 24.84 in 1991 to 21.69 per cent in 2001.

4. All States and Union Territory Administrations, without any exception, have shown increase in literacy rates during this decade.
5. Seven states have female literacy less than 50 percent as compared to 20 states in 1991.
6. In all the states and union territories, the male literacy is now over 60 per cent.
7. Higher enrolment and retention of children in schools has been witnessed.
8. Improved practices of domestic cleanliness have resulted in neo-literates showing a much higher desire to maintain a cleaner, germ free household environment.
9. At the individual level, self-esteem and self-confidence have increased several folds.

Out of 598 districts in India, the TLC was implemented in 574 districts. At present, 302 districts are in the phase of Post-Literacy Programme (PLP) and 112 districts have received sanction for Continuing Education Programme (CEP). Since the inception of Adult Education Programme in India, universities and colleges have played an important role. They were involved in environment building activity, training of adult education functionaries, actual teaching of adult non-literates, monitoring, evaluation, production of teaching material etc.

Opportunities Provided by Universities for Adult Education

The widely accepted function of the university is communication of existing knowledge and extension of the frontiers of knowledge through research and creative activity. Universities have to reach out to the community and hence new models and varying alternatives have to be evolved with stress on flexibility, diversification, evolving newer techniques and widening of horizons. As Dr. Zakir Husain, in his convocation address of the Bombay University in 1967, said: "Modern Universities will have to continue the traditional roles, *i.e.* teaching and research and expand these functions to cover all walks of life and to add two others: Service to the Community, and Adult Education."

Being an active agent of social change, the universities have continuously to satisfy the needs of modern society, find out whether the education system is capable of meeting these needs and then accordingly plan the future strategy. Hence, in 1977, the University Grants Commission (UGC) had accepted "extension" as the third dimension, by giving it as an equal status, like teaching and research. In order to reach to the grass-root level people, the Department/Centre of Adult & Continuing Education & Extension were established in more than 103 universities.

Through these departments, the university and colleges are implementing different programmes, including literacy programmes according to the needs of the neo-literates.

Needs of Neo-Literates

Under TLC, 125 million learners have been enrolled. Most of them have attained basic literacy. To sustain the literacy skills acquired by these neo-literates and to improve literacy skills to a self-reliant level of learning, post-literacy programme is implemented. To provide life-long learning opportunities to all people beyond basic literacy and primary education, Continuing Education Programmes are planned.

NLM's Scheme of Continuing Education

To achieve the goal of "Learning Society", NLM decided to have Continuing Education Programme. According to UNESCO Report, 'Learning Society' is one in which all agencies of a society are educational providers, not just those whose primary responsibility is education. Hence, all institutions--Government, Non-Government, Universities, Colleges, etc. -- play a great role in Continuing Education. Continuing Education programme has to cater to a larger variety of learners. Centres for Continuing Education (CEC) can, therefore, become a cafeteria for the following people who have different needs:

- New-literates, who completed TLC/PLP,
- School dropouts,
- Pass outs of primary schools,
- Pass outs of non-formal education programme; and
- Others who are interested in availing the opportunity.

There will be one CEC to cater to a population of about 2000-2500 in a village and one Nodal Continuing Education Centre (NCEC) for a cluster of 10-15 CECs.

The CECs are supposed mainly to function as:

- Teaching-learning centre for remaining non-literates and neo-literates;
- Library and reading room;
- Venue for group discussion;
- Venue for Vocational Training Programmes and skill upgradation;
- Venue for Extension facility of other development departments;
- Agency for promoting sports and adventure activities;

- Venue for recreational and cultural activities;
- A composite information window; and
- A community centre.

The districts, which are in CE Phase, have to establish CECs and NCECs. In addition to this, they have to conduct Equivalency Programmes (EPs), Income Generating Programmes (IGPs), Quality of Life Improvement Programme (QLIPs), Individual Interest Promotion Programmes (IIPPs) and Future Oriented Programmes (FOPs).

ROLE OF UNIVERSITY

Universities are the plinth and pillars of continuing education. Universities and their affiliated colleges, by their very nature of being the educational edifices, are most suitable to work out operational models and implement them in the nearby villages and slums. The departments of Adult and Continuing Education should act as catalytic agents trying out grounds for new experiments with need-based courses and innovative approaches.

I would now like to invite your attention to the major roles of universities to formulate programmes and operational strategies in the forthcoming years to enable universities and colleges to participate effectively in the process of national development.

1. Teaching Residual Illiterates

One of the functions of the CEC is to teach the illiterates who were not covered under TLC and those who have not achieved the NLM norms of literacy. As we know, students have busy schedule, they cannot teach the learner(s) everyday. Students can help the Preraks and teach the learners as per his/her convenience.

2. Mobile Library

One CEC will cover 2000-2500 population in which the number of neo-literates expected is about 500. It will not be possible for each and every neo-literate to attend the library of CEC. Hence, student can take the library books of CEC to the doorsteps of the neo-literates. In consultation with the neo-literates, students can fix two days in a week for exchange of books. This will help a neo-literate to continue his/her reading habits.

3. Group Reading

A group of 10-15 neo-literates staying in one *mohalla* or nearby

area can be formed. Thrice in a week or more, depending on the availability of time of the learners and students, these groups can meet and read books and have discussion thereon. While reading, each member in a group should get a chance to read aloud a paragraph. This will help in building reading habits amongst the learners. This way magazines, booklets, newspapers, etc., can be made available to them.

4. Training

This is one of the areas where universities can provide their services. Universities have expertise in different areas. Many government agencies may have their own training programmes. However, they may not be able to cover all aspects or all levels of their personnel. Hence, this is the area where universities can help by filling up the gap by organising training programmes. Hence, universities can take the responsibility of training in the following areas:

- (a) *Needs assessment* -- One of the major functions of the CEC is to organise skill development and income-generation programmes. To know the needs of the community, one has to conduct needs assessment survey. Universities can train Preraks to conduct participatory Rural/Urban appraisal, and imparting to them different techniques of mapping, etc. This will help sustain the interest of learners as well as the community.
- (b) *Familiarisation with the concept of Continuing Education* -- Universities can organise indepth training programmes for key resource persons, supervisors and Preraks. This will include familiarisation with the concept of CE, ways to organize CEC, carrying out collaborations with other agencies, enthusing participation of community etc.
- (c) *Conducting equivalency programmes* -- Training in equavalency programmes, IGPs and skill development can be organized.

5. Teaching Material Production

At present, very little material is available for neo-literates. Keeping their needs in mind, different types of material can be prepared. With the help of experts in different disciplines available in universities, very rich knowledge and information based materials can be prepared as follows:

- (a) *Print material* -- This includes newsletters, newspapers, wall papers, monographs, brochures, handbills, articles and research

papers, comics, games, periodicals, journals, etc. College students can be involved in preparation of wall papers, conducting interviews of neo-literates and Preraks. Students can write articles in the newspapers also.

- (b) *Audio-programmes* -- Wide publicity to the CEC can be given through Radio programmes for interviews of Preraks, interviews of CEC beneficiaries, etc.
- (c) *A-V materials* -- Video cassettes on different themes can be prepared for skill development, income generation courses, health activities, etc.

6. Technical and Academic Support

Universities have long experience and expertise in this field. Based on the needs of the community, curricula for different courses can be designed and developed. Depending upon the pace of learning of learners and availability of time, short-term courses can be developed.

7. Learning Material

As universities are carrying out this task for many years for their own courses, they can prepare multi-media packages for various short-term vocational courses for CEC beneficiaries.

8. Advocacy/Consultancy

University experts can offer their services, *i.e.* (advice) in different areas, such as planning, research, implementation of programme, and other ongoing activities of continuing education scheme.

9. Model CEC

University can run one CEC in the community as a model centre. It can set an example for other CECs to emulate. All the departments in universities can be involved in this CEC activity.

10. Research

Since research is one of the core areas of university activities, community-based researches can be taken up by universities. Inputs emerging from such research will surely help improve the quality of the programme.

11. Documentation

Universities can help Preraks in documentation of different activities at the level of the centre as well as the community.

12. Evaluation

Many universities have the experience of evaluation of NAEP, MPFL, TLC, etc. They can conduct evaluation of CEP in a phased manner.

13. Teaching

Universities can introduce adult education as a subject at undergraduate and post-graduate levels, where faculty of Department of Adult & Continuing Education will be involved as a teaching faculty.

14. Certification

Any course without recognized certificates has no value. Hence, universities can be approached for certification for professional courses (especially income-generation and skill-development courses). This will help in maintaining standard of these courses.

15. Awareness programmes

Students can help Preraks in organizing awareness programmes on different issues, like rights of women, nutrition, health, etc. Programmes like medical check-up camps, exhibitions, audio-visual shows and discussions, debates, competitions, etc, can be organised with the help of college students.

16. Role of Catalyst

Universities may play a role of catalyst and help the CECs in establishing contacts with other developmental agencies, government departments in planning and organizing income-generating and skill-development programmes. Resources (human as well as material) available at the university level can be utilized for development of CECs and NCECs.

17. Equivalency Programme

Students can motivate learners to appear for the standard IV/VII examination. They can take guidance lectures as well as help the Prerak in this task.

SUMMING UP

Thus, the university plays a vital role in development of society by showing immediate concern to the present subjects and is committed to the people of the nation. By involving themselves in activities mentioned in preceding paras, universities can help in the nation-building task.

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STATUS OF LITERACY IN UTTAR PRADESH

Madan Singh

The literacy status in U.P. before Independence was extremely pitiable. The status of literacy in U.P. grew more after Independence as compared to that in the pre-Independence period. Growth could be seen in literacy levels of 1951, 1961, 1971, 1981, 1991 and 2001, yet this progress can not be termed as satisfactory.

LITERACY IN UTTAR PRADESH

Reasons for Unsatisfactory Growth

Several reasons have been responsible for unsatisfactory growth of literacy in U.P. Some major reasons may be stated as under:

- The literacy programme in U.P. has been lacking ownership. Neither the government nor the NGOs have been seriously prepared to own the literacy programme.
- For one or the other reasons, people's representatives, *i.e.* MLAs/MLCs/MPs have so far not been sincerely and seriously involved in the literacy programme.
- The literacy programme in U.P. has not got much success to make its impact among members of minority communities.
- We have not been successful in ensuring convergence of literacy programmes with other developmental programmes and convince the people that literacy is a potential tool of empowerment. The concept of functional education has not been able to make its dent. 'Education for education sake' is not an acceptable dictum in U.P., where a sizeable section of people is living below the poverty line.
- The procedure of releasing the fund by the government is very time-consuming.

PRESENT LITERACY SCENARIO

The literacy scenario in U.P., as made available by the Directorate of Alternative Education and Literacy, Government of Uttar Pradesh, is given in Table 1.

TABLE 1: LITERACY RATES IN DISTRICTS OF U.P.

Sl. No.	Name of District	Literacy Percentage						Phase of Literacy Programme
		1991			2001			
		T*	M†	F‡	T*	M†	F‡	
I. Districts Having Literacy Rate Below 45 Percent								
1.	Rampur	25.37	33.79	15.31	38.95	48.62	27.87	PLP
2.	Badaun	24.64	35.96	12.82	38.83	49.85	25.53	PLP
3.	Bahraich	22.67	32.27	11.01	35.79	46.32	23.27	PLP
4.	Shrawasti	29.55	44.91	10.57	34.25	47.27	18.75	PLP
5.	Balrampur	23.75	34.45	11.22	34.71	46.28	21.58	TLC
6.	Gonda	29.56	45.48	13.42	42.99	56.93	27.29	PLP
II. Districts Having Literacy Rate Between 45 and 65 Percent								
7.	Sidharthnagar	27.16	40.92	11.95	45.97	58.68	28.35	PLP
8.	Saharanpur	42.11	53.85	28.10	62.61	72.26	51.42	PLP
9.	Muzaffarnagar	44.00	56.63	29.12	61.68	73.11	48.63	CE
10.	Bijnaur	40.55	52.57	26.50	59.37	70.18	47.28	PLP
11.	Moradabad	30.67	40.35	19.03	45.74	56.66	33.32	CE
12.	Jyotibaphoole-nagar	31.96	44.98	16.58	50.21	63.49	35.07	CE
13.	Bulandshahar	46.00	63.51	25.33	60.19	75.55	42.82	TLC
14.	Aligarh	44.94	59.96	26.89	59.70	73.22	43.88	CE
15.	Hathras	46.32	62.36	26.63	63.38	77.17	47.16	PLP@
16.	Mathura	44.85	61.95	23.43	62.21	77.60	45.77	PLP
17.	Agra	48.58	63.09	30.83	64.97	79.32	48.15	CE
18.	Etah	40.15	54.19	22.91	56.15	69.13	40.65	TLC
19.	Bareilly	32.88	43.44	19.93	47.99	59.12	35.13	PLP
20.	Pilibhit	32.10	44.37	17.22	50.87	63.82	35.84	PLP
21.	Shahjahanpur	32.07	42.68	18.59	48.79	60.53	34.68	PLP
22.	Lakhimpur Kheeri	29.71	40.58	16.35	49.39	61.03	35.89	TLC
23.	Sitapur	31.41	43.10	16.90	49.12	61.02	35.08	TLC
24.	Hardoi	36.30	49.45	19.75	52.64	65.08	37.62	TLC
25.	Unnao	38.70	51.63	23.62	55.72	67.62	42.40	CE
26.	Raebareilly	37.78	53.30	21.01	55.09	69.03	40.44	PLP
27.	Farukhabad	47.23	59.37	32.30	62.27	72.40	50.35	CE
28.	Kannauj	47.90	59.29	33.88	62.57	73.38	49.99	PLP
29.	Lalitpur	32.12	45.23	16.62	49.93	64.45	33.25	PLP
30.	Hamirpur	41.71	57.86	22.07	58.10	72.76	40.65	CE
31.	Mahoba	36.49	50.98	19.09	54.23	66.83	39.57	TLC
32.	Banda	37.33	53.06	17.90	54.84	69.89	37.10	PLP
33.	Fatehpur	44.69	59.87	27.24	59.74	73.07	44.62	CE
34.	Pratapgarh	40.40	60.29	20.48	58.67	74.61	42.63	PLP@

* = Total, † = Male, ‡ = Female, and @ Proposal for CE received.

TABLE 1: LITERACY RATES IN DISTRICTS OF U.P. -- CONTD

Sl. No.	Name of District	Literacy Percentage						Phase of Literacy Programme
		1991			2001			
		T*	M†	F‡	T*	M†	F‡	
35.	Kaushambi	29.56	45.18	11.53	48.18	63.49	30.80	TLC
36.	Allahabad	45.17	61.85	25.72	62.89	77.13	46.61	PLP
37.	Barabanki	31.11	43.71	15.99	48.71	60.12	35.64	CE
38.	Faizabad	37.44	52.42	20.56	57.48	70.73	43.35	CE
39.	Ambedkarnagar	39.68	55.17	23.30	59.06	71.93	45.98	TLC
40.	Sultanpur	38.49	55.08	20.74	56.90	71.85	41.81	PLP
41.	Basti	35.36	50.93	18.08	54.28	68.16	39.00	PLP
42.	Santkabirnagar	34.95	51.83	16.76	51.71	67.85	35.45	PLP
43.	Mahrajganj	28.90	45.67	10.28	47.72	65.40	28.64	PLP
44.	Gorakhpur	43.30	60.61	24.49	60.96	76.70	44.48	TLC
45.	Kushinagar	32.30	49.57	13.86	48.43	65.35	30.85	PLP
46.	Deoria	42.42	61.48	23.58	59.84	76.31	43.56	PLP
47.	Azamgarh	39.19	56.11	22.64	56.15	70.50	42.44	PLP
48.	Mau	43.80	60.76	26.13	58.88	73.15	43.92	PLP
49.	Ballia	43.89	60.76	26.13	58.88	73.15	43.92	PLP
50.	Jaunpur	42.22	62.24	22.39	59.98	77.16	43.53	PLP
51.	Gazipur	43.27	61.48	24.38	60.06	75.45	44.39	PLP
52.	Chandauli	44.81	61.43	26.28	61.11	75.55	45.45	TLC
53.	Sant Ravidas-nagar	40.02	60.77	16.80	59.14	70.99	38.72	TLC
54.	Mirzapur	39.68	54.75	22.32	56.10	70.51	39.89	PLP
55.	Sonbhadra	34.40	47.56	18.65	49.96	63.79	34.26	TLC
56.	Meerut	52.41	64.88	37.67	65.96	76.31	54.12	PLP
57.	Bagpat	48.69	63.52	30.75	65.65	78.60	50.38	TLC
58.	Ghaziabad	54.43	67.15	39.08	70.89	81.04	59.12	CE
59.	Gautam Budha-nagar	51.66	69.12	29.82	69.78	82.56	54.56	PLP
60.	Firozabad	46.30	59.76	29.85	66.53	77.81	53.02	PLP
61.	Mainpuri	50.29	64.34	33.12	66.51	78.27	52.67	PLP
62.	Lucknow	57.49	66.51	46.88	69.39	76.63	61.22	PLP
63.	Etawa	53.80	66.24	38.67	70.75	81.15	58.49	CE
64.	Auraiya	52.90	65.76	37.04	71.50	81.18	60.08	PLP
65.	Kanpur Dehat	51.86	64.56	36.32	66.59	76.84	54.49	PLP
66.	Kanpur Nagar	63.95	72.92	52.91	77.63	82.08	72.50	TLC
67.	Jalaun	50.72	66.21	31.60	66.14	79.14	50.66	PLP
68.	Jhansi	51.99	67.32	33.95	66.69	80.11	51.21	CE
69.	Chitrakoot	32.19	48.06	13.37	66.06	78.75	51.28	PLP
70.	Varanasi	51.88	66.66	35.00	67.09	83.66	48.59	PLP

* = Total, † = Male, ‡ = Female.

SOURCE: Census of India 2001, New Delhi, Government of India, 2001.

STRATEGIES FOR RAPID GROWTH OF LITERACY IN UTTAR PRADESH

Following strategies may be adopted for rapid growth of literacy in U.P. in the current decade:

1. Government should pronounce its commitment for literacy and instruct its officials and functionaries accordingly at all levels to sincerely implement it.
2. There should be regular and honest review of progress of implementation at all levels.
3. Professionals and experts be associated for effective implementation of literacy programme.
4. Panchayati Raj institutions should be actively involved in implementation and monitoring of the programme.
5. For motivating people from minority communities to come forward and associate themselves with expansion of literacy, it is essential to attract social activists, philanthropists and educated women from among the minority communities.
6. Active involvement of retired personnel as well as teachers through their organizations will help in widening the base of volunteers and activists.
7. Electronic and print media have to be utilized for creating literacy-friendly environment and breaking communication barriers.

Above mentioned strategies will attract people's representatives to literacy programme, motivate persons to develop stake in literacy, penetrate more effectively among minorities and females and attract local leaders, NGOs, and retired persons towards furtherance of the cause of literacy.

It is evident from the details given in preceding pages that Uttar Pradesh State has achieved good success in the area of literacy during the last decade (1991-2000), but still a lot needs to be done for making the state a fully literate state of Indian Union.

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CONTINUING EDUCATION PROGRAMME - CERTAIN EXPERIENCES FROM KERALA

V Reghu

The following table provides an overview of the literacy scenario in Kerala during the last decade. This may enable us to understand the requirements of continuing education in Kerala.

LITERACY IN KERALA : A COMPARISON WITH NATIONAL LITERACY RATE

Year	India (Percent)			Kerala (Percent)		
	Male	Female	Total	Male	Female	Total
1991	64.13	39.29	52.21	93.62	86.17	89.81
2001	75.85	54.16	65.38	94	88	91

SOURCE : *Census of India 2001*, New Delhi, Government of India, 2001.

STRATEGIES OF CEP IN KERALA

Continuing Education Programme (CEP) has taken a new direction and shape in the state of Kerala. The insight developed through experience of literacy programmes have naturally strengthened the process of developing and implementing CEPs. Starting from PELCK (Peoples Education and Literacy Campaign, in Kottayam) Ernakulam district, the state was able to develop its own strategies in meaningful implementation of such literacy programmes. Technically, this is called 'systems approach', where the Government machinery and peoples power worked together (two systems working together) to achieve certain common goals. Systems approach worked well in Basic Literacy programmes with the support of the political will. But when it moved on to Post Literacy stage, the strength of the political will was almost lost. As a result of CEP, the campaign approach paved way to institutionalisation of Continuing Education. The change from 'campaign approach' to institutionalisation was not a well designed, pre-planned and systematic process at operational level. The government machinery as well as the people's system were not systematically equipped to face the situation. This change process has damaged to some extent the image and the process of implementation of the programme. Majority of the Policy Makers, as well as Decision Makers was not aware of the field realities. But in a state like Kerala, where education has become a part and parcel of the social life, the committed functionaries, *somehow survived with the programme*, because it was a 'mission' (at least for the 25 to 30 percent of the functionaries). Their commitment and dedication to the cause was not properly recorded or recognised.

Kerala is the only state in India where all the Districts (14) are exposed to CEP. Even though there is an approved frame for CEP at national level, the state as well as the districts have taken the freedom to plan and implement the programme according to social and educational needs of the community in tune with the application technology. The concept of 'Beyond Letters' was theoretically approved by the society.

IMPORTANT CONCERNS OF CEP

Vocational Education

In the case of Equivalency Programme (EQP), specific curriculum was developed according to the felt needs of the society. In addition to the normal subject, a component of 'vocational education/training' was also added to EQP to make it a qualitative and fruitful programme for the functionaries. The first programme (even though on an experimental basis) proved to be a success in terms of achievement of the learners. The material for learners and teachers were systematically printed and proper training programme for the functionaries was organised to develop their skills.

Environment Awareness

'Environment' and 'Heritage' of the Village/Block/District are another important concern in CEP. The awareness towards environment has developed a new culture in the minds of the individuals as well as the community. Identification of the heritage of the place has developed a new vision in the minds of the people. Historical importance of religious institutions, and such other institutions have developed a concern in the minds of the people. It has led to the study/enquiry of such institution and then its past history. In certain cases, this has supported communal harmony of the place/village.

Nearly 192 books (supporting and supplementary materials) were published as a part of the CEP for different levels of target groups with in a time of two to two-and-a-half years. These materials, touching different aspects of rural life and technology, were distributed through Continuous Education Centres (CEC) and Nodal CECs.

Involvement of NGOs

Involvement of NGOs (grass root level organisations) has given a new strength to the programme at village level. Youth clubs, womens groups and such other agencies were able to organise local specific programmes according to the felt needs of the society (for example, in northern part of Kerala, a village closed to a river, trained the youth in swimming, which provided a kind of survival skill).

Involvement of Village Panchayat

In another district (e.g. Idukki) computer education for the target groups in a planned and systematic fashion attracted the attention of beneficiaries. Another important feature was involvement of Village (Grama) Panchayaths in CEP, through an innovative programme (of Kerala) called "People's Planning" at grass root level, where the village identify their needs, problems, resources, etc., and prepare their own development strategies with the support of experts and the government system. Educational process (direct as well as indirect) form an unavoidable part of such a programme (for example watershed programme -- CEP supported such process in popularising the concept).

Women Empowerment

Women empowerment was another area of importance. Not less than 32 Preraks occupied positions in Panchayats like President/Vice President/Standing committee member, etc., in the state (majority of them were women). In one district (Kollam) a Prerak was elected as District Panchayath President. Nearly 800 candidates, directly and indirectly working in the field of Continuing Education, were elected as people's representatives in the panchayat elections.

CEP extended a strong support and base for development of Self-Help Groups in the state. Vocational training, production of materials, establishing production-cum-training centres, etc., were quite visible in the programme. It has basically supported income generation among the target groups, especially women groups. One of the important features noticed is that the Best Preraks / functionaries were from women groups.

SUMMING UP

In brief, the following points can be summarised as success indicators in experiments carried out in Kerala:

- Committed and trained functionaries,
- Motivated learners/target groups,
- Availability of relevant teaching/learning materials,
- Appropriate 'Help Learning' process,
- Presence of systematic organisational structure (committee system), and
- Creation of sustainable environment.

More, scientific and need-oriented studies are necessary to develop and strengthen the CEP in our country.

THE 50TH ALL INDIA ADULT EDUCATION CONFERENCE -- REPORT

The 50th All Indian Adult Education Conference was held from December 19-22, 2001 at Shegaon (Maharashtra). The theme of the Conference was "1991-2001 -- A Decade of Literacy: Role of State and Civil Society".

INAUGURAL SESSION

The inaugural session of the Conference was chaired by Prof. BS Garg, Chancellor, Rajasthan Vidyapeeth (Deemed) University, Udaipur and President of IAEA. The Chief Guest was Hon'ble Shri SS Patil, Chairman, Shri Sant Gajanan Maharaj Trust, Shegaon. Others on the dais were Dr. DG Wakde, Principal, Shri Sant Gajanan Maharaj College of Engineering; Shri KC Choudhary, General Secretary, IAEA; and Shri BN Kamble, Vice-President, IAEA.

Dr. DG Wakde, in his welcome address, gave a brief introduction of multiple activities being carried out by Gajanan Maharaj Sansthan. According to him, what was unique here was the fact that all acts of service (*seva karya*) were being carried out on the foundation of religion in which lakhs of volunteers are involved. He informed that all participants will be taken around all the activity centres of the Sansthan on December 21. Dr. Wakde expressed his happiness to welcome people from distant places in India who had come to Shegaon for participation in the Conference.

Shri Kailash Chandra Choudhary, General Secretary of IAEA, in his address, expressed gratitude to Shri Kailash Chandra Pant for selection of Shegaon as the venue of the Conference. According to him religious institutions--like *maths*, churches, madarsas--are making very realistic contribution in spreading literacy and adult education.

Shri Choudhary observed that adult education today was in a transitional phase when the very meaning of adult education has undergone change for we have to admit that even an unlettered person has lot of valuable knowledge. Therefore, it would be wrong to address him as an illiterate.

Shri Choudhary then briefly surveyed the development that have been witnessed in the past years in the field of adult education and referred to the role of civil society in promoting the cause of adult education

after roll-back of government agencies. Shri Choudhary expressed his gratitude to Shri Gajanan Maharaj Sansthan, particularly Bhau Sahib S.S. Patil and Dr. DG Wakde for making excellent arrangements for the Conference.

Shri B.N. Kamble, Vice-President of IAEA, and chairman of organising committee of the conference, in his address welcomed the participants to the conference. He also expressed gratitude to Bhau Saheb and Dr. Wakade for excellent arrangements for the Conference.

Shri Bhausahib Shiv Shankar Patil, Chairman, Gajanan Maharaj Sansthan, who was the chief guest, in his address, welcomed the participants to this conference and spoke in brief about the 42 activities which are concurrently being pursued by the Sansthan. According to him, the annual budget of the Sansthan was of Rs.12 crores. Out of this Rs.6.5 crore comes as donations (*gupta daan* and through money orders, etc.) and the remaining Rs.5.5 crores are generated as income of the Sansthan. He informed that the Sansthan has received so far Rs.45 crores as grants for the Engineering College which was utilised in purchase of land, construction of College Building, and purchase of equipment in the College. According to Bhau Sahib Patil the college was receiving an annual grant of Rs.one crore.

Prof. BS Garg, in his presidential address admired the activities of the Sansthan. To him, at Shegaon Sansthan a *triveni* of *Sewa, Shiksha* and *Sadhana* was flowing unhindered in that sequence.

Prof. Garg bemoaned that we, as a nation, have not given due importance to education despite making entry in the Constitution with regard to eradicating illiteracy in 10 years' time after enforcement of the Constitution. He observed that instead of remaining purely job-related and elite-oriented, education must work towards integrating qualities of head, heart and hand for overall development of individual so that one could become a good citizen. Prof. Garg also briefly surveyed the developments that have taken place during the past 50 years in the field of adult education and contributions therein of IAEA. He gave a call to the participants to pool their efforts during the conference to find out ways and means to spread literacy among those sections of our society which have, by and large, remained unaffected by literacy efforts so far. Prof. Garg felt that all concerned with promotion of literacy can learn a lot from institutions like Gajanan Maharaj Sansthan.

TECHNICAL SESSION

First Session

Presentation of Working Paper

In the first technical session, the working paper entitled "Decade of Literacy: Role of State and Civil Society" was presented by Shri Satya

Bhushan of Jawaharlal Nehru University. Tracing role of State, as reflected in National Literacy Mission's efforts to minimise illiteracy since 1988, the paper highlighted how civil society's contribution was successfully enlisted in its organizational structure for a significantly unprecedented raise in the level of literacy in the country, resulting in covering 574 districts (out of a total of 598) under the Total Literacy Campaign (160 under TLC, 302 under PLC, and 116 under Continuing Education Programmes). The issues raised in the paper pertained to: (1) sustaining and strengthening healthy relationship between State and civil society and role therein of IAEA; (2) Need to lobby for raising government funding, which has been declining, and evolving strategy for fuller utilization of funds allocated; (3) Need for strengthening documentation and research in the area; and (4) Need to pay special attention to the states which have lagged behind in literacy.

Other Papers Presented

Among other papers presented on the theme in the session were: (1) "Role of the State and Civil Society During the Decade of Literacy (1991-2001): Retrospect and Prospect" by Prof. BB Mohanty; (2) "1991-2001 -- A Decade of Literacy: Role of State and Civil Society" by Prof. BS Garg; (3) Role of Universities in Literacy by Asha Patil; (4) "Continuing Education Programme -- Certain Experiences from Kerala" by Dr. V Reghu; and (5) "Status of Literacy in Uttar Pradesh" by Dr. Madan Singh.

Prof. KS Pillai, in his presidential remarks, wondered as to why can't we have a target of 80 percent literacy level in the country during 2001-2011 through proper collaboration and coordination among all agencies and departments. He felt that the 93rd Constitutional Amendment, upholding 'Right to Education', was a boon in this regard. Therefore, efforts must now be made to evolve a plan of action for the new decade.

Among those who participated in the discussion that followed presentations of papers were: Shri Prem Chand of IAEA; Prof. Dr. Raja Pokharapurkar, Director, Indian Institute of Education, Pune; Shri AH Khan, Magadh University, Gaya; and Dr. V Reghu of Kerala.

Second Session

Experiences of States

Prof. KS Pillai also presided over the second technical session of the Conference wherein presentations were made to highlight experiences of different states.

Dr. Asha Patil of SNDT Women's University, Mumbai, and Secretary of Maharashtra Branch, while presenting experiences of Maharashtra, highlighted: (1) Need to change evaluation strategy; (2) Need to start immediately PLC and Continuing Education Programme (CEP) to bridge the gap between TLC and CEP; and (3) Questioned the rationality of making payment while nurturing voluntarism.

Dr. L Raja presented a SWOT analysis of efforts made in Tamil Nadu regarding Adult Education to highlight its strength, weakness, opportunity and leadership in this area.

Dr. Narayana Reddy of Andhra Pradesh highlighted lack of coordination between the State Government and civil society in the field of Adult Education.

Dr. Ashok Sharma of Jiwaji University, Gwalior, also complained of no coordination between State Government, NGOs and JSS. According to him, the steep rise in literacy level has resulted mainly from rise in common man's awareness about advantages of literacy. He emphasised according prominence to training in literacy efforts to improve quality of literacy.

Shri KR Susheela Gowda from Hasan (Karnataka) observed that in his state women self-help groups were doing good work and loans were flowing in from banks.

Shri KK Shrivastava from Bhopal (MP) emphasised the need for proper evaluation to know as to why Adult Education Centres have been stopped. A proper lasting methodology in this regard must be evolved. He also underscored the need for creating greater awareness among political leaders, NGOs and government agencies.

Shri Rajesh Choudhary from Mhow (MP) expressed his opposition to: (1) Patwari Raj syndrome in women's education, and (2) Privately owned public schools. He wanted literacy work to continue in *Abhiyan* (campaign) mode instead of *Andolan* (revolution) mode.

Shri Arun Mishra of Garhwal (Uttaranchal) explained how in his state efforts on literacy were poised to help cross 80 percent level of literacy in case of males and that of 70 percent in case of females.

Shri PS Nair of SRC Kerala observed that registering a mere 13 percent raise in literacy level in 10 years after spending crores of rupees was much too inadequate. He surmised that a substantial part of this raise must have come due to the natural process and NLM's contribution could just be only 6 to 7 percent which was too meagre.

Shri Livelekar of Pune University (Maharashtra), emphasised the need for imparting proper motivation and cited the case of Sant Gadge Baba, illiterate Chancellor of Open University, who, possessing immense motivating skills, succeeded in effectively motivating common masses for literacy while 'educated rulers' from Delhi persistently failed in this regard.

Dr. Madan Singh, Director, SRC, Lucknow (UP), wondered whether children were 'dropping out' from schools or were being 'pushed out'. He emphasised that voluntary effort in literacy must be duly recognised. He opined that although Collectors and District Officers were involved in education programme, yet it was called 'people's programme' only to pass the buck (to him efforts of officers like Collector of Chitrakoot, however, were an exception to the rule). He, therefore, emphasised that someone must own up the education programme.

Shri Atul Kumar, Secretary, JSS, Balia (UP), desired that the conflict between NGOs and government must end and cooperation between the two must grow. He wanted effective measures to be taken to arrest population growth as it was washing out all good efforts of literacy. He also cited the efforts made in this regard through organising a Conference of Panchayat Pradhans in Balia District.

Shri MU Alam of North Bengal University (West Bengal) desired that an impact study may be conducted to ascertain whether the number of literates in his state were, in fact, growing or not.

In his presidential remarks, Prof. KS Pillai observed that a growth of just one percent plus in literacy in 10 years in Kerala cannot be called a glorious achievement (it was 90 percent plus in 1991 and is 91 percent plus in 2001). He also emphasised the need for changing education Practices.

Third Session

To share experience of different regions in India, in an intensive discussion on the theme, the participants were then split up into five region-wise groups.

Composition of Five Groups

Composition of each group was as follows:

NORTH -- *Convenor:* Dr. Mubarak Singh (J&K); *Members:* Shri RS Dahiya (Haryana), Shri NC Pant (Secretary North Region) and Dr. Satya Bhushan (Delhi) (*Rapporteur*).

CENTRAL -- Convenor: Dr. Madan Singh (UP); **Members:** Shri PK Sundriyal and Shri Atul Kumar (UP); Shri KK Srivastava, Shri Narayan Chauhan, Shri Rajesh Choudhary, Dr. Rita Kothari, Ms Rekha Dwivedi, Smt. Himani Ojha, Ms Shamim Sheikh, Smt. Kamala Chaudhary, Dr. MS Ranawat, Shri Kailash Chandra Pant, and Dr. Ashok Kumar (*Rapporteur*) (all from Madhya Pradesh); Shri Dwarko Sundrani, Dr. AH Khan, and Shri Patil (from Bihar); Dr. Arun Mishra (Uttaranchal); and Shri Shyam Sunder Nandwana, Shri Purushottam Sharma, Smt. Indira Purohit, Shri Madan Singh Sankhla, Engineer Abdul Ajeez Khan, and Shri Susheel Kumar (all from Rajasthan).

WEST -- Convenor: Dr. Asha Patil (Maharashtra); **Members:** Dr. Raja Pokharapurkar, Shri Tej Nivalikar, Shri BN Kamble, Shri HS Khadke, Ms. Deepali Sawant (all from Maharashtra); Dr. Nanubhai Joshi, Shri MS Tomar, Shri Arun Gandhi, and Ms Ramila Patel (all from Gujarat).

EAST -- Convenor: Prof. BB Mohanty (Orissa); **Members:** Smt. Rajshree Biswas, Smt. Panchali Roy, Smt. Geeta Kundu, Smt. Minati Biswas, Shri Chandi Bag, Shri Ali Bordi Mallick, Shri Rashbihari Acharjee, Shri Ananta Kumar Roy and Shri MU Alam (*Rapporteur*) (all from West Bengal); Shri Shyam Mishra, Shri Ghaneshyam Nayak (both from Orissa); and

SOUTH -- Convenor: Dr. V Reghu (Kerala); **Members:** Dr. KS Pillai, Shri K Ayyappan Nair, Shri TS Nair, Shri DN Kamath, Shri C Narayana Pillai (all from Kerala); Dr. AP Reddy (AP); Prof. SB Saligounder, Prof. Hiremath, Prof. KR Susheela Gowda (all from Karnataka); Smt. R Kalpana, and Dr. L Raja (*Rapporteur*) (Tamil Nadu).

Recommendations of Groups

NORTH GROUP -- (1) To overcome lack of coordination between State (Central and State Governments) and civil society (Universities, NGOs and other agencies), networking facility for information in terms of listing illiterates, volunteers, dissemination of material prepared by SRCs, NLM, Universities and other agencies must be evolved. (2) SRCs should be responsible for monitoring, evaluation and training of personnel involved in literacy programmes. (3) Functional skills development among the illiterates should be emphasised in tandem with literacy acquisition to reduce drop-out rate. (4) Honorarium should be paid to volunteers and literacy programmes should not depend on volunteers only. (5) It should be made mandatory for those undergoing professional training courses in Education to make some adults literate. (6) Need to involve larger number of committed people in adult literacy programmes to accelerate pace of literacy at grass-root level.

CENTRAL GROUP -- (1) The Hindi-speaking states must no longer be addressed as 'Bimaru' states as they have succeeded during 1991-2001 in attaining the national rate of literacy. (2) A favourable environment has been created for literacy programmes in these states and effort now must be made to enhance it further. (3) The pace of literacy has gone up during the decade due to greater enthusiasm and wider participation of females in literacy programmes which needs to be stepped up further. (4) Establishment of new Panchayati Raj system, reinforced by reservation for women, in these states has created additional enthusiasm and awareness for self-realisation among the people regarding unavailability of literacy in carrying out their responsibilities, and women desiring that all family members must become literate. (5) In these states, as compared to urban areas, the literacy rate has gone up in rural areas which signifies higher level of awareness among rural folks. (6) Since means of communication have played an important role in the growth of literacy rate, there is need to further strengthen these. (7) Mediums of folk arts -- i.e. folk songs, street plays, puppet shows, *Aalha*, etc. -- have proved to be very effective in conveying the importance of literacy to the people. (8) Coordination of literacy workers with other programmes of development -- like health, agriculture, women welfare, etc. -- has proved to be very beneficial and needs to be strengthened further. (9) For spreading literacy among minorities and Backward Classes, the strategy of selecting enthusiastic workers from among them only has paid rich dividends. Therefore, this process must be carried further. (10) Contribution of honorary workers in the field must be praised and appreciated. Under no circumstance, such workers be subjected to sermons and lectures. (11) Without creating fear psychosis of evaluation, there is need to keep watch on progress of literacy and adult education programmes and that to extend cooperation to these programmes as and when needed. (12) Responsibilities for carrying out literacy and adult literacy programmes may be entrusted to different expert bodies, strictly according to their level of expertise. (13) Out of the various organisations working in the field of literacy, achievements of organisations functioning better must be given due publicity. (14) Multidimensional use of Jan Shikshan Sansthan may be made in areas where JSS exist. Effort must be made to make the programme successful through taking up appropriate income-generating programmes. (15) For these programmes, greater importance may be attached to rope in people having positive approach. (16) The present form of literacy needs to be diverted towards functional literacy to facilitate realisation of a developed civil society, for literacy must enhance respect for both society and social service.

WEST -- (1) There is need for good coordination between universities and SRCs. (2) There is need for good coordination between universities

and Zila Saksharta Samities (ZSS). (3) Universities willing to take up research in areas of literacy and adult literacy should be provided special funds for this purpose, either from NLM or ZSS. (4) Universities should be involved in training, curriculum development and research. (5) Districts, which have received sanction for Continuing Education Scheme, should receive funds regularly for that purpose.

EAST -- (1) The NLM norm should properly be followed in declaring a district literate or whatever percentage it has achieved in the field literacy campaigns. (2) Post-Literacy Programmes and Continuing Education Programmes must be launched soon after completion of Total Literacy Campaigns so that the neo-literates do not again become neo-literates. (3) High drop-out rate in Primary Schools is an alarming situation. Measures must be taken to arrest it. (4) Facilities should be extended to the NGOs for organising literacy activities more effectively at the Government level. At present, it is being diluted day-by-day due to political reasons. Otherwise, the slogan "Education for All" will remain an empty rhetoric. (5) There should be joint evaluation teams comprising representatives of concerned State Government Departments and representatives of NGOs, having freedom for co-opting any person, expert or specialist in this field either for the entire period of evaluation or for a particular period. (6) Teaching-learning materials should be prepared in people's conversational languages. There were many NGOs who possessed wealth of experience in preparing materials which were easily read and understood by the people. ZSS have been given the responsibilities in designing, developing and producing teaching-learning materials for literacy and post-literacy programmes. This situation makes the job of SRC both easy and difficult; easy because, they have a lot of meaningful materials before them, and difficult because they have to select which material was suitable for whom. (7) Proper training should be designed keeping in view the needs of the trainers and trainees. Appropriate curriculum has to be developed. Training programmes for adequate durations should be designed and implemented. (8) TLC/PLP should be completed within the stipulated period/time. (9) Literacy functionaries should be paid adequate honoraria. (10) The SRCs and NGOs should use Street Plays, *Kabigaan/pala*, *Daskathia* and other local folk forms of communication for raising awareness of the people. (11) Cycle-libraries should be used for PLP. (12) A campaign was a highly intensive programme of short duration. It has to be organised and sustained to accelerate development of on-going programme. (13) TLC and PLP should have built-in components of income-generating activities.

SOUTH -- (1) Problems should be identified in various target groups to find out solutions. (2) High, medium and low profile areas may be

identified to impart training accordingly. (3) Area-specific programmes be launched at all levels. (4) Evaluation strategies may be changed on the basis of various computer techniques to be adopted. (5) There should be a convergence approach between NGOs, and GO's. (6) Reading materials should be prepared with the help of local experts and more success stories may be included. (7) Along with literacy, strategies like Disaster Management, Environment Protection, Anti-terrorism, Disarmament and Communal Harmony may be added in the training as well as teaching materials. (8) Programmes should be designed for action and applied research. (9) Panchayats may be involved in CEC programmes as these have constitutional right to perform. (10) Appropriate Action Programme through TV, AIR, Newspapers be included for which Government should take necessary steps in the field ventures. (11) Special programmes for the benefit of SHG's, Handicapped, and others may be prepared. (12) Making use of IT for constructive and sustainable development of literacy and life-long learning because we happen to be in the computer age. (13) Nomenclature of Adult Education may be changed to add to it life-long education. (14) What we need today is dedication towards education, otherwise education becomes business. As Mahatma Gandhi said: "A small body with a determined spirit and unquenchable faith can alter the course of history". (15) For the New Millennium, we need new direction and new strategies. Therefore, the time has come to act now: *Abhi Nahi To Kabhi Nahi* (act now or never).

Presentation of Recommendations of Groups

The recommendations of each group were presented in the Third Technical Session chaired by Shri BL Parekh. Shri Prem Chand of IAEA and Shri Satya Bhushan of JNU assisted Shri Parekh.

The recommendations of the South Group (comprising states of Andhra, Karnataka, Kerala and Tamil Nadu) were presented by the Rapporteur of the Group, Dr. L Raja.

The recommendations of the Northern Group (comprising J&K, Panjab, Haryana, Himachal Pradesh, Uttaranchal and Delhi) were presented by the Group Chairman Dr. Mubarak Singh.

The recommendations of the Western Group (comprising Maharashtra, Gujarat and Goa) were presented by its Rapporteur, Dr. Asha Patil.

Recommendations of the Central Group (comprising Uttar Pradesh, Bihar, and Madhya Pradesh) were presented by the Rapporteur of the Group Shri AH Khan.

Recommendations of the Eastern Group (comprising West Bengal, Orissa and seven States of North-East) were presented by the chairman of the group Prof. BB Mohanty.

In his presidential remarks, Shri BL Parekh emphasised that in promoting literacy level in the country, services of *Anganwaris*, the number of which now exceeds two lakh, must be utilised.

CONCURRENT WORKSHOPS

During the Conference, six Concurrent Workshops on different themes were also held on December 20. Members attending the Conference were divided into six groups which independently deliberated in detail on different themes and subsequently presented their recommendations in a joint session.

Group One : Continuing Education and Resource Mobilisation for Continuing Education Programme

Chairman: Dr. Sudhir Chatterjee (West Bengal); and *Repporteur:* Dr. V Reghu (Kerala),

Recommendations

1. A suitable environment may be developed so that Panchayats are able to perform their legal responsibilities in CEP.
2. NGOs may be encouraged to play specific roles to strengthen the CEP.
3. Specific strategies must be developed for further identification and mobilization of resources for organisation of the programme.
4. Media (print and electronic) may be further encouraged and mobilised for CE.
5. Each agency (like government departments, universities, ZSS, NGOs, technical institutions) may be given specific roles (e.g. Engineering Colleges/Polytechnic can support income-generating programmes with their resources -- men, money, materials, etc.).
6. Research studies (documentation, etc.) be made more systematic in accordance with the specific needs of CEP (e.g. marketing of materials is a problem -- how to face this issue, and solve the problem.)
7. Types/quantity of resources needed for the programme may be identified sufficiently in advance at different levels. Then strategies and techniques may be formulated to achieve the goal in a time-bound and phased manner.
8. A positive "Political Will" needs to be developed and maintained for effective implementation of the programme.

Group Two : Role of NGOs -- Problems and Solutions

Chairman: Prof. BB Mohanty (Orissa); and *Rapporteur:* Shri KK Sethi (MP).

Recommendations

1. Term 'NGO' hides the reality more than it reveals. Although the original intention was to take governmental efforts to their legitimate culmination through non-governmental organisations, yet over a period of time, according to the emerging consensus, it could barely fulfil the administrative objectives. Therefore, it would be appropriate to call these organisations 'voluntary organizations' instead of 'non-governmental organizations'.
2. All voluntary organisations must set their objectives, goals and programmes according to local conditions only and not according to imagination or certain commitment.
3. It has been observed that government keeps changing its policies time and again which compels voluntary organisations to change their direction. Therefore, government, both at the Central and State level, may be requested to formulate long-term programmes based on long-term policies to ensure that these programmes continue undisturbed without obstructing attainment of targets.
4. As far as possible, each voluntary organisation must develop its own financial resources. This will, on one side, reduce dependency on government and help establish autonomy in the true sense, on the other. For this purpose, it would be in order to create a permanent fund. This process can be facilitated through accrual of durable income from some permanent assets.
5. The organisations must take up assignments only according to their capacity. Taking up new projects merely for quick gains or due to availability of ample funds adversely affects direction or specialisation of these organisations leading to wastage of resources and energy.
6. Local units of such organisations, which, over a period of time, assume greater proportions, may be empowered through decentralisation so that these units are equipped with the necessary confidence for taking initiative at the local level.
7. Greater attention should be paid towards training new volunteers. In this area, apex bodies, like IAEA, have a special role to discharge. Universities should also make special efforts in this field.

8. Efforts should be made to establish proper coordination between different organisations. For this purpose, joint training programme(s) should be organised for workers drawn from different organizations, like village panchayats, voluntary organisations, etc.

Group Three: Community Participation in Voluntary Service

Chairman: Dr. Madan Singh (U.P.); and *Rapporteur:* Dr. Dilip Kumar (U.P.)

Recommendations

1. Discussion must be held on regional challenges to enthuse enough courage among local workers to face their challenges.
2. To overcome obstacles in local areas, services of members of NSS, NCC and Bharat Scouts may be enlisted.
3. Every year, during summer vacations, youth volunteer camps may be organised on a large scale.
4. Training packages may be prepared for volunteers.
5. Passion for community work may be instilled in the minds of volunteers which may subsequently be given a creative shape.
6. Feeling of dedication, renunciation of self interest, opposition to atrocities, and maintaining regular touch with community may be cultivated in the minds of volunteers and practical models may be presented before them to generate true voluntary spirit among them.
7. They may be familiarised with variations in the working procedures to suit personalised, group based, and organisation-based voluntary work.
8. Work should be distributed according to the choice of volunteers as well as according to the availability of unemployed volunteers, employed volunteers, and retired volunteers.
9. Volunteers contributing physical labour may be treated with special respect and honour.
10. *Pujaris* in temples and *Pracharaks* of all religions may be motivated for voluntary work and their services may be utilised for reconstruction of the society.
11. The feeling that social service is a reward in itself may be further strengthened.
12. Ban may be imposed on addressing voluntary organisations as 'Non-governmental Organizations (NGO)' for such practice is likely to inject evil effects of government organisations in voluntary organizations.
13. School-level curricula should be so structured as to afford to students sufficient opportunities and experience for voluntary service.
14. For ensuring community participation at requisite level, it is important that the volunteers must have spotless character and clarity of objectives.
15. The working procedures of voluntary organizations should

distinctly differ from that of a governmental organisation to enthuse credibility.

16. Crisis of confidence in community work must be removed.

17. Community should have linkage with creative work which may be fed with constant awareness.

18. Community must be kept informed about various government schemes and all hinderances in securing benefits therefrom by the community must be removed.

19. Community may be organised against prevailing corruption in the governmental system and instilled with requisite courage and capacity to oppose it.

20. Rural people should be inspired to rise above the prevailing scenario of party politics for creative work.

21. Local problems must be regularly discussed in community fora and their suggestions to solve these with their role therein may be sought.

22. Workers may be trained to visit the community regularly without losing their patience.

23. Voluntary organisations must utilise local resources to the maximum possible extent.

24. For self sufficiency and raising standard of living, to develop efficiency of the community.

25. Prevailing sense of inferiority in the community may be removed.

26. Community must be enthused with a sense of self-respect.

27. Confidence of the community may be won though service, morality, honesty and creativity.

Group Four: Role of Information and Communication Technology

Chairman : Prof. BB Mohanty (Orissa); and *Rapporteur*: Prof. DK (Raja) Pokharapurkar.

Recommendations

1. Resource building,
2. Capacity building,
3. KAP boosting,
4. Attitude at difference levels changing for positive effect,
5. Cooperative as well as concurrent planning,
6. Data archives,
7. Idea and action plan for adult education,
8. Bench Mark Studies,
9. Pre-post, experimental and situational research studies,
10. Different CBA and feasibility studies,
11. Interactive and participatory programme.

12. Multidimensional importance as assessment of events, acts and happenings.

13. Propagate, initiate and create healthy atmosphere for issues on Environment, Heritage, and other acute social problems.

14. Sharing and creative use of success indicators viz. (a) Committed Trained Functionaries, (b) Motivation areas, (c) TL material production, (d) Self-help and other learning processes, and (e) Effective SMCR model in Adult Education.

In short, ICT can help our community of adults in the country to free from tensions and progress with smile.

Group Five : Women's Empowerment and Gender Issues

Chairpersons : Dr. Asha Patil (Maharashtra) and Ms Rajshree Biswas;
and *Rapporteur*: Dr. Deepali Barua (Assam)

Recommendations

1. There should be change in syllabus of formal education system, which should include more lessons on renowned women of the country.

2. Illustrations in the books of formal education should be gender sensitive.

3. All women should be trained for income generation at home.

4. Hundred Percent literacy should be achieved among women.

5. Self-help groups amongst women should be encouraged at all levels in all districts.

6. Since childhood girl/women should be involved in decision-making.

7. Special efforts should be taken to build up self-confidence and self-respect amongst women at family level as well as at the society level.

8. To make eco-upliftment amongst women, some vocational training programme should be imparted with all sorts of co-operation from administrative level.

9. Women should be trained to protect herself by giving training in judo, karate, etc.

10. Mass media channels, like Doordarshan, should telecast programmes which can promote gender equality.

11. Different awareness programmes related to women's rights should be promoted by organising lectures, exhibitions, discussions, folk media at grass-root levels.

12. Special homes/hostels should be started for these girls'/women who leave their houses under certain circumstances. They should be rehabilitated through income-generation programme.

13. Women's work should be given due recognition at the national level.

14. Present government's health policies are concentrated on women and child care only. It should concentrate on her whole life.

15. Women should not only be made a target for population control.

16. To play the political role, *i.e.* public representative's role, the women should have proper training opportunities at the Government level.

Group Six : Challenges of Globalisation and Liberalisation in Education

Chairman: Prof. BL Parikh (Rajasthan); and *Rapporteur:* Shri AH Khan (Bihar)

Recommendations

1. In the present scientific age, globalisation is inevitable but we should be aware and conscious that we are not influenced by westernisation. Therefore, we must abide by the following diction: "Think globally but act locally".

2. We should develop our work culture to meet the challenges in the light of the present situation.

3. Awareness towards our originality, *i.e.* Indian tradition, culture and values with special reference to morality based on spiritualism.

4. Labour laws should be amended suitably in the light of present circumstances.

5. We cannot anymore afford high growth rate of population. Hence, even through legislation there must be a policy to adopt small family norm in the wider interest of the country and society.

6. Indian Adult Education Association, NGOs at state level and grassroot level, and even government functionaries should take initiative to inform women population about the concept, and merits and demerits of liberalisation and globalisation so that women population may be able to take appropriate and right decision according to needs of the country.

*Manzil ki justajoo main
Kyon phir raha hai rahi,
Itna azim ban ja
Manzil tujhe pukare.*

CONCURRENT SESSION

On December 22, concurrent session of discussion on "Role of State and Civil Society in Adult Education During the Last Decade" was held in which presentations were made by: (1) Dr. Madan Singh on "Role of State"; (2) Prof. Vibhuti Bhushan Mohanty on "Role of NGOs"; and (3) Prof. KS Pillai on "Role of University".

VALEDICTORY SESSION

The valedictory session of the Conference was addressed by Shri SS Patil, Chairman, Shri Gajanan Maharaj Trust.

The recommendations of the Conference will be forwarded to Directorate of Adult Education, Government of India for needful action in this regard.

In all, over 230 members representing different geographical regions of the country participated in the Conference.

REPORT ON ZAKIR HUSSAIN MEMORIAL LECTURE 2001

Prof. Madhu Dandawate -- former Union Minister for Finance, and Railways, and former Deputy Chairman, Planning Commission -- gave the lecture on December 20 during the Annual Conference of IAEA at Shegaon on "Social Roots of Gender Injustice". He was accompanied by his wife Smt. Promila Dandavate.

Shri Kailash Chandra Pant, Chairman, Madhya Pradesh Regional Branch of IAEA, presided over the event and also gave presidential remarks.

Tracing briefly the life and contributions of Dr. Zakir Hussain, Prof. Dandawate observed that, besides being a prolific writer, the philosophy and structure of education, more particularly the scheme of basic education, was given to the country by Dr. Zakir Hussain.

Prof. Dandawate observed that in India, woman is a symbol of sanctity but at the same time she is also a victim of the society as revenge against a family is taken against woman of that family mostly in the form of rape, causing her multiple injustice for she is raped in house, in court through cross examination, and in media through spicy reports. The situation becomes much worse in case of low caste woman due to permutations and combinations of class structure.

According to him, in times of social turmoil, woman suffers most. He cited example of Noakhali in which a Muslim, at the behest of Mahatma Gandhi, kept three Hindu girls in his house to protect them from communal carnage. These girls, however, were later disowned by their parents simply for the reason that they had lived for so many days in a Muslim household.

Prof. Dandawate observed that gender injustice is deep rooted in Hindu mythology as witnessed in cases of Draupadi, Sita and Ahilya and Tulsidas in *Ram Charit Manas* has put his stamp to confirm it.

Among those who worked for emancipation of woman in India, he cited the efforts of Savitribai Phule (wife of famous Maharashtra's social reformer Mahatma Jyotiba Phule) and Dr. BR Ambedkar who insisted on incorporating women's right to inherit property in Hindu Code Bill.

To remedy the situation, Prof. Dandawate suggested effective check on male chauvinism by changing values so that a new culture and civilisation could be raised on the basis of genuine gender equality. Prof. Dandawate wanted the fight against gender inequality and injustice to be fought jointly by man and woman together.

RESULT OF IAEA ELECTIONS

In pursuance of the resolution adopted by the Executive Committee of IAEA in its meeting held on August 24, 2001 at New Delhi, Shri MK Gaur, Consultant Editor, IAEA, was appointed Returning Officer and Shri Prem Chand, Consultant, IAEA, was appointed Joint Returning Officer to conduct election of IAEA office-bearers as per Rules 18-15 of IAEA Election Rules. Shri Gaur with the help of Shri Prem Chand smoothly conducted the election during the Annual General Meeting of IAEA at Shegaon on December 21 and 22. As per the election result, the newly elected office-bearers -- having term of office from January 1, 2002 to December 31, 2004 -- are as follows:

President: Shri KC Choudhary;

Vice-Presidents (General): (1) Dr. Nanubhai Joshi, (2) Dr. L Raja, (3) Prof. SY Shah, and (4) Dr. Madan Singh;

Vice-President (Women): Smt. Rajshree Biswas;

General Secretary: Shri BN Kamble;

Treasurer: Shri RN Mahlawat;

Joint Secretary: Shri NC Pant;

Associate Secretaries (General) : (1) Shri AL Bhargava, (2) Shri AH Khan, and (3) Dr. Arun Mishra;

Associate Secretary (Woman): Dr. Manju Lohumi;

Members of the Executive Committee: (1) Prof. KS Pillai, (2) Dr. Adinarayana Reddy, (3) Dr. MS Ranawat, (4) Shri Sudhir Chatterjee, and (5) Shri DK Verma;

Members of Executive Committee (Women): (1) Smt. Nishat Farooq, (2) Dr. Nirmala Nuwal, and (3) Smt. Indira Purohit.

Council Members (Individual): (1) Shri KC Choudhary, (2) Prof. BB Mohanty, (3) Shri AH Khan, (4) Dr. Asha Patil, (5) Shri Rambabu Aggarwal, (6) Prof. KS Pillai, (7) Shri Kailash Joshi, (8) Smt. Sudha B Kamble, (9) Dr. Manju Lohumi, (10) Shri Chandra Shekhar Dave, (11) Shri Manu Bhai Joshi, (12) Dr. L Raja, (13) Dr. P Adinarayana Reddy, (14) Dr. V Reghu, (15) Shri Madan Singh Sankala, (16) Smt. Savitri Choudhary, (17) Shri Datta Patil, (18) Shri Laxman Bhatnagar, (19) Shri Ramayan Prasad, (20) Shri Umesh Khandelwal, (21) Shri AK Sharma (Madhya Pradesh), (22) Shri SC Khandelwal, (23) Shri Rameshwar Chouhan, (24) Shri Rajendra Joshi, and (25) Dr. Jaipal Tarang.

Council Members (Institutional) : (1) Dr. Bhai Bhagwan, (2) Shri AL Bhargava, (3) Shri Anoop Singh Bhati, (4) Smt. Rajshree Biswas, (5) Shri Sudhir Chatterjee, (6) Smt. Kamala Choudhary, (7) Smt. N Chouhan, (8) Smt. Darsana, (9) Shri Jai Narayan Das, (10) Smt. Sunita Devi, (11) Smt. Nishat Farooq, (12) Prof. BS Garg, (13) Shri KR Susheele Gowda, (14) Shri BL Gujar, (15) Shri SM Gulwe, (16) Shri Gyan Prakash, (17) Shri SC Jain, (18) Shri YS Jhala, (19) Smt. Maya Joshi, (20) Shri BN Kamble, (21) Smt. Chander Kanta, (22) Smt. Madhu Khandelwal, (23) Smt. Shalini B. Kinikar, (24) Shri Krishna Kumar, (25) Shri Mahesh Kumar, (26) Shri RN Mahlawat, (27) Shri Ajaiwant Malik, (28) Shri GK Manay, (29) Smt. Manita, (30) Smt. Mansi, (31) Smt. Kusum Mishra, (32) Shri Shibram Mishra, (33) Shri Arun Mishra, (34) Shri DV More, (35) Shri SS Nandawana, (36) Dr. Nirmala Nuwal, (37) Shri Jai Kumar Palit, (38) Shri KC Pant, (39) Shri Krishan Pant, (40) Shri NC Pant, (41) Shri BL Parekh, (42) Shri RL Patidar, (43) Shri Ramesh Patidar, (44) Shri C Narayana Pillai, (45) Smt. Indira Ramesh Purohit, (46) Shri AH Qureshi, (47) Shri AR Qureshi, (48) Shri Rajesh, (49) Shri Ram Gopal, (50) Shri Ram Swaroop, (51) Dr. MS Ranawat, (52) Shri VM Sasikumar, (53) Shri Prabhakar B Satam, (54) Smt. Deepali D Sawant, (55) Smt. Kusum Sharma, (56) Shri Purushottam Sharma, (57) Shri Shankar Lal Sharma, (58) Smt. Shobha Sharma, (59) Shri S Siddiqui, (60) Dr. Madan Singh, (61) Shri Rajesh Singh, (62) Shri SR Solanki, (63) Shri Dwarko Sundarani, (64) Dr. PK Sundriyal, (65) Shri Surender Kumar, (66) Shri Sushil Kumar, (67) Shri JP Tiwari, (68) Shri DK Verma, (69) Shri Rajender S. Wagh, (70) Smt. Sunita D. Waghmare, and (71) Shri CL Yadav.

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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 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 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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The average length of a manuscript should normally be between 1500 and 2000 words; in exceptional cases, longer articles can be accepted. Mimeographed, zexed 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. Authors are requested to submit one typed copy along with the floppy disc (MS Word).

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Jul-Sep 2002

Our Contributors	2
Editorial	3
Articles	
Concept of Adulthood in Adult Education <i>Supo Jegede</i>	5
Use of ICT for Life-Long Learning for Disadvantaged Adults <i>Sween and Ajaib Singh</i>	14
Extension Education -- Challenges, Priorities & Lessons Learnt During 1980-2000 <i>Rajesh</i>	20
Role of University in Empowering Women in The New Millennium <i>Kalika Yadav & Hemanta Khandai</i>	28
Continuing Education Programme - A Study of Constraints <i>P Vasanthi Kumari, K Sudha Rani, and G Surendra</i>	34
Impact of Post-Literacy Broadsheet: A Few Case Studies <i>D Janardhana Reddy & P Siva Sankar Reddy</i>	39
Literacy and Development in Punjab: An Implementing Approach <i>Kuldip Kaur</i>	46
Factors Motivating Adults in Total Literacy Campaign <i>SR Meena, KL Dangi & Vishakha Bansal</i>	54
Notes	
Impact of Literacy Campaign on Health, Hygiene, Conservation of Environment and National Integration in Pragjyotishpur of Assam <i>PK Das, DC Kalita and TK Sharma</i>	58
Study on Mass-media Exposure of Neo-literates in Continuing Education Centres <i>K Sudha Rani and G. Eswaraiah</i>	62
Book Reviews	
Atom and Self-Collection of Lectures Delivered by D.S. Kothari (Ahmed Feroz) -- <i>K.D. Gangrade</i>	66
Education and Human Rights (M. Ponnain & Panch Ramalingam) -- <i>Vivek Nagpal</i>	71

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Editorial

Values constitute some time-tested, positive guiding principles, adherence to which in day-to-day functioning ensures all-round development of individuals, societies, nations and the mankind at global level. Realising the importance of inculcating values among people in ancient India, imbibing of values by young students under the watchful eyes of the teacher constituted a major component of curricula at the school level. As history shows, through pursuing value-based model of economic and social development, India attained dizzy heights of economic production and technological advancement.

Following subjugation, India's rich heritage of individual, familial, social and cultural values were deliberately uprooted by alien rulers and Gurukulas, which were known for thorough-breeding of students in values, suffered neglect and decay.

What is most unfortunate is that even after 55 years of attaining independence, India has done precious little to focus attention on value education. The result for all to witness is that degeneration of values has now become an all-pervading phenomenon. Valuelessness at individual level is today getting manifested in persisting tendency of bending and breaking all laws for a price, causing a state of utter lawlessness in the society resulting in cancerous growth of corruption at all levels, which is devouring vitals of family, social, and political life of our nation.

The morass in which we are caught today has to be remedied and remedied fast. The surest starting point of remedial process is to accord top priority to value education. To attain desired results without wasting any time, value education must find pride of place for all age-groups whether it is the traditional mode of education or adult education or continuing education as mere tinkering with value education under continuing education programme is much too inadequate. Preparation of research-based teaching material on value education is, therefore, the crying need of the hour.

CONCEPT OF ADULTHOOD IN ADULT EDUCATION

Supo Jegede

INTRODUCTION

Success of practice of adult education rests heavily on level of understanding that practitioners have about adult and adulthood, because adult happens to be the central concept of adult education. It is the centrality of this understanding that makes it pertinent for adult educators and educationists to continuously engage in the analysis and discussion about what constitutes adult and adulthood. This is so because without a deep knowledge of the central subject of our practice, that is adult himself, our practice would be grossly inadequate.

Who Is an Adult

Braimoh and Biao (1988) argue that adulthood is one of "the most nebulous concepts that scholars ever lent their minds to". The reason, according to them, is that adulthood not only means different things to different societies, but also tends to assume different meanings under different situations. To these people, adulthood can only be clarified on the basis of parameters that can be used to determine the concept. These include historical, chronological, biological, social, political, and psychological parameters.

Knowles (1978) on his part, notes that

... a person is an adult to the extent that the individual is performing social roles typically assigned by the culture to those it considers to be adults.... A person is adult to the extent that the individual perceives herself or himself to be essentially responsible for her or his own life. (p.24)

These definitions seem inadequate due to ignoring the characteristics normally quantitative in nature which define membership of a group or those indices which delimit membership of the group. Furthermore, there could also be behavioural characteristics 'normally' attributable to adulthood which are qualitative in nature. These refer to behaviours expected from particular individuals that can make others accept them as members of a group. It would seem that the two sets of criteria are more descriptive when applied to adult and adulthood.

Two major things which affect differentiation between the two are: Firstly the fact that identification is normally quantitatively determined

while characteristics are qualitative in nature. Secondly features of identification are attained collectively or uniformly by individuals who fall into the same category. For instance, if the legal age in a country is 21 years, everybody born on the 1st of May, of a particular year will, of necessity attain legal age on the same day. On the other hand, individuals do not attain each of the variables that constitute identical characteristics at the same time. Nevertheless, there are no two individuals who are totally the same, on any of the variables, not even identical twins. The attainment of exact similarity depends on both genetic and environmental factors. Let us explore these two features of adulthood in detail in the following paras.

IDENTIFYING THE ADULT

One way to approach the identification of an adult is to look for those features that distinguish an adult from a young person. Certain features are used, which do not preclude presence or absence of what are regarded as characteristics of adult as presented in this article.

Of course, the main determining feature in any categorization, is the position of the individual in the chronological age ladder. The argument is that, it is not whether somebody is able to perform certain things or not, but that such person belongs to a particular group. The fact that one who is carrying University of Lagos student identity card, normally indicates that he/she is a registered student of the University. This does not necessarily mean that he/she is capable of passing the examinations or behaving according to the rules and regulations of the University. The fact that a birth certificate indicates that one is 45 years old but it does not mean that his behaviour would be the same as expected from a 45 year old person.

Despite these difficulties, however, importance of chronological age for identifying an adult cannot be whisked away. This is because, it is an easy way of categorizing people in a society. This perhaps accounts for the common idea of adult educators discussing adulthood, principally from the chronological perspective. Bromley (1966) submitted that early adulthood starts at 21 while Havighurst (1972) posits that early adulthood begins at 18. Yet Erikson (1973) suggests that early adulthood begins at 20, Walter (1974) on the other hand states that early adulthood begins at the age of 16. The importance of chronological age determination of adulthood lies mainly in its use to determine certain privileges, rights and obligations in a given society. For instance, the right to vote and be voted for is based on chronological age. This is why 18 years is regarded as the political age for Nigerians while 21 years is the legal age when

individuals can sue and be sued. This article, though agreeing with the importance of chronological age for determination of adulthood to run the society effectively, posits that the aspect of adulthood, which is more relevant to the practice of adult education, is the issue of the characteristics that determine adulthood. We, therefore, now turn to what constitute the characteristics of an adult.

CHARACTERISTICS OF AN ADULT

As stated earlier, characteristics, used here, refer to certain behaviours that are 'normally' attributable to adulthood. These are the qualities that should be present in the individual before that person can be regarded as an adult. Unlike the identification variable, there are no two individuals that are totally alike in any of the characteristics. Also, these characteristics are qualitative in nature, therefore, cannot be subjected to quantitative measurement, except with special instrumentation.

Three characteristics of the adult presented in this article are: maturity, experience and ageing.

Maturity

There are three types of maturity -- psychological maturity, physiological maturity and sociological maturity.

A person to be regarded as an adult should, of necessity, be psychologically mature. *Psychological maturity*, in this sense, includes the ability to control emotions, ability to have independent judgement and assessment, ability to coordinate. Also, an adult should have developed a relatively fixed value orientation and self identity. An adult should be somebody who can make up his or her mind on issues with little or no external influence, should be able to get involved in many things at a time, his reactions should be predictable on most moral and ethical issues and he or she himself/herself should rather talk about his or her achievement rather than his/her parents.

Physiological maturity is primarily determined by the ability to reproduce. Starting from age of puberty or the ability to reproduce, persons physically attain a maximum size or biological maturation beyond which no physical growth occurs. The onset of this is the development of secondary sexual characteristics.

Three concepts determine *sociological maturation*. These are social roles, developmental tasks and social status. Age advancement and societal forces constrain individual to do certain things at a particular period of one's life. This can be referred to as developmental task. Developmental task is defined by Havighurst (1972) as a task which must be achieved at or about a certain phase in life, if a person is to be judged successful by society. This task must be successfully accomplished to move forward in that particular area of life.

The accomplishment of a task then bestows on one to occupy a position which entails performance of certain functions or roles. These functions can be regarded as social roles. A social role, as defined by Havighurst (1972: p.15) is "a complex of behaviour appropriate to a given position in social life defined by the expectations of society". Such roles include being a spouse, a parent, citizen, neighbour, etc.

Following occupation of a position to perform specific roles, a 'quality of person' gets attached to that individual occupying the position. This 'quality of person' gives certain prestige, importance, power, authority, respect, rights and/or privileges to the occupier of that position. This is a social status. In essence, a successful accomplishment of a developmental task leads to performance of a social role, which also confers a status on that person.

For example, for somebody to become a spouse, he or she should, one way or the other, undertake a successful courtship. The courtship is the developmental task in this instance. And, a woman, who is married, has some symbolic status attached to her. For instance, no reasonable man would, under normal circumstance, want to woo a married woman. Also, for somebody to become a worker, he or she must have the requisite educational qualification relevant to the job. Without this, it may be practically impossible to get the job. Once one gets the job, one needs to perform the roles attached to the job. At the same time, one would be entitled to the rights and privileges attached to that position.

Experience as a Characteristic of Adulthood

Another feature that distinguishes an adult from a young person is accumulation of experience. As one goes through the 'wilderness' of life, environment acts and reacts on that person. Activities take place which affect individuals, both positively and negatively. These activities can be regarded as life events. Some life events are inconsequential to the person to the extent that one hardly notices them. They do not form any impression on the person and hardly do they affect the life of the person.

Some events, on the other hand, have consequences to the extent that they are hardly forgotten. They form lasting impressions on the person. Some have greater impression than others. These consequential life-events are what can be regarded as experience. The events shape one's personality, his/her attitude to life and, of course, the totality of the person.

The more life-events one come in contact with, the more experience one gains; all things being equal. But because no two individuals come in contact with the same type, the same intensity and the same number of life-events, and because no two individuals are affected in the same way by the same life-events, no two individuals have the same experience. Therefore, each adult is a unique individual.

Life-Events, Sociological Maturation and Experience

The relationship between life-events, sociological maturity and experience is shown in Fig. 1

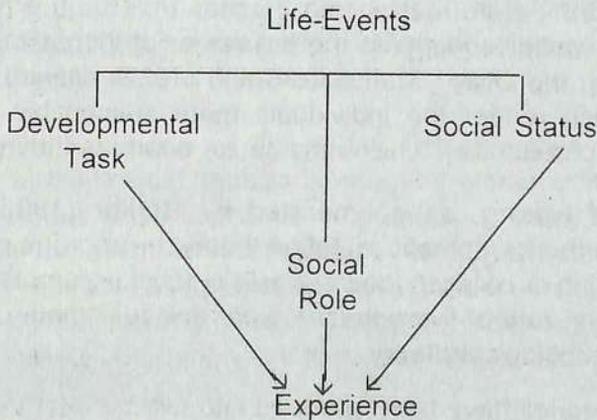


FIG 1. RELATIONSHIP BETWEEN LIFE-EVENTS, SOCIOLOGICAL MATURATION AND EXPERIENCE

It is through life-events that one undertakes tasks that are developmental in nature, perform roles that are social and enjoy certain rights and privileges that confer status. Each of these three also culminate in the accumulated experience of individuals. Therefore, the quantity and quality of life-events of a person would, to a large extent, determine the number of successful developmental tasks a person undertakes. This in turn, determines the number of social roles one performs. This, again, would determine status in society. All these determine one's experiences.

Ageing as a Characteristic of Adulthood

Another characteristic of adulthood is ageing. Ageing, according to Smith and Reavey (1997), consists of three distinct processes -- primary, secondary, and tertiary. Primary ageing refers to the normal, disease-free movement across adulthood; secondary ageing refers to developmental changes resultant from disease; while, tertiary ageing refers to the rapid losses that occur shortly before death. In this article, we will focus on primary ageing.

Herbert (1992) in Barker (1998) asserts that we age at different rates due to inconsistencies in our biological systems' reserves. It is this that ensures individuality and makes it difficult for the observer to correlate a specific change within a species to a particular age. It is this difficulty that makes it pertinent for adult educators not to always attach their understanding of adulthood to chronological age. This is because, "chronological age is often a poor indicator of physical condition" (Smith and Reavey; 1997:65).

There are different definitions of and theories of ageing. Bond *et al* (Smith *et al* 1997) state that ageing process may be the result of an accumulation of waste products in the tissues or of increasing chemical changes affecting the DNA. Maunard-Smith (1962) defined ageing as the process which render the individuals more susceptible to various factors (intrinsic or extrinsic), which may cause death as they grow older.

Theories of ageing, as enumerated by Barker (1998), include: disposable soma theory, somatic mutation theory, error prone catastrophe theory, cross-linking or collagen theory, waste product accumulation theory, free radical theory, rate of living theory, wear and tear theory, endocrine theory, and immunological theory.

All these theories have been grouped into two by Smith *et al* (1997) as programmed and unprogrammed ageing theories. Programmed ageing theories suggest a genetically determined life-span that is regulated by signals from neurons or hormone secreting glands under the control of the hypothalamus. Unprogrammed ageing theories, on the other hand, state that ageing results from living, and that basically, it is a wear and tear phenomenon.

According to Strehler (Smith *et al*, 1992), four criteria which are widely accepted as a guide to the ageing process are:

Universality i.e. it should occur in all older members of the population;

Progressivism i.e. gradual and continuous, not an acute occurrence;

Intrinsic i.e. it must originate within the organism, not imposed upon it; and

Deleterious i.e. it must be a degenerative functioning and not a developmental one.

EFFECTS OF AGEING ON THE ADULT

There are certain consequences that are brought upon the adult as a result of the process of ageing [Jegede 1986]. These consequences can be referred to as physio-sensory decline in adulthood. This is because, various organs and metabolic activities of the body are the major targets of these effects.

According to Bischof (1966), ageing, particularly in the middle years, produces a decrease in organic functions of the following: the elastic properties of tissues, in the cellular elements in the nervous system, in the number of normally functioning cells and in oxygen utilization; amount of blood pumped by the heart under resting conditions, the amount of air expired by the lungs and the excretion of hormones.

According to Barker (1998, p:35), "degenerative diseases of the heart and blood vessel feature among the most common effects of ageing". Arteries show increased fatty deposits, atheroma may develop as a result of the effects of glucose on cell wall proteins and mineralisation of elastin in vessel walls by calcium causing a decreased ability to stretch and recoil, thus increasing diastolic pressure. Pathological disorders that may result include coronary heart diseases, hypertension, cerebrovascular accidents and heart failure.

Most people reach their maximum strength between 25 and 30 years of age, then most individuals experience diminishing speed, stamina and power. This is attributed to the replacement of fibres within skeletal muscles with connective tissues. Between age 30 and 75, there is a decrease in the functional units of the kidney and the nephrons, by about 50 per cent. There is reduced blood flow to the kidney, causing a reduction in excretory capacity and ability to diurese. With age, the lenses harden, thus losing elasticity and their ability to focus. This starts at about 40-45 years when people affected may require bifocal or varifocal glasses.

Throughout adulthood, there is a steady loss of cerebral cortical neurons which leads to diminished motor and associated control.

Ageing, therefore, is a characteristic of the adult, but, there is no fixed relationship between chronological age and the ageing process. There is a relationship, no doubt, but, chronological age cannot be a definite criterion for determining the level of ageing of the individual. This is because ageing is an individualised thing with no two people that are totally comparable. Ageing process, as a characteristic of the adult is, therefore, more important in understanding the adult and this is crucial in the practice of adult education.

CONCLUSION

Adulthood is a central concept in adult education. It is, therefore, pertinent for the practitioners to have a sound understanding of it. Hence, identifying who the adult is and the characteristics of the adult are crucial to the adult educator.

Any variable that has direct link with chronological age can be regarded as identification parameters which are quantitative in nature. Characteristics, on the other hand, are qualitative in nature and these are the 'real' things that constitute adulthood. These are maturity, experience and ageing. The understanding of these indices are a *sine qua non* to the success of practice of adult education.

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USE OF ICT FOR LIFE-LONG LEARNING FOR DISADVANTAGED ADULTS

Sween and Ajaib Singh

INTRODUCTION

Life-long learning is the key to the 21st Century. There is an urgent need to provide learning opportunities throughout the lives of men and women to develop their competencies. Key purpose of life-long learning is preparation for democratic citizenship, which depends largely on effective development and growth of the dispossessed and disadvantaged sections of societies. The act of learning, lying as it does at the heart of all educational activity, changes human beings from objects at the mercy of events to the subjects who create their own history (Declaration of Fourth UNESCO Conference on Adult Education, Paris, 1985). Life-long learning has profound implications for individuals throughout their lives as it aims to develop total personality of individuals. It disciplines the mind, broadens mental horizon, instills a sense of economic well-being, helps one to understand his environment and provides a definite understandable view of the world with its values, beliefs, needs and growth patterns, and opens doors to numerous sources of information. Freire (1970) made an appeal to the oppressed "to read not only the word but the 'world' to become masters of their own fate and writers of their own histories". Nearer home, Gandhi ji gave similar kind of a call.

Production has been initiated in many states at village level. Materials are being prepared in local languages, with a provision of rural electronics entrepreneurship development. The print, non-print material is not only devised to be legible and of interest to the non-semi literate women but also the content and approach reflects their crucial role in social transformation. Concepts such as 'empowerment' and 'autonomy' in decision-making, especially in legal and economic matters, are derived in action-based terms. A Common Wealth of Learning Literacy Project, courses on Human Rights, Disaster Management, Health Care, Vocational Training for ANMs, etc., being organised by Institutes of Distance Education, are indicative of a trend of distance education to reach out to the 'excluded'. These efforts also indicate attempts towards integrating non-formal education with formal education stream.

USE OF IT TO EMPOWER THE POOR

Indian Institute of Management, Ahmedabad, has made an innovative venture to reduce information asymmetries among grass-root innovators

through Multimedia Data Base (MMDB) 'Shodh Yatra', the Honey Bee (HB) Network, and 'Lok Sarwani'. These attempts underline the role of IT in helping empower the poor (knowledge and economic poverty). It is facilitating people to become inventive, creative and entrepreneurial.

There are other such examples also. The question is: Can we harness the experiences of others, from across the globe, to solve our own problems?

Barriers

The technical problems encountered in using Information and Communication Technology (ICT) to help empower the poor, who are mostly based in rural areas; are as follows: (1) Computer illiteracy, (2) Malfunctioning of computer system, (3) Non-availability of software suited to the needs of adult learners, (4) Expensive ISPs, (5) Busy signals and heavy traffic, and (6) Expensive telephone calls.

Solutions

However, the following steps can be taken to make Internet accessible and relevant to common man:

- Formation of information-sharing groups, locally as well as within the country;
- Use of IT to eradicate illiteracy and banish poverty;
- Make provisions for info-exchange and free flow of information;
- Preparation of low-cost software on developmental issues;
- Preparing literature, and training common man to use Internet and e-mail;
- Securing help of NGOs and encouraging them to work in this field;
- Enable establishment of industry-education partnership;
- Preparing 'info-mediaries' to search for information that is needed by neo-literates and common man;
- Creation of info-banks;
- Setting up of relevant, need-based web-sites; and
- Enlisting and enrolling volunteers to act as 'infor-mediaries'.

As literature indicates, a number of developments have been initiated in ICTs in the field of education. Countries like Australia, USA, Canada,

etc., are already making use of virtual class-rooms. In recent years, projects have been initiated in India, to spread and strengthen IT infrastructure for rural development at village level. The concept of 'wired village' is being tried at 'Warana' village in Maharashtra state. A successful 'electronic information education and social services' system has successfully started functioning in the village bringing equal benefits to all.

Bytes For All

'Bytes For All' is an ICT experiment launched in India in 1997 by a voluntary organisation. It is an experiment in info-sharing, aimed at focussing on how IT can be made relevant to common person in South Asia. This organisation works on the belief that technical skills of South Asia must go hand in hand with free sharing of relevant information. Without this, the info-gap can have major negative impacts as this region keeps 'reinventing the wheel' instead of learning rapidly from each other and sharing insights into the 'people before profits' uses of ICTs and the Internet.

'Bytes For All', at present is involved in acting as a channel for ideas and information, both within South Asia and beyond. They are also using this technique to battle poverty and illiteracy.

Villianur Experiment

In Pondicherry (India), Villianur village is a hub of an information revolution. People in this village, along with those from Elmbalan and Kizhoor villages are connected through an online data base, which helps them to access required information in their mother tongue, *i.e.* Tamil. The novel experiment organised by M.S. Swaminathan Research Foundation, as part of its 'Bio-Information Village' Experiment in December, 1998 has transformed Villianur into the Centre of local area network. As per *The Indian Express* (daily newspaper) report, "The villagers congregate around information centres to read newspapers and to get connected with the latest local news. Women get information about wholesale and market prices of vegetables, while farmers log in to find the market prices of fertilizers and grain. The centre also give weather forecasts and thermal wave maps on those parts of the sea, which can lead to large catch of fish for the fishermen. For students, the programme is a window to the outside world. They set news like the announcement of their examination schedule, the timing of their school bus and watch the latest educational compact disc."

Other Initiatives

Arun Mehta, a Delhi-based Communication Engineer, is in the process

of setting up a Society for 'Telecom Empowerment', intended as a voice for formulation of sensible telecom policies. The Society also plans to show-cause some grass-root projects based on leading technologies. For instance, the Community Radio Project using Internet radio to take health, literacy and other messages to a population that is illiterate and does not know English.

Other such attempts include Health Care, Auxillary Nurses' Training, Tele-education and Communication in Commercial and Agricultural ventures, to name a few. Similarly, about 600 IT based multi-purpose centres for training and service of people. Many poor people do not get the type of opportunities that they deserve and desire. Fortunately for them, the concept of life-long learning and continuing education is now being recognised globally. Universities and institutions of higher education are centres of generation and dissemination of knowledge and information. In this context, there is an urgent need to make universities accessible to adult learners, especially those belonging to disadvantaged sections of society.

Departments of Adult, Continuing Education & Extension Education were established in Indian universities basically to fulfil this purpose. With the information boom, technological advancements, and current trends in 'globalization', no one can remain aloof. Universities of the future shall have to open their doors to outside groups.

New Responsibilities of Universities in Future

New Target Groups for Universities During 2005-2010

The universities will have to target the following groups during 2005-10: (1) Housewives from the rural areas and urban slums; (2) Senior Citizens; (3) Dropouts of the formal system of education; (4) Students, not eligible for University and College enrolment; (5) Products of Adult literacy classes; (6) Unskilled and semi-skilled workers; and (7) Physically challenged people.

The target groups mentioned above belong to deprived segments of society. They, really, have neither time nor resources to pursue their desired and cherished goals of learning, something of their choice related to their real-life situation, through the formal system of education. There is need for non-formal access-type of courses that enable people to have a chance or a second chance to get higher education later in life. Traditional concerns of adult educators has always, and rightly so, been to ensure that such routes are open for mature students to be able to get the opportunity to study later in life. UNESCO's Faure Committee Report, known as 'Learning To Be', made a strong appeal to all nations

of the world to recognise their educational system according to this concept. A judicious integration of different systems of education, viz. formal, non-formal, etc., and different programmes selecting appropriate delivery mechanisms should be the key concept of Long-Life Learning.

Some Suggested Programmes on Life-Long Learning

The following could be some of the suggested programmes:

- (1) Quality of Life Improvement Programmes;
- (2) Vocational Training;
- (3) Individual Interest Programmes;
- (4) Training in Leadership; etc.

Delivery Mechanism

It is often seen that in an Adult Education Programme, major problem is to get all the learners together at a common place at one time. It is one area of education, where technique of individualised mass-learning is most required. This is where Internet can be of tremendous help. Internet has created great potential for literacy and life-long education. It has been amply realised by the adult educators that educational material for literacy, post-literacy and programmes that follows these has to be future oriented, with creative vision and providing voice and visibility to the disadvantaged. The Internet, of late, has gained importance in adult education institutions, especially in the sphere of 'On-line Learning'. It offers solutions for many educational requirements. It needs to be recognised that the concept of 'Library' is changing globally. This is particularly true in the context of 'adult literacy' and 'adult education'. To quote Bhola (1997), "within the adult education culture, adults educate other adults by beating drums for attention, singing folk songs and shouting messages over loud speakers; by putting posters on the walls and organising exhibitions; by organising political and religious functions on street corners or in city parks; and by spreading the message over the radio and television". To the above mentioned modes, we now need to add 'net' as well. CONFINTEA V 'Agenda for the Future' said, "While there is a growing demand for adult education and an explosion of information, the disparity between those who have access and those who do not, is also growing. There is, therefore, need to counter this polarity, which reinforces existing inequalities, by creating adult learning structures and life-long learning environments that can help to correct the prevalent trend". In our view, Distance Education technologies ranging from terrestrial, satellite to wireless, can help bridge this gap by making education and literacy accessible to 'have nots' of knowledge. There is need to revolutionise the concept of learning and reading from linear to non-linear and multi-mode. The print and non-print forms of learning materials, with multi-channel transmission technology, is making it possible to reach out to the remotest learner. Electronic materials are now being

rapidly devised all over the world, not only for the formally educated literates, but also for the disadvantaged non-literates, and the geographically disadvantaged and physically challenged. An effort to reach the unreached is fast becoming a reality, globally as well as in India. If we want to be a learning society in the new millenium, then there is need to develop greater synergy between the existing media and the new one. IT reinforces its role for literacy and life-long learning.

Learning through the use of web and multi-media appeals to all, more so to the rural housewives, physically challenged and for the school dropouts. For them, IT can be an additional motivational factor. The flexible learning environment provided by the ICTs can be best suited to meet their demands and requirements. The lessons, the information, the materials, the evaluation, etc., all can be done by the net. Besides teaching, discussions and communication are also possible. Personal queries can be made and answered through tele-conferencing and e-mail, *i.e.* synchronous and asynchronous discussions can be held via the net.

It is desired that adult educators from the universities must develop and perfect communication tools like e-mail, listserv, the world-wide web, file transfer protocol, remote login, internet relay, etc., so that dialogue could be made possible. With the help of these tools, discussions, comments and conversation is made a reality.

Some Advantages to India

Since India already enjoys some advantages as compared to other countries, India can target the following: (1) Secure help from Non-Resident Indians of a particular region to donate for infrastructure, web-based hardware and software requirements; (2) Establish multi-institutional partnerships; and (3) Work on the model of 'wired village' at Warana in Maharashtra state of India.

CONCLUSION

Research and innovative attempts for evolving alternative learning strategies and techniques need to underline a consistent sustainable practice of 'partnership'. Communication within the Third World is as, if not more, important as exchanging ideas with the developed world. It is in this region that relevant, meaningful and affordable solutions are more likely to be found.

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EXTENSION EDUCATION -- CHALLENGES, PRIORITIES & LESSONS LEARNT DURING 1980-2000*

Rajesh

INTRODUCTION

Education, particularly higher education, is envisaged as an instrument of social transformation. Universities and colleges have to perform an important role in promoting social change, if they are to retain legitimacy and gain public support. The National Policy of Education and the Kothari Commission on Education have stressed the need of linkages of education with the society.

UNESCO has pleaded for adult literacy as a human right. It has set up the goal of "Education for All". National policy of Education and the subsequent national policies have highlighted the need of incorporating population education in all the sectors of education, school education, higher education, and non-formal education (including distance education).

UGC accepted extension as the third dimension equal in status to teaching and research. Nearly 105 universities in the country are involved in this nation-wide programme through Departments/centres set up by the UGC.

Departments/Centres of Adult, Continuing Education are involved in literacy, post-literacy, continuing education, science for the people, environmental education, population education, legal literacy and technology transfer by involving teachers, students and through them in the adjoining communities.

From 105 Departments/Centres, about 12 Departments have post-M.A. Diploma in Adult, Continuing Education, M.A. in Extension Education, Diploma in Population Education, Diploma in Distance Education and Non-Formal Education, and few universities have M.Phil and Ph.D. degrees also on various extension issues.

The UGC supports 17 Departments/Centres to function as Population Education Resource Centres to co-ordinate population and development issues in the Higher Education System.

* Presented in National Seminar on Challenges in Higher Education in India held on March 3 and 4, 2001 at Guru Jambheshwar University, Hissar (Haryana).

Major areas of operation

The following are the major areas of operation:

1. Bringing closer interaction between formal and non-formal education and out-of-school learning processes.
2. Accepting the philosophy of continuing education as part of the total education programmes of the institution so that management, teachers and students are fully involved in continuing education, extension education and field work based on community outreach programmes.
3. Enriching the learning process of faculty and students through exposure to community needs, problems and reaching out to socio-economic and cultural groups.
4. Making educational content relevant to the learners needs and giving feed-back to the curriculum-reforms based on such experiences.
5. Attending the following major issues:
 - Gender, human rights and consumer rights issues;
 - Family life education, drugs, population education, and AIDS; and
 - Increasing incomes and skills for entrepreneurship and self-employment through micro-credit programmes.

APPROACH ENVISAGED IN NINTH FIVE YEAR PLAN

In the Ninth five year plan, by and large, three approaches are envisaged:

1. Adult, Continuing Education for the university/college groups (teachers, students and karmcharis);
2. Adult Extension Education for out of university/college groups (professionals, housewives, specific groups); and
3. Community outreach by reaching out to the needs of the society.

Adult, Continuing Education for the University/Colleges

Several universities, through the Departments/Centres/units of Adult, Continuing Education, have been providing academic courses (M.A. in Extension Education, M.A. in Andragogy, Post-M.A. Diploma in Adult, Continuing Education and Diploma in Population Education) and research programmes leading to M.Phil and Ph.D. courses. Nearly 10 to 12

universities have teaching and research programmes, including courses on non-formal education and distance education. However, teaching and research programmes are not receiving attention of good number of students. By and large, courses and research activities are for survival of the institutions and the core staff (teaching/academic staff) attached to this.

Literacy and post-literacy activities which were the major attractions of the university system have been phased out and the government structure and National Literacy Mission have been catering to the needs of Total Literacy and Post-Literacy programmes.

Few universities and few scholars have successfully linked the activities and their expertise with NLM and other institutions dealing with the activities. Hardly, there has been any homogeneous pattern of involvement leading to networking and liaisoning.

Several institution-based courses (science, sports, journalism, modern mathematics for parents and public interest litigation, etc.) have been initiated by universities and colleges for the university and outside target-groups.

Adult Extension Education for Outside the University/College Staff

Adult, Extension Education have information, education and communication on various groups for skill development, income generation and entrepreneurship development. The programmes and courses need to be developed for peer educators, parents, house-wives, industrial-workers and professionals. The courses will be need-based and target-specific.

So far, only few universities have experimented with these innovative ideas. The innovative ideas need to be experimented with.

Community Outreach Activities

Community outreach activities include adoption of the community, and programmes for specific target-groups, such as child-labour, women, street children, older-people. The panchayati raj institutions, health centres, and political and religious leaders need to be carefully involved in participatory outreach programmes. The local people need to be involved in programme planning, management and execution.

Collaboration and Networking

The Departments/Centres need to be undertake the activities/programmes in collaboration with various institutions inside and outside the university. There are several Centres/Departments, such as education,

social-work, NSS and women's studies and established inside the university and have similar activities/programmes. These institutions should share their resources, manpower and materials with universities for mutual advantage. This will improve the quality as well as the coverage of the programme.

Similarly, there are several apex level bodies in the field of Adult, Continuing and Extension Education. While conducting the programmes/activities such institutions, governmental or non-governmental, should collaborate with each other. The institutions, such as Indian Adult Education Association, Population Foundation of India, Council for Social Development, National AIDS Control Organisations and such organisations at the state levels should come together for various extension programmes.

Training/Orientation

The Departments/Centres of Adult, Continuing Education have been involved in training/orientation of teachers and students on various developmental themes. Population Education Resources Centres set-up in 17 Departments of Adult, Continuing Education have provided maximum training/orientation to college principals, peer educators, NSS teachers and volunteers on population and development themes, HIV, AIDS, substance abuse, gender issues and on environmental concerns. Few universities such as JNU and SNDT have programmes for training of students on adult, continuing education themes.

The university system need to involve large number of students, teachers and non-teaching staff in extension programmes through their participatory involvement. It has been observed that currently so far it has not been achieved. The UGC policy needs to be further strengthened through developing guidelines in this regard by involving experts, teachers and students. The current focus of the UGC, just after developing Ninth Five Year Plan guidelines, seems ambiguous. This has been visible by discontinuation of Population Education Clubs funding after 1998 by the UGC.

Curriculum Development

The issues, such as gender sensitization, HIV, AIDS, substance abuse, anatomy, physiology, population distribution and population and development issues are integrated in undergraduate and postgraduate curriculum in certain universities.

Adult, Continuing Education and Extension Education should be

incorporated in undergraduate and post-graduate curriculum. The students of higher education could be sensitized through curricular and co-curricular efforts.

Under Technical and Academic Model, the Department/Centre of Adult, Continuing Education should be involved in:

1. Designing and developing curriculum framework and learning materials for various types of continuing education programmes;
2. Preparing multi-media packages for short duration training courses;
3. Organizing orientation courses and training programmes for key resource persons; and
4. Production of material suitable for the courses and for neo-literates.

Research

Research remained, by and large, one of the neglected areas under the university system, particularly on extension education themes. Student-based researches are normally leading to M.Phil and Ph.D. programmes, including case studies/dissertations.

Recently a national level research meeting was held in India International Centre, New Delhi where representatives of states presented the progress of researches in their respective states. Some of the important areas of progress were presentation of teaching-learning materials, programme planning and programme implementation, and evaluation of various programmes. KAP studies dominated in almost all states on HIV, AIDS, population themes, and gender issues. However, it was strongly emphasised in the meeting to undertake collaborative researches by involving SRCs, DRUs, NCERT and various Departments by encouraging inter-disciplinary approach.

UNFPA also conducted a Collaborative Research Review Meeting in March, 2000 in UNDP on population and development issues. The emerging areas were adolescent issues, gender issues, environment issues, HIV, AIDS, and substance abuse.

It was strongly felt that, by and large, research remained a neglected area under the university system. Therefore there was a strong need to initiate collaborative researches by involving NGO's, government sector and the private sector in further strengthening researches under the third dimension.

FEW LESSONS LEARNT

Extension Education through the university system was initiated on the recommendations of National Adult Education Programme (1978) and the Kothari Education Review Committee Report (1966). The previous focus happened to be on eradication of illiteracy through 'Centre Based Approach'. Centre-Based Approach was phased out by the UGC and Mass-Programme. For functional literacy, Each-One-Teach-One approach was adopted. Even that approach was replaced in 1988 by NLM's and post-literacy campaigns.

The role of the university system has concentrated on need-based, target-specific courses (college-based and community-based) under continuing education programmes. Some of the universities have been identified as Nodal Agencies (10 to 13 Departments/Centres) to co-ordinate new initiatives, advocacy and networking under the ninth five year plan. Population Education Resource Centres have been set up in 17 of the 103 Adult, Continuing Education to coordinate Population Education Programmes to develop information resources on the growing dimensions of population education.

Adolescent and youth counselling through university-based hotline services on adolescent sexuality, personal problems, career issues, HIV, AIDS, and substance abuse are highly successful. The first initiative was taken by PERC at University of Delhi in 1995. Several universities, such as SNTD, Mumbai, Rajasthan, Lucknow, Kerala, Uttkal, Madras and Poona have started providing hotline services. The first-hand experiences and data collected indicate that youth-based counselling has been highly successful. Thus, this should not be limited to the few universities, rather each university should take steps in this regard.

The Department/Centre of Adult, Continuing Education should not and can not function in isolation. The Department/Centre should link its activities/programmes with NSS, Social Work, Women's Development and Academic Staff College of the university. The several lessons learnt in this regard clearly indicate that those who have integrated various agencies and organizations, including governmental and non-governmental sectors, are successful in providing the results. The lessons learnt indicate that funds, training, materials and manpower all should be shared in planning and implementation of the various activities/programmes at the institution level and at the community levels.

Media plays vital role in projecting prospects of extension education. The success story of DU Helpline counselling services clearly indicate

that if media both print and audio-visual are properly sensitized, extension issues can be successfully undertaken through the university system.

Partnership with NLM

The Department/Centre of Adult, Continuing Education in institutions of higher learning have a very useful and practical role to play. They have genuine contributions to make both in the spheres of policy making and implementation. The university system should undertake evaluation, research and documentation of TLCs, PLCs and CEPs. The university system can be more focused in environment building and motivation.

Nearly 10 to 12 universities have initiated academic programmes and research activities leading to M.Phil and Ph.D. on various extension themes. The UGC should evaluate the performances of various academic programmes and researches to critically analyse their performance.

FUTURE DIRECTIONS

Twenty years of the university experiences have demonstrated that the extension system has been institutionalised in higher education. However, the progress in the various Centres/Departments varied sharply and there is no uniform pattern. The university system has, by and large, yet to accommodate extension *vis-a-vis* teaching and research. Few universities and few academic leaders of Extension Education have paved the way of extension-system to be adopted in the twenty-first century. There is a need to have national level debate in this regard by involving NIEPA and NLM. The manpower of the university system employed in extension education should get proper direction and meaningful collaboration with the various sectors such as governmental non-governmental and private.

The local level bodies, such as Panchayati Raj Institutions, political leaders, women's activities and religious leaders should be meaningfully involved in advocacy, motivation and programme implementation.

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ROLE OF UNIVERSITY IN EMPOWERING WOMEN IN THE NEW MILLENIUM

Kalika Yadav & Hemanta Khandai

INTRODUCTION

Empowerment, as a concept, was introduced at the International Women's Conference 1985 at Nairobi. The conference defined empowerment as a redistribution of social power and control of resources in favour of women.

The *Programme of Action 1992* has comprehensively given the parameters of women empowerment as follows:

1. Enhance self-confidence in women;
2. Build a positive image of women by recognizing their contribution to the society, polity and economy;
3. Develop in them an ability to think critically;
4. Foster decision-making and action in them through collective process;
5. Enable women to make informed choices in areas like education, employment and health, especially reproductive health;
6. Ensure their equal participation in the development process;
7. Provide information, knowledge and skills to them for economic independence; and
8. Enhance their access to legal literacy and information related to their rights and entitlements in the society with a view to enhancing their participation on an equal footing in all areas.

Policy Frame on Higher Education

The University Grants Commission (UGC) in their Policy Frame on Higher Education recognized Extension as the third dimension of the Institutions of Higher Education in addition to the earlier two-fold dimensions of teaching and research in the following words, "If the University system has to discharge adequately its responsibility to the entire education system and to the society as a whole, it must assume extension as the third important responsibility and give it the same status as research and teaching. This is a new and extremely significant area which should be developed on the basis of high priority". The acceptance of Extension as the third dimension equal in importance to teaching and research was in the context of a growing realization that universities and colleges having institutional resources such as knowledge, manpower and physical, have an obligation to develop the sensitivities of the

with particular reference to overall and diverse learning needs of all the segments of the community. The third dimension, therefore, aims to promote meaningful and sustained rapport between the universities and the community. It aims, firstly, to extend knowledge and other resources to the community and *vice-versa*; and secondly, to gain insights from a contact between knowledge, resource and socio-cultural realities to reflect these in the curricular system of higher education.

With the formulation of the UGC policy frame of 1977, a process of involving the university system to participate in extension programmes was initiated with the specific objective of securing equal importance to 'extension' as a third dimension with teaching and research. Though some universities were conducting continuing education programmes and extension work as early as 1970, it was in 1978 that universities were involved in a substantial way in the National Adult Education Programme (NAEP) of Government of India. This programme gained considerable momentum during 1978-80, but reached a plateau during 1980-82. The whole programme of NAEP was reviewed by the Kothari Commission.

In 1983, the UGC converted the Centres for Adult Education into full fledged university departments for adult and continuing education and extension. All the extension programmes in each university were to be brought under the umbrella of this department. By this time, universities had introduced extension work. A review in 1985 revealed that a conducive administrative extension had been introduced in universities. At this stage, steps were taken in two directions. Firstly, the National Policy on Education 1986 included extension work in the role of a teacher by stating "teachers will have multiple roles to perform: teaching, research development of learning resource material, extension and managing the institution".

The second direction in which steps were taken was formation of a Review Committee for extension which would spell out strategies for institutionalization of extension in a university. This Committee stated that institutionalization of extension requires academic acceptance which would be ensured when its activities enter the stage of studies and research for incorporation as an applied course at under-graduate and post-graduate levels and the research component of extension gets incorporated in the form of case studies. It recommended that 25 percent of the curricular time may be allocated to extension.

The UGC, in pursuance of the NPE 1986, decided that universities and colleges should adopt an area development approach to encourage

community development activities, including adult education under the third dimension. It also decided to rationalize the number of Adult Education Centres, being run by them, to consolidate and concentrate their activities in specific areas for obtaining better results and better utilization of resources.

To implement the recommendations of the Review Committee on role of university towards the community, the UGC, in 1989, instructed that all extension programmes be conducted in area or community adopted by a university department or an affiliated college. This helped ensure development of a relationship between university, college and the community. Colleges were provided with grants to open a Community Education Centre (Jan Shikshan Nilayam) in the community. This Centre was to function as the extension centre of the college. In 1992, the University Extension Departments were asked to ensure that the communities adopted colleges for eradication of illiteracy and conducting continuing education courses on a regular basis.

The current involvement of universities in the adult education programme is the direct outcome of recognition of importance of extension programmes by UGC vide its policy frame of 1977.

PRESENT SCENE

Today, universities in the country are involved in nation-wide extension programmes through Departments/Centres set up and funded by the UGC. These institutions are involved in programmes like literacy, post-literacy, continuing education, science for people, environmental education, legal literacy and technology transfer through involving students and teachers. The programme, however, over the last two decades has undergone changes, both conceptually and operationally.

The New Focus

Women studies centres in the university system have been functioning during the last two decades. They have succeeded in playing an interventionist role by initiating gender perspectives in several areas. The UGC has been funding 22 centres in the universities and 11 cells in the colleges under the schemes since 1986. The budget allocation for these centres has risen from Rs.50 lakhs to Rs.2.15 crores.

Introduction of women studies in the higher education system was a major achievement for women's movement in India. Women studies were envisaged an interventionist role to initiate imparting gender perspectives in many domains in the generation of knowledge, and in the field of policy design and practice.

As far as women's studies are concerned, the major focus of extension will be on communication insights developed in this area to the community, through building linkages, etc. Thus, extension activities gain relevance in the context of urgent needs of placing women's issues on the development agenda. Extension programmes will include social action and community development activities like consciousness raising, sensitizing on women rights, and capability building through outreach programmes.

Role of University System

The role of university system in implementing programmes on women needs to be worked out within the broad parameters indicated by the NPE and that given in Programme of Action. The colleges, in turn, will play a significant and dynamic role in translating the policy thrusts into action. The parameters of education for women's empowerment range from enhancing self-esteem and confidence of women, to building a positive image of women by recognizing their contribution to the society, policy and economy. Women's Studies are a critical input to promote better understanding of women's contribution to social process. The programme aims to study and remove structural, cultural or attitudinal causes of gender discrimination. This will empower women to achieve effective participation in all areas of national or international development. Special efforts will be made to make the Women's Study Centres set up in 22 Universities and 11 Colleges to become more effective through intensive training of their staff. A system of associating eminent institutions and well known women's organizations can be evolved through following major activities/role to be taken up by the universities for empowering women.

1. Mass Motivation and Mobilization

- Creating mass awareness,
- Environment building,
- Motivation campaign,
- Spreading messages through students,
- Involvement of people's participation,
- Mobilization of voluntary agencies,
- Giving visibility through mass media,
- Dissemination of information through newsletter, and
- Sharing success stories.

2. Literacy Learning

- Preparation of training package for adolescent girls for personality development, development of critical thinking, developing self-

confidence, vocational training, etc.

- Preparation of learning material like folders, posters, booklet and reading material relating to women empowerment, literacy, population, etc.

3. Techno-Pedagogic Inputs

- Through demonstrations,
- Through technical support,
- Through improved learning material,
- By linking technology transfer with female literacy, and
- By preparing database information.

4. Training for Staff Development

- Long-term and short-term training for female literacy personnel, covering Aaganwadi workers, youth, supervisors and others; and
- Preparation of various training manuals relating to women empowerment.

5. Curriculum Development

- Acceptance of "women studies" as a discipline,
- Developing short-term courses for district level workers,
- Developing monitoring and evaluation programmes for master degree, and;
- Diploma/degree programmes on adult education, population education and women studies.

6. Network Culture

The university can undertake monitoring programme for various activities relating to women studies and women movement and find out strengths and weaknesses of the activities and can suggest better implementation of women movements.

Evaluation studies can be taken by university for qualitative improvement of women movement and activities and giving a clear way for success of female literacy.

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CONTINUING EDUCATION PROGRAMME -- A STUDY OF CONSTRAINTS

P Vasanthi Kumari, K Sudha Rani, and G Surendra

INTRODUCTION

Literacy is basic for development. If there is no literacy, development programmes will not be successful. Realising this truth, Government of India started National Literacy Mission (NLM) in 1988. Inspired by the success story of 'Ernakulam', hundreds of districts in the country started Total Literacy Campaigns (TLC) and conducted post-literacy programmes. As a result of these programmes, several crores of people have become neo-literates in our country today.

In fact, the neo-literates learnt only simple reading and writing, understanding simple reading material, and preliminary numerical skills. If left at this stage, they may forget what they have learnt and relapse and again team up with illiterates. Hence, they need an opportunity to consolidate their skills and apply these to their actual living conditions.

Man is responding to the changes in the society around creating facilities and forming laws necessary for guaranteeing human rights and welfare. It is imperative that all the citizens of the modern society, including neo-literates, need to learn about the changes and developments occurring around them and elsewhere in the world, and also learn about their rights and responsibilities. They have to utilise their newly acquired knowledge and skills to improve the quality of their life and living conditions to become useful members of the society and citizens of the country. Their learning becomes meaningful only when they succeed in achieving this goal. To achieve this, learning must become a habit of neo-literates and education must become an essential part of their lives. They, of course, should get opportunities and encouragement to continue their education.

Concept of Continuing Education

After taking a decision to implement literacy programmes through campaign approach, TLC has been implemented in several districts in the country. However, realising that in the absence of a post-literacy programme, the neo-literates may become illiterates once again, the

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NLM decided to take up Continuing Education Programmes (CEP) to help neo-literates avail opportunities for continuing education. Continuing education is an indispensable aspect of strategy of human resource development, and that of creating a 'Learning Society'. Continuing Education is gradually gaining importance and will soon become an important part of the overall educational system.

STUDY ON CONTINUING EDUCATION PROGRAMME IN ANDHRA PRADESH

Need for the Study

In Andhra Pradesh, from among 140 lakhs of illiterates, identified in the age group of 15-35 years by March, 1998, 70 lakhs have been made literates through TLC and PLC programmes. The aim was to bring 261 lakhs people under the literacy programme by 2001. This necessarily implied that number of school dropouts must come down and all parents must become literate. To achieve the goal of "Education For All"; all the educational functionaries in villages, like teachers, non-formal education instructors, and adult education volunteers were required to work together.

TLC and PLC have activated and infused dynamism into millions of our illiterate adult population and have made them realise the value of education. They learnt the need for savings and they improved their occupational/professional skills and thereby tension in the society has got reduced. Since "hope and courage are the two bright diamonds in the crown of success", pursuing Continuing Education Programme (CEP) became necessary to keep up this tempo of development.

Methodology and Collection of Data

Data was collected from 100 members of Continuing Education Centres and 25 Preraks in different villages of Nellore district. For this purpose, a questionnaire containing 23 items for collecting information from the sample was developed. From responses of the sample to these items, information on 10 items relating to constraints experienced in smooth functioning of the centres was picked up for analysis which is presented in Table 1.

Findings of the Study

The following are the findings of the empirical study:

1. According to the study, after pursuing study at CEC, 78 percent of the sample were able to read and write and 22 percent of the sample had not acquired any literacy skills, i.e. they were not able

TABLE 1: CONSTRAINTS IN CONTINUING EDUCATION PROGRAMME

(N=100)

Sl.No.	Item	Percentage		
1.	Status of literacy	78	22	
		(L)	(I.L)	
2.	Attendance of learners in the centres	55	45	
		(P)	(A)	
3.	No. of males and females in the centre	62	38	
		(M)	(F)	
4.	Location of centres	52	28	20
		(S)	(P.H)	(T)
5.	Objection from husbands and elders of the family in attending the centres	70	30	
		(O)	(A ¹)	
6.	Preraks' educational status	Xth	Inter	Degree
		25	35	40
7.	Job satisfaction of Preraks	35	65	
		(S ¹)	(D.S)	
8.	Organisation of educational programmes	53	47	
		(R)	(W.R)	
9.	Use of audio-visual aids in the centre	20	80	
		(U)	(N.U)	
10.	Awareness of C.E.Cs among the villagers	40	60	
		(A ²)	(U.N)	

Where:

L = Literate, I.L. = Illiterate

P = Present, A = Absent

M = Male, F = Female

S = School, P.H. = Private House, T = Temples

O = Objection, A¹ = AcceptedS¹ = Satisfied, D.S. = Dissatisfied

R = Running, W.R. = Without Running

U = Used, N.U. = Not used

A² = Aware, U.N. = Unaware.

to read and write. They attended CEC to enrich their knowledge on different aspects with the help of the other literates. However, during interviews with respondents, it was discovered that Preraks are not co-operating with the beneficiaries in enriching their knowledge on different aspects.

2. Data showed that in 53 percent of the CECs, no educational programmes were organised by Preraks. But the respondents were not able to tell the correct reason as to why the Preraks were not organising these programmes.

Of the total sample, 55 percent reported that they were attending regularly CEC centres, because they found the programme, and its materials (books, slates, pencil) was very useful to them. However, 45 percent reported that the programmes were found to be interesting. This shows that Preraks failed in their duty to convince them and try to organise the programmes in such a manner that would sustain their interest.

The Preraks, however, stated that the village members were using services of CEC without coming to the Centre. They were reading newspapers and magazines of CECs at common places like 'Rachabanda' in their homes, etc., and some times they even did not return the materials.

3. Majority of the Preraks were men, and participation of women as Preraks was low. As such, there was a need to increase the number of women Preraks, which will help in increasing the number of female beneficiaries.

The data showed that majority of the Preraks resigned to their job mid way and appointment of new Prerak had negative effect on the programme. As such there was need to take due care at the time of selection to ensure that Preraks continue for longer time.

4. In some villages, the location of the Centre was inaccessible and lack of sufficient accommodation hindered undertaking of expected activities.
5. The percentage of female learners was low when compared with the male members. There was no active participation from the female learners. Some of the reasons expressed were that there was no co-operation from their husbands and family members, due to heavy work load in their houses.
6. The Preraks were expected to discharge a number of functions, *i.e.* conducting vocational training programmes, maintaining library, collection and dissemination of information, maintenance of register, etc. For discharging these functions, Preraks needed sufficient educational background.

7. The Preraks were not satisfied with their honorarium and they are not receiving the honorarium every month and due to this the Preraks were not able to discharge their duties perfectly.
8. Lack of awareness among beneficiaries about the CEC's and its importance was the main cause for the failure of CECs in some villages. In some villages, some people did not know about existence of a CEC in their village. It may be due to lack of interest or lack of motivation or lack of awareness.

Suggestions

Based on findings of the study, following suggestions can be made to remove constraints of CECs:

1. Priority should be given for setting up of CECs in the school buildings so that the village know that a CEC exists in their village for enhancing their educational skills. If it is established in other places, some people may remain unaware of it.
2. Need to organise programmes for promoting wider use of library books and also organising need and interest-based vocational training programmes.
3. Prerak should be selected without any pressure of local leaders, giving weightage only to their expertise, interest, commitment and educational qualification.
4. The Prerak or the educated persons in the villages should be encouraged to motivate males and elders of the family to send the female members to the CECs so that women could also utilise the services of CECs for enriching their knowledge.
5. Need to increase number of female Preraks.
6. Need for developing awareness on CECs among the people.
7. Need for regular supervision by higher authorities.
8. Need to have interested Preraks (lack of commitment among the Preraks is the main problem).
9. Need to obtain village leader's help to the Preraks to avoid learner's pressure on him.

IMPACT OF POST-LITERACY BROADSHEET -- A FEW CASE STUDIES

D Janardhana Reddy & P Siva Sankar Reddy

INTRODUCTION

With successful implementation of Total Literacy Campaigns (TLC) in several districts of the country, a situation is fast emerging whereby crores of non-literates are acquiring literacy skills and joining the class of neo-literates year after year. Similarly, the literacy campaigns have resulted in a positive change in attitude among the learners and have enabled them to play a crucial role for their own development and for the development of the country. There are also tremendous changes in science and technology as well as in social practices. All this suggest a strong need for provision of learning opportunities on a continuing basis. The experiences in India and abroad clearly show that in the absence of a learning environment and effective programmes of post-literacy and continuing education, the efforts made in literacy programmes yield extremely limited results. It is in this context that the government of India has formulated a scheme of continuing education for neo-literates.

Reading material is the primary tool in making post-literacy and continuing education programme successful. As per NLM guidelines, the content should include both recreational and functional areas with greater stress on the former. The material should be prepared in a variety of forms -- books, newspapers, charts, posters, broadsheet, etc., by allocating at least 30 per cent space to illustrations. Similarly, the font size should not be less than 14 points with a minimum one-and-a-half line spacing. As part of post-literacy campaign, the Tanzanian government (1974) had also brought out a rural newspaper for neo-literates. The newspaper contained four pages with national news on page one. The second and third pages carried local news. In addition, the third page had an editorial and letters to the editor columns. The fourth page contained informative and educative articles. Studies have shown that about 75 per cent of neo-literates were reading the newspaper regularly though it was a priced publication. It was also found that over 50 per cent of the neo-literates preferred the current size of the letters and format of the paper.

Broadsheet

As broadsheet is also an important input of continuing education programme, Zilla Saksharatha Samithi (ZSS) of Chittoor District of Andhra

Pradesh is bringing out a weekly broadsheet by name *Akshara Tapasman*. It is a two-page paper of a standard newspaper size with black and white print. The content of the paper is based on a single concept, *i.e.* only one topic is fully covered by devoting the entire space of the paper to that theme. Every week, one theme is covered. Five copies of broadsheet are supplied every week to each Continuing Education Centre (CEC). From these, one copy each is given to the chairman and convenor of Continuing Education Committee (a neo-literate is the chairman and school teacher is the convenor of the committee). The remaining are kept in the Centre for use of neo-literates. In addition, copies of broadsheet are also supplied to DW CRA units for the benefit of their women members. Against this background, an attempt is being made in this article to examine the usefulness of broadsheet on neo-literates.

ASSESSING IMPACT OF BROADSHEET

Methodology

A simple methodology was followed to assess the impact of broadsheet on neo-literates of CECs. To start with, focussed group discussions were conducted with 25 Preraks of CECs and 10 Mandals Literacy Organisers (MLOs), who were monitoring the work of Preraks in different areas. In addition to group discussions, individual interactions were also held to elicit their views on relevance, utility and extent of use of post-literacy broadsheet. Success stories were identified through a dialogue with functionaries. As there were many success stories, they were short-listed on random basis, giving representation to different geographical areas of the district. In the second stage, there were interactions with neo-literates. In total, five individual cases (neo-literates) and four neo-literate groups centres were selected for study. Further, five issues of broadsheets were also examined for content analysis. The major objective of the study was to find out how far the broadsheet was useful to the neo-literates together with the estimation readership.

Opinions of Beneficiaries on Usefulness of Broadsheet

It is gratifying to note that both Preraks and neo-literates have opined that boardsheet was useful to them in their daily life. It had increased their knowledge on various issues, particularly health, hygiene, women empowerment, agriculture, developmental programmes, and animal husbandry. This has also facilitated attitudinal changes and modification of behaviour in various areas. The neo-literates were asked to cite specific instances as to how the knowledge acquired from the boardsheet was useful in their daily life and how it had improved their quality of life. The experience of neo-literates, in the form of success stories, are

presented below to demonstrate how the broadsheet was useful to the people in their daily life.

1. Sri Gangulaiah, aged 40 years, is a small farmer in Jerravaripalem of Vayalpad Mandal. He said that he was reading the broadsheet regularly. He was so interested in the paper that he started enquiring from Prerak about the delivery of paper if it was delayed even by one day. In the recent past, there was a dog bite in his village. He advised the affected person to wash the injury with soap water repeatedly and to consult the doctor for further treatment. He got this information from the weekly paper. To verify whether he is really reading the broadsheet, he was asked to indicate a few items/issues that appeared in the papers recently. Interestingly, he reeled out topics covered in the papers. Some of the items he indicated were: AIDS, Drug abuse, Sexually Transmitted Diseases, Brain Fever, First Aid, Family Planning, District and State Profiles, Sericulture, etc.

2. Smt. Ramalakshmi is a DWCRA group leader in Anupalli village of Chittoor Rural Mandalam. She was also reading the broadsheet regularly. In order to verify the veracity of her statement, she was also asked to mention a few topics that she read in the broadsheet. She immediately recollected the titles of AIDS, Family Welfare, Mahila Janmabhoomi, Grama Panchayat, etc. She said that the broadsheet had increased her level of knowledge in various subjects.

3. Chowdepalle Subbamma is a landless labourer of Vadamalapeta Mandalam. She has three daughters. Though she wanted to undergo sterilisation, she could not do so due to opposition from family members, particularly from mother-in-law and husband. They wanted to have a son. Many arguments took place in the house on this issue. Against this backdrop, one day she read the broadsheet dealing with the issue of family welfare and girl child's status. The broadsheet had become an instrument for her and family members to take a strong decision in favour of family planning. Prerak and Anganwadi worker also played a facilitating role.

4. Sri Venkateswarlu, an agricultural worker of Kallur village of Vadamalapeta Mandalam, said that the habit of reading the broadsheet had improved his reading and writing skills to a large extent. This enabled him and enthused him to read daily newspaper regularly. Here, the source of inspiration for reading daily newspaper is weekly broadsheet. He indicated that the broadsheet has improved his knowledge in science matters and awareness about government programmes.

5. **Vasantha**, a handicapped unmarried woman of Anuppalle village of Chittoor Rural Mandalam, is running a petty shop in her village. She said that participation in literacy campaign had enabled her to maintain shop accounts, purchases, sales, credit, remittance, etc. Similarly, she was also displaying the broadsheet in her shop to facilitate passerby and customers to read the paper. It was also noticed at the time of visit to the village that one of the customers was also reading the broadsheet at the shop.

6. **Sangasamudram and Kammapalli** are the villages of Gurramkonda Mandalm. Some people in these village were affected by diarrhoea. Here, the village people themselves prepared Oral Rehydration Solution (ORS) for use of patients. This protected them from the problem of dehydration, particularly among the children. The source of information and inspiration for preparing the ORS was broadsheet. Earlier, there was no such practice in the village. The information relating to preparation of ORS was given in the issue of August 1999 (No.25).

7. **Thummalagunta** is a village in Tirupati Rural Mandalam. There is a government sponsored Fair Price Shop in the village. As per the rules, the consumer is entitled to take his/her quota of ration (commodities) on any day before the end of the month. In case of short supply by the government in a particular month, he/she can take his/her quota in the next month. But many a time, the dealer acted against the interests of consumers and denied supply of commodities to them deliberately by telling them that the quota is exhausted and there is no more supply. Against this backdrop, one issue of broadsheet fully covered the details of fair price shops and the same was discussed at the Centre. Taking clue from this, the neo-literates demanded that the dealer must supply their quota till the end of the month and prevented the misuse of commodities.

8. **The Government of Andhra Pradesh** has fixed minimum wages to be paid to different categories of workers, depending upon the nature of skills involved. The landlords and factory owners were expected to follow these rules while paying the wages. But the workers in the villages of Obulamvaripalli and Kuraparabhi were not paid their minimum wages. There was an agitation by the workers over this issue which forced the landlords to pay their rightful wages. Incidentally, one of the issues of broadsheet covered the subject of minimum wages. Neo-literates played an active role in this affair.

9. **Vadamalapeta**, located on the highway leading to Chennai, is one of the main villages in Chittoor district. There is also a Fair Price

Shop in this village. The dealer of the shop is expected to use only the approved weights and measurers for weighing sugar, rice, etc. Contrary to this, the dealer had adopted some malpractices in weighing the commodities. The villagers, including neo-literates, raised hue and cry in the village and forced the dealer to adopt proper weights and measures. Neo-literates of CEC led the group and redressed the problem.

Extent of Usage of Broadsheet

The neo-literates and the Preraks, who were incharge of CECs, were asked to state the number of people reading the broadsheet in their Centres regularly. According to Preraks, on an average, 20 neo-literates were reading the broadsheet in each Centre regularly. Whereas learners opined that, on an average, 12-15 people were reading the broadsheet regularly in each Centre, the figure cited by the neo-literates was lower than that of the Preraks. This might be due to the fact that some people take the paper to their houses and read, instead of coming and reading at the Centre. When the broadsheet is available at the residence not only the neo-literates, but other members of the family will also read the paper.

The Preraks were also to state whether men or women constitute majority of readers. No clear trend was available on this issue. However, male readers have slight edge over female readers. This might be due to the fact that broadsheet copies are given separately to DW CRA units and women neo-literates might be using these copies in their houses, instead of coming to the Centres.

SUGGESTIONS FOR ENHANCING USEFULNESS OF BROADSHEET

Based on the interactions with CEC functionaries, neo-literates, field observation and content analysis, the following suggestions are being offered for improving the broadsheet.

1. The broadsheet may be printed in double colours. In fact, many districts, namely Karimnagar, Visakhapatnam, Srikakulam, and Medak have already started printing this paper in double colours. In addition, the present size of the paper (56 x 40 cms) may be reduced to that of the tabloid size (40 x 28 cms) maintaining the same space. Instead of a 2-page paper, it can be made a 4-page paper. This does not involve any additional expenditure. The opinion of learners was also ascertained to this effect. Many neo-literates preferred tabloid size as it would be easy to hold and read. Several districts namely Cuddapah, Medak, Srikakulam, and Visakhapatnam have switched over to this size.

2. The present size of the letter (18 pt) may be continued since neo-literates have preferred big size letters as compared to small size letters. Neo-literates with fragile literacy skills can not read small letters with ease. National Literacy Mission has formulated policy guidelines (1998) for production of neo-literate materials. Accordingly, paragraph's length should be limited to 40-50 words and that of sentence up to eight words. Known words formed with frequently occurring letters and conjuncts should be used. Similarly, illustrations may occupy about 30 per cent of the print area.
3. With respect to content, there may be judicious mix of different features so as to satisfy varied learning needs and interests of various categories of people. This can be done even by following the guidelines of SLMA. Presently, one theme is fully covered in each issue. This may be slightly changed. In all 60-70 per cent of the paper space may be used for the theme suggested by the SLMA and the remaining can be used for diversified contents.
4. Weekly magazine should contain information on developmental programmes of the government, science and technology matters. In addition, there should also be light reading material, which could be read just for pleasure and joy to enthuse learners to develop a taste for reading. Neo-literates have suggested different items for inclusion in weekly paper. They are: seasonal crops, seasonal diseases, current programmes of the district administration, small stories (mythological or others) in serial form, puzzles, proverbs, chitkas (health and kitchen related), poems (Vemana, Sumathi, etc.), quiz, fiction, word building exercises, etc. Small serials may be introduced as they would encourage readers to read the next issue as is happening in the case of commercial weeklies.
5. It is observed that some people in the habitations of CEC area have no idea about the circulation of broadsheet as well as its nature of content. Hence, there is a need for a publicity drive. Meetings, rallies, and door-to-door visits may be conducted to create awareness among the people of CEC area about the importance of weekly paper and also to promote reading habit. Neo-literates have to be made aware of how the paper would be useful to them. This is being suggested as many people do not have clear idea about the contents of weekly paper. School students, self-help group (SHG) members, and committee members may be involved in publicity drive. Readers' clubs and book clubs may be started in the habitations of CEC area by

involving active members of SHG and educated youth. College students, if any, may be given the responsibility of forming the clubs.

6. Vaaram Vaaram Vignam (VVV) meetings are conducted to discuss and explain the contents of broadsheet. No doubt, this is a useful exercise and can be encouraged. However, instead of limiting this exercise to dissemination of information, attempts may also be made to encourage reading habit among neo-literates.
7. The issue of broadsheet circulation may be made an item of agenda of all meetings at village, mandal and district levels to discuss all matters like distribution, extent of usage, etc. and appropriate measures may be taken to increase the usage of broadsheet. This may be treated as a priority item at all the meetings.
8. There is a need to constitute editorial committee to look into academic and monitoring aspects of the broadsheet. Members from different Departments may be represented on the committee. This committee can also act as monitoring committee. At present, only the Editor is taking care of publication.
9. Broadsheet is considered as a weekly magazine and it is being published only three times in a month, in consonance with Vaaram Vaaram Vignam, *i.e.* first week, second week and third week. Consequently, there is no issue in the fourth week. This gap has to be filled by publishing another issue in the fourth week to maintain continuity. As it is a weekly magazine, readers expect four issues every month. Their expectations have to be fulfilled. Hence, there is need to increase the number of issues from three issues to four issues per month.
10. Articles may be invited from general public, CEC functionaries and teachers for publication in the broadsheet. This will lessen the burden on Editor and it will also become popular among the public as they are also contributing to the broadsheet. East Godavari District has adopted this strategy. (vide December 1999 issue).
11. The scope of readership coverage can be enlarged though neo-literates are the main clientele. General public - educated youth, SHG and employees should also be encouraged to read the broadsheet. This promotes reading culture among the public which, in turn, encourages neo-literates to read the broadsheet, newspapers and books.

LITERACY AND DEVELOPMENT IN PUNJAB : AN IMPLEMENTING APPROACH

Kuldip Kaur

INTRODUCTION

Literacy is essential for human development, and human development is a basic component of overall development. Therefore, eradication of illiteracy is basic to regional, state and national development. The role of literacy in development has been discussed and debated since independence to reveal that it cannot be separated from the development process. In fact, it is fundamentally related at various levels to development of the society. At the same time, it is also recognised that literacy alone cannot deterministically push development, but can be considered as change-agent to accelerate development.

Variations in the Concept of Literacy Development

The changing factors of literacy development in the State of Punjab during the intervening decades since 1950 have been discussed briefly to define their meaning and operational strategies.

During 1950-1960: Literacy did not receive due priority during this decade and remained as an integral part of community development programme as it was conceptualised that literacy forming part of development enabled common man to live a richer life and help develop civic consciousness among masses.

During 1960-1970: The emphasis on literacy programme shifted from building civic consciousness to functional literacy as by then direct correlation was established between education and economic growth.

During 1970-1980: The concepts of development and functional literacy were seen in dimensions other than economic and functional. However, emergence of Janta Government in 1978 brought about a radical shift in the concept of literacy and development as equal emphasis was laid on literacy, functionality and social awareness. Janata Government visualised adult education as "a means to bring about a fundamental change in the process of socio-economic development".

During 1980-1990: The concept of literacy witnessed a shift towards development and human resources. Emphasis was put on people's right to literacy as a component of development itself. In fact, human development became the central theme of India's developmental efforts. Importance of literacy was reiterated by the National Policy on Education (1986) which envisaged that adult education would be a means for reducing economic, social and gender disparities. Working out

implementation strategies, the "Programme of Action" recommended that "emphasis on adult education programme should be on skill development". Subsequently, when promotion of literacy became an important National Mission, the document on establishing National Literacy Mission (NLM) emphasised to impart functional literacy to illiterates in 15-35 age group through a variety of means and with active involvement of all sections of society. The concept of functional literacy envisaged under NLM covered: (i) Achieving self-reliance in basic numeracy; (ii) Participation in the process of development; (iii) acquiring skills to improve economic status; (iv) imbibing the values of national integration, conservation of environment, women's equality and observance of small family norms, etc. This expanded the concept of functional literacy which was termed as 'developmental literacy'. Thus, developmental literacy defined as literacy for allround development of human beings.

During 1990-2000: With the change in the concept, the operational strategies were also modified to make it a mass movement through Total Literacy Campaign launched by NLM in 1989-90 with the objective of making 80 million persons literate in the age group of 15-35 years by 1995. Subsequently, changes were made in the target which stood at 100 million to be made literate in the same age group by the year 1999 and total literacy to be achieved by 2005. It is a continuing process and enormous efforts are being made by the Government and non-Government agencies. Despite lot of efforts, it seems quite difficult that State Government will raise 100 per cent literacy in Punjab by 2005.

Literacy Rate of Punjab

Since Independence, different literacy programmes have been implemented in the State of Punjab. Progress attained in raising literacy level through these programmes is reflected in literacy rates worked out in census reports during 1971-2001 is shown in Table 1.

TABLE 1: LITERACY RATE OF PUNJAB DURING 1951-2001

Years	Persons	Males	Females
(1)	(2)	(3)	(4)
1951	N.A.	N.A.	N.A.
1961	N.A.	N.A.	N.A.
1971	34.12	42.23	24.65
1981	43.37	51.23	34.35
1991	58.51	65.66	50.41
2001	69.95	75.63	63.55

Note: Literacy rates for 1951 and 1961 relate to population aged five years and above. However, figures for this period relating to Punjab are not available. Literacy rates for the years 1971 to 2001 relate to population aged seven years and above.

The figures highlight that the progress in literacy rates that has been made in three decades 1971-2001, is 36 percent in total, 33 percent among males and 39 percent among females. It shows that women have been more progressive as compared to men. These figures indicated that on an average, an increase of 12 percent has been made in literacy rates in a decade, which is not very encouraging. Nevertheless it must be perceived that any level of progress always accelerates development, of course, with varying degrees.

Decadal Growth of Literacy at District Level During 1991-2001

Literacy programmes primarily aim at improving the quality of human capital which is very vital for development of any region. Over the years, different types of literacy programmes and projects have been implemented by the State Government and non-government agencies. Decadal progress of literacy rates in different districts of Punjab are shown in the following table:

TABLE 2: DISTRICTWISE DECADAL GROWTH IN LITERACY RATE IN PUNJAB -- 1991-2001

<i>District</i>	<i>1991</i>	<i>2001</i>	<i>Progress</i>
Hoshiarpur	72.08	81.40	+9.32
Rupnagar	68.15	78.49	+10.34
Jalandhar	68.91	77.91	+9.00
Nawanshahar	64.42	76.86	+12.44
Ludhiana	67.34	76.54	+9.20
Gurdaspur	61.83	74.19	+12.36
Fatehgarh Sahib	63.34	74.10	+10.76
Kapurthala	63.31	73.56	+10.25
Patiala	57.51	69.96	+12.45
Amritsar	58.08	67.85	+9.77
Moga	49.79	63.94	+14.15
Faridkot	49.88	63.34	+13.76
Bathinda	46.41	61.51	+15.10
Firozpur	48.99	61.42	+12.43
Sangrur	45.99	60.04	+14.05
Muktsar	46.28	58.67	+12.39
Mansa	37.23	52.50	+15.27

Note: Literacy rate is the percentage of literates to population aged 7 years and above.

The provisional data of census operations has revealed that overall literacy rate is 69.95 percent in the state of Punjab, which is slightly

higher than the national average of 65.38 percent. However, there are 94.30 lakh illiterates in the state. Among the states and UTs, the State of Punjab ranks 16th in terms of literacy. Although the literacy rate of Punjab has increased by 11.44 percent during the last 10 years, yet the reasons must be found as to why literacy rate of Punjab has fallen behind certain other states and UTs in India.

Comparative Assessment of Progress in Districts

If we compare the districts in the state, Hoshiarpur remains to be the most literate district in the state, which indicates that four out of every five persons are literate. On the contrary, Mansa, with a little over one-half of its population literate, is ranked at the bottom in terms of literacy rate. Besides Hoshiarpur, Rupnagar, Jalandhar, Nawanshahar and Ludhiana are the other districts having at least three-fourths of their population as literate.

The reasons of differences in literacy rates in different regions (districts) are as follows:

Prevalance of illiteracy among: (a) People in age group 60 and above; (b) Scheduled Castes; and (c) Women above 40 years. However, those who are illiterate, do not demand literacy due to many personal and social reasons. The perception of the people revealed that there is not even a superficial effort to motivate people to become literate. Many illiterate people are not interested in literacy programmes because they feel that literacy is not necessary for them, as they are already aware and have understanding about the things. It is conceived that illiteracy among them is not a hurdle in their working performance. Merely reading, writing and numeracy have been found insignificant as they have an understanding that knowing how to write their names was sufficient for them. Even those who are literate, considered literacy as of little use to them. Despite all these arguments, the state of Punjab has to fulfill the target of 100 percent literacy within a limited period. If the state wishes to attain the target in limited period, the following strategies may be followed.

IMPLEMENTING STRATEGIES FOR ATTAINING FULL LITERACY

Strategies Adopted for Non-Formal and Adult Education Programmes

Since independence, Government and non-government agencies are implementing programmes sponsored by the Central and state governments. In this regard, mainly two schemes are being implemented: (1) Non-formal education for those in the age group of 6 to 14 years; and (2) Adult education for those in 15 to 35 age group.

1. *Non-formal Education Programme*

Non-formal education running since 1979-80 is meant for children of 6-14 age group including drop-outs of formal schools, children from habitations without schools, working children, and children who assist in performing domestic chores.

For literacy programmes in operation in Punjab under these schemes, Central assistance is given to the State Government of Punjab in the ratio of 60:40 and 90:10 for running co-educational and girl centres respectively. However, the scheme of Non-Formal Education, following evaluation by Planning Commission is under revision to impart a new taxonomy to the programme under education guarantee scheme to make it more innovative. The revised scheme will be a part of the overall national programme framework for universalization of Elementary Education called *Serva Shiksha Abhiyan*. The pattern of Central assistance in the revised scheme is proposed to be uniform in the ratio 75:25 between the Center and State Government.

2. *Adult Education Programme*

This programme is being implemented on sharing basis in the ratio 2:1 between Government of India and the State Government. Initially two districts were covered under this programme during 1994-95, three districts were covered during 1995-96 and the remaining districts would be covered in a phased manner. This programme has been initiated by Government of India to achieve 100 percent literacy.

Like formal education, non-formal and adult education have many dimensions, like curriculum, syllabus, teaching-learning material, methods of teaching/instructions, training and orientation of personnel and agencies of training, etc. However, Total Literacy Campaigns are area-specific, time-bound, volunteer-based, cost effective and outcome-oriented. These programmes have caused increase in enrollment at the primary levels. But since these programmes target individuals from grass-root level, success depends on mass mobilization of volunteers who are well-trained in communication skills.

Having gone through the concept and importance of non-formal and adult education, one can simply arrive at the conclusion that lot has to be done to promote literacy as an integral part of overall educational development. Moreover, Non-formal and Adult Education Programmes are no longer perceived only as an instrument for literacy. Rather, it is now education capable of establishing functional link with other aspects

of education, including its social, political, and economic developmental dimensions.

Model for Attaining Full Literacy in a Decade

For achieving 100 percent literacy in the state within a decade, the following model has been developed:

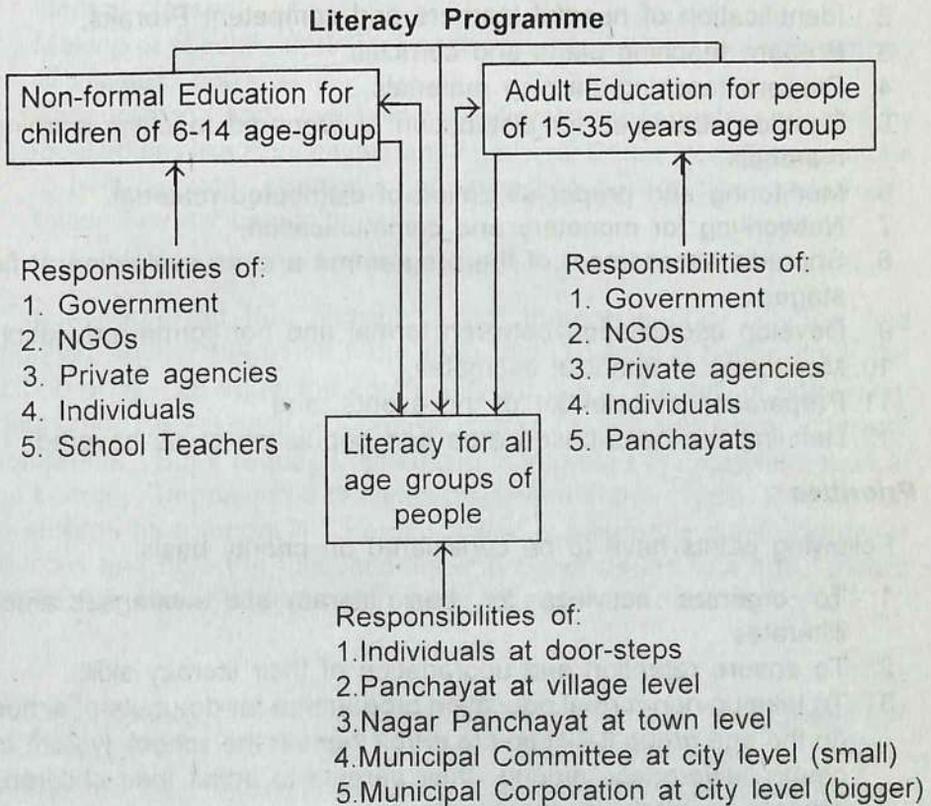


FIG.1 MODEL FOR IMPLEMENTING LITERACY PROGRAMME

Challenges

All implementing agencies mentioned in Fig.1 to face following challenges which must be removed to adopt different local level strategies:

1. Need to reduce dropout rates at primary level,
2. Need to retain pupils at elementary school level,
3. Need to promote completion of programme to achieve the target at elementary school level,
4. Need to limit the gap between the education of boys and girls,
5. Need to improve quality of education and achievement level,

6. Need to check existing level of poverty and deprivation, and
7. Need to check class and cast biased attitude and behaviour.

Tasks

The main tasks to be carried out by the agencies are as follows:

1. Develop strategies for motivation and mobilization of learners and Preraks (Teacher),
2. Identification of needful learners and competent Preraks,
3. Prepare teaching plans and curricula,
4. Prepare teaching-learning materials,
5. Develop strategies for distribution of prepared teaching-learning materials,
6. Monitoring and proper utilization of distributed material,
7. Networking for monetary and communication,
8. Sporadic assessment of the programme and its evaluation at final stages,
9. Develop coordination between formal and non-formal education,
10. Monitoring of financial estimates,
11. Preparation of calendar of the events, and
12. Defining the need-based area and population to be covered.

Priorities

Following points have to be considered on priority basis:

1. To organize activities for basic literacy and awareness among illiterates.
2. To ensure retention and upgradation of their literacy skills.
3. To take up non-formal education programme for dropouts of schools (in the age group 6-14) and to enroll them in the school system and create awareness among their parents to admit their children in schools on attaining appropriate age.
4. Developing community education needs to impart literacy among any age-group population with day-to-day functional activities through learning by working.
5. Impart community education by creating community participation.
6. Motivate individuals to accept literacy.
7. Sensitize educated masses to participate as Preraks (Teacher).
8. Minimize drop-outs from beneficiaries (learners).

Special Measures Needed

In addition, following measures are also needed to attain 100 percent literacy within a decade in the state:

1. Launching an intense publicity drive;

2. Utilisation of all kinds of media and art forms;
3. Launching regular programmes on Radio and TV on literacy and publishing literacy material and articles in the press to back up regular telecast and broadcast;
4. Mobilization of masses for participation in the process of bringing about social change and generating awareness for literacy;
5. Operation of village level literacy campaigns by Panchayats;
6. Formation of committees at village level for imparting and monitoring literacy classes;
7. Making of special efforts by Panchayat members to mobilize women of villages; and
8. Encouraging and facilitating individuals and private agencies by local bodies like Panchayats and Municipal Committees/Corporations to help develop strategies of imparting door-to-door and group-based literacy campaigns.

CONCLUSION

It is perceived that literacy is not merely writing, reading and computing skills. It is much more than that. To lead a better life is the ambition of all. To equip the community for this is the aim of education. So launching total literacy programme is only the first step towards proper development. But if required dynamism is imparted in implementation of Total Literacy Campaign on the lines discussed in this article, Punjab can also emerge as a model like Kerala. What is needed is consolidation of resources and help the functionaries and beneficiaries to surge forward to cross the barrier of literacy in order to ensure "Education for all".

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FACTORS MOTIVATING ADULTS IN TOTAL LITERACY CAMPAIGN

SR Meena, KL Dangi & Vishakha Bansal

INTRODUCTION

Education plays an important role in social and economic development of a country. It is the basic requirement for every individual, because education leads to his balanced and alround development. It not only equips an individual but also instils in him values of humanism, democracy, socialism and national integration. But in India, progress in literacy rate is not very much encouraging, due mainly to an unabated population growth and massive dropouts in first four years of elementary education. For wiping out illiteracy, Government of India has launched many programmes, but unfortunately these programmes did not pick up the expected pace because of lack of motivation and high rate of dropouts from literacy classes. The latest literacy programme, known as Total Literacy Campaign (TLC), was launched with an entirely new approach in January, 1989 to achieve the objectives of National Literacy Mission (NLM). District Dungarpur of Rajasthan has been declared a total literate district after implementing of TLC in the district.

STUDY ON TLC IN DUNGARPUR DISTRICT

To find out different personal and institutional factors which were responsible for motivating the adults of Dungarpur to join TLC, a study was undertaken.

Methodology

All the villages of Dungarpur district (which is located in Rajasthan), falling within the radius of 2-20 km from the Panchayat Samiti headquarters were arranged in a descending order on the basis of their population. These villages were clustered in high, medium and low population. Then two villages from each cluster were picked up for study. Ten male and ten female beneficiaries were drawn from each of the six selected villages. Thus, total sample size of respondents came to be 120 (60 males and 60 females). A scientific interview schedule was developed and data were collected by way of direct face-to-face contact in the local dialect as well as in Hindi. The study was based on "Ex-post-Facto" research design.

To measure personal and institutional factors responsible for motivating the adults to join the literacy classes, various statements were collected by reviewing relevant literature and consulting subject matter

specialists on extension education. To measure the degree of importance of each motivational factor, the responses were recorded on a three-point continuum scale -- *i.e.*, most important, important and least important -- with weightage of 3, 2 and 1 respectively.

Total scores, then, were computed for each individual statement (factor) within the respective category. Mean scores were calculated and ranks were assigned as per the responses of the beneficiaries. The Spearman's rank correlation coefficient was also applied to see the relationship between the ranks assigned by both the sets of respondents.

Findings and Discussions

1. Personal factors

There were some personal and family factors which motivated an adult to participate in TLC classes. Each individual had personal and family needs which forced him to participate in TLC programme.

Null Hypothesis (H_0): There was no correlation between the ranks assigned by male and female beneficiaries with respect to personal and family life motivating factors in TLC.

Rank order of motivating factors relating to personal and family life of beneficiaries is given in Table 1:

TABLE 1: RANK ORDER OF MOTIVATING FACTORS RELATED TO PERSONAL AND FAMILY LIFE OF THE ADULTS

Sl.No.	Motivating factor	Male		Female	
		Mean Score	Rank	Mean Score	Rank
1.	To keep active	2.21	7	1.98	9
2.	To keep oneself up-to-date with knowledge	2.33	3	2.15	7
3.	To be able to read and write	2.83	2	2.93	1
4.	Lesser time taken than formal school education	2.30	4	2.30	3
5.	Utilization of leisure time	2.23	6	1.93	10
6.	To be able to sign	2.90	1	2.90	2
7.	To become good parents	2.06	8	2.21	6
8.	To solve family problems	1.88	10	2.00	8
9.	To look after education of children	2.03	9	2.28	4
10.	To learn good manners and habits	2.25	5	2.23	5

where $r_s = 0.57 S^*$

S^* = Significant

It is apparent from Table 1 that within the personal and family factors, the main reasons of participation in TLC among male beneficiaries were "to be able to sign", "to be able to read and write", "to keep up to date with knowledge", which got first, second and third priority with the mean score 2.90, 2.83 and 2.33 respectively. While among females, "to be able to read and write", "to be able to sign", "less period than formal school education" were main motivating factors which received first, second and third rank with mean score of 2.93, 2.90 and 2.30 respectively.

Reddy (1981) reported that most of the learners joined the literacy classes to read newspapers and sign boards, to learn to sign, to write and maintain household accounts, to know about pest and diseases, to know how to write documents and promissory notes. When Spearman's rank correlation was used, a significant correlation was observed between the ranks assigned by the male and female beneficiaries to different personal and family motivating factors. Because, the calculated value $r_s = 0.57$ was greater than the tabulated value of ' r_s ' at 5 percent level of significance, null hypothesis was rejected. It indicated that ranks of male and female beneficiaries to different personal and family motivating factors were similar. It was due to the fact that the personal and family requirements of both male and female were equal.

2. Institutional factors

The physical facilities available at the education centre also have positive influence on the attendance of adults. More and more number of learners could be attracted by providing adequate facilities at the Centre. Institutional factors include light arrangement, seating arrangement, location and timing of the centre.

Ranking order of institutional motivating factors among adults has been given in Table 2.

TABLE 2: RANKING ORDER OF INSTITUTIONAL MOTIVATING FACTORS AMONG ADULTS

S. No.	Motivational Factor	Male		Female	
		Mean Score	Rank	Mean Score	Rank
1.	Good behaviour of instructors	2.13	4	2.25	4
2.	Centre was near my house	2.61	2	2.73	3
3.	Timing of Centre was suitable	2.38	3	2.95	1
4.	Adequate facilities were available at the Centre	2.05	5	2.08	5
5.	Free availability of books and note-books at the Centre	2.89	1	2.93	2
6.	To participate in educational tour conducted by the Centre	1.91	6	1.55	6

where $r_s = 0.828$ (H.S.)*

(H.S.)* = Highly significant

Null Hypothesis (H_0) : There is no correlation between the ranks assigned by male and female beneficiaries of TLC with respect to institutional motivating factors.

It is clear from Table 2 that the main motivating factors among institutional factors for male beneficiaries were "free availability of books and note-books", "centre was near to my house" and "timing of centre was suitable to me", which got rank first, second and third respectively. Whereas in case of female beneficiaries, the main institutional factors were, "timing of centre was suitable to me", "free availability of books" and "centre was near to my house" which got rank, first, second and third respectively. The correlation between the ranks assigned by male and female beneficiaries to different aspects of institutional motivating factors was also determined. For this purpose, Spearman's rank order correlation was used. The value of ' r_s ' = 0.83 was greater than the tabulated value of ' r_s ' at one percent level of significance which showed a significant correlation between the ranks of male and female respondents. Hence, null hypothesis was rejected. It means that the ranks assigned by male and female beneficiaries to different aspects of institutional motivating factors were at par. It was due to this reason that both male and female required equal facilities at the institution for effective learning.

CONCLUSION AND RECOMMENDATION

The most important motivational factors responsible for participation of adults in successful completion of TLC were "to be able to read and write", "to be able to sign", "timing of centre was suitable to me" and "centre was near to my house". The personal and institutional motivating factors were similar among male and female adults. Data-based recommendations could be made on the basis of which future TLCs could be launched with greater success. Some of the most important recommendations suggested that TLC must pay special attention towards:

1. Developing the skill of putting signature;
2. Making the adults able in reading and writing;
3. Keeping adults up to date about latest knowledge;
4. Providing free books to adults;
5. Organising the TLC classes as near as possible to residences of adults; and
6. Conducting the TLC classes as per the convenience of adults.

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IMPACT OF LITERACY CAMPAIGN ON HEALTH, HYGIENE, CONSERVATION OF ENVIRONMENT AND NATIONAL INTEGRATION IN PRAGJYOTISHPUR OF ASSAM

PK Das, DC Kalita and TK Sharma

INTRODUCTION

The National Literacy Mission (NLM) was launched on May 5, 1988 to impart functional literacy to 100 million illiterate persons in 15-35 age group by the end of 1997. Pursuing NLM effort, the Gyan Vigyan Samiti, Assam, in Pragjyotishpur imparted literacy to 7,778 persons in the first phase of literacy campaign. The literacy campaign, besides giving literacy to the illiterates, played an important role on health, hygiene, conservation of ecosystem and other aspects of day-to-day life. Therefore, the present study seeks to evaluate the impact of literacy campaign on health, hygiene, conservation of environment and awareness towards national integration of the people of Pragjyotishpur.

IMPACT STUDY OF LITERACY CAMPAIGN ON VARIOUS ASPECTS IN PRAGJYOTISHPUR

Methodology

The study was conducted in Pragjyotishpur of Kamrup district of Assam by selecting nine villages randomly in three panchayats, viz., Panikhaiti, Chandrapur and Pashwim Mayang covering a total of 90 households of 10 samples in each village. The primary data were collected with the help of pre-tested questionnaires and schedules with personal interview method. Simple tabular analysis with averages and percentage was adopted to fulfil the objectives. The data relates to the year 1997-98.

Results and Discussion

Data on awareness building among drop-out learner (DL), neoliterate (NL) and volunteer instructor (VI) to health and hygiene after the literacy campaign, is given in the Table 1. It reveals that the average situation of disposal of waste material, use of filtered water, consciousness about health, participation in vaccination programmes, observance of small family norms were about 81, 68, 81, 72 and 77 per cent of the total sample in the area respectively. Between various groups of learners, the above mentioned measures were higher in case of VI than NL and DL. The table highlights the fact that these types of general awareness occurred

because of literacy campaign which provides strong indication of inclination of the people towards health and hygiene.

TABLE 1: CHANGE IN LIFE STYLE AMONG DL, NL AND VI AFTER LITERACY CAMPAIGN

Sl. No.	Attitude of Change	Changes in Life Style (%)			
		DL	NL	VI	Average
1.	Proper disposal of waste material	70	85	89	81.33
2.	Use of filtered water	50	76	79	68.33
3.	Need to go to Public Health Centre	67	95	82	81.33
4.	Participation in vaccination camp	64	85	65	71.67
5.	Observance of small family norms	60	87	85	77.33

During survey of the drinking water use pattern of drop-out learner, neoliterate and volunteer-instructor, it was found that the sources were well (58.33%), stream (10.66%), river (9.38), tube-well (9.33), pond (6%) and government water supply (6%). Use of tube-well and well as the source of drinking water indicate the awareness for good health despite low supply of drinking water by the government scheme in the area. Further, use of drinking water from pond was found to be minimum. Source-wise contribution of drinking water among the literate group was found almost similar to the average situation (Table 2).

TABLE 2: SOURCE-WISE DRINKING WATER USE PATTERN OF DL, NL AND VI

Sl. No.	Sources of Drinking Water	Percentage			
		DL	NL	VI	Average
1.	Tube-well	6.0	15.0	7.0	9.33
2.	Well	60.0	50.0	65.0	58.33
3.	Stream	10.0	15.0	7.0	10.66
4.	Pond	5.0	6.0	7.0	6.00
5.	River	15.0	4.0	7.0	9.38
6.	Government water supply	5.0	6.0	7.0	6.00

Figures on awareness of the people towards conservation of environment presented in Table 3 indicate that about 81.67 and 46.00 percent of the sample felt the need for green vegetation and tree plantation respectively while 67.00 and 69.97 per cent of the sample felt the need for preservation of green vegetation and participated in social forestry which was an indication of maintenance of good environmental condition for better neighbourhood. Among different groups of literates, the

volunteer instructor was found to be more consciously, followed by neoliterates and drop-out learners.

TABLE 3: AWARENESS OF DL, NL AND VI TOWARDS CONSERVATION OF GREEN VEGETATION

Sl. No.	Views	Change in Attitude (%)			
		DL	NL	VI	Average
1.	Need for green vegetation	65	80	100	81.67
2.	Tree plantation	16	49	73	46.00
3.	Preservation of green vegetation	30	71	100	67.00
4.	Participation in social forestry	60	69	80	69.67

Table 4 reveals that about 61, 46, 48 and 43 per cent of the samples participated in social organisation, social work, awareness about governmental schemes and participation in national integration programme in the area. Among different groups of literate, the participation of drop-out learner was found to be lower than that of other two groups. However,

TABLE 4: PARTICIPATION OF DL, NL AND VI IN SOCIAL WORKS FOR NATIONAL INTEGRATION

Sl. No.	Views	Change in Attitude (%)			
		DL	NL	VI	Average
1.	Social organisation	18	66	100	61.33
2.	Social work	10	49	80	46.33
3.	Awareness about Government scheme	15	40	89	48.00
4.	Participation in the programme for National Integration	9	35	85	43.00

Participation of people in the social activities indicates the fact that the literacy campaign helps them to find betterment of the society.

CONCLUSION

The findings of the present study emphasize the following:

1. There has been a change in life-style of all the learners and volunteer instructors about hygiene and health status.
2. There has been awareness towards conservation of environment by all the respondents.

3. Participation in the national integration programme indicates the positive sign of development of the respondents.

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STUDY ON MASS MEDIA EXPOSURE OF NEO-LITERATES IN CONTINUING EDUCATION CENTRES

Dr. K Sudha Rani and G. Eswaraiah

Mass media helps one to reach a large number of individuals within the shortest possible time and at the lowest cost. Exposure to the mass media is an important variable in directed social change and modernisation in developing societies. Recognising the potentialities of this media, the government and non-governmental agencies and social institutions are using this media for dissemination of information.

STUDY ON MASS MEDIA EXPOSURE OF NEO-LITERATES IN CECs

Continuing Education Centres (CECs) are established to provide educational facilities to the people and to disseminate information on different aspects, such as health, agriculture, population issues, and developmental programmes implemented by Government. In such a Centre, the learners' exposure to mass media makes it very easy to disseminate much information and to generate awareness among them. Keeping this in view, this study was conducted to identify the extent of exposure to selected mass media, *i.e.* TV, Radio and Newspaper.

Objectives

The study was conducted with the following objectives:

1. To examine the extent of exposure of neo-literates to television;
2. To find out the extent of exposure of neo-literates to newspapers;
3. To assess the level of exposure of neo-literates to radio; and
4. To identify interest of neo-literates.

Need of the Study

Success of all developmental plans and programmes, including those related to educating people on small family norms, health, rural development, etc., depends on active involvement and participation of women. Human resource development necessitates equipping women and girls with information, knowledge and skills. This process also

facilitates their active and equal involvement and participation in the overall development of individuals and the nation as a whole.

Sample

Twenty neo-literates from each Continuing Education Centres of villages, Padiputla Bylu, Perasani Palli and Buragamanda of Pakala Mandal in Chittoor district of Andhra Pradesh State were picked up for the study. The sample was selected randomly.

Data Collection

A questionnaire was constructed and administered on the sample, after establishing rapport with them, to elicit their responses.

The data collected on exposure of neo-literates to newspapers, television and radio have been given in Table 1.

TABLE 1: EXPOSURE OF NEOLITERATES TO NEWSPAPERS, TV AND RADIO

Sl. No.	Particulars	Positive Response (Percent)	Negative Response (Percent)
I Newspapers			
1.	Knowledge of names of newspapers	90	10
2.	Newspaper reading:		
	(a) Daily	23.3	18.3
	(b) Occasional	58.3	
3.	Reading Interest on:		
	(a) Politics	40	--
	(b) Govt. Schemes	10	
	(c) Films	46.6	
	(d) Health & Agriculture	53.3	
4.	Reading Pattern:		
	(a) Main Sheet	43.3	--
	(b) Districts Special	53.8	
	(c) Women Special	50.0	
II Television			
5.	Extent of watching:		
	(a) Regular	36.6	nil
	(b) Occasional	63.4	

Contd/-

TABLE 1: EXPOSURE OF NEOLITERATES TO NEWSPAPERS, TV AND RADIO --
CONTD

Sl. No.	Particulars	Positive Response (Percent)	Negative Response (Percent)
6.	Interest in:		
	(a) News	22.0	--
	(b) Films	41.0	
	(c) Serials	36.0	
	(d) Sports	8.0	
	(e) Health & Agriculture	14.0	
7.	Opinion on TV:		
	(a) Very useful	76.00	nil
	(b) Useful	24.00	
III	<u>Radio</u>		
8.	Use of Radio	40.00	60.00
9.	Programmes of Interest:		
	(a) Film songs	58.00	--
	(b) Health & Agriculture	32.00	
	(c) News	10.00	
10.	Preference to Radio over TV	nil	86
	Equal preference to both	14.00	

DISCUSSION & FINDINGS

1. It is interesting to note from the table that an overwhelming majority of the learners were able to cite the names of newspapers correctly. Only 10 percent were not able to tell the names of at least two newspapers.

2. Under the scheme of continuing education, newspapers are supplied to all the Continuing Education Centres. Only 23.3 percent of the learners were reading newspapers regularly and 18.3 percent were not at all reading newspaper.

3. Very few persons were reading information on developmental programmes in newspapers. While 40 percent of the sample were

interested in political aspects, over 50 percent were interested in health and agriculture materials.

4. Majority of the respondents preferred to read the district's special, giving local news in newspaper. The second preference was to women's special and the last preference was to the main edition consisting of state and national news.

5. The data indicate that although every one in the sample was watching the TV, yet percentage of regular viewers was very much less than those of occasional viewers. The first preference of TV viewers was to sports.

6. Majority of the respondents were not listening to the radio. However, majority of those who listened to radio gave preference to film songs than other items like, news, health programmes, etc.

CONCLUSION

The study clearly shows that exposure to mass media is not up to the mark. Majority of the learners were interested only in recreational programmes instead of other informative and educative programmes which were necessary for the welfare of individuals and social development. Use of radio was becoming less because of TV. The reason is TV programmes are both audio and visual, whereas radio is only audio. In a country like ours, mass communication plays a vital role in creating awareness among the people about policies and programmes of development. Therefore, in CECs, efforts must be made to promote greater use of mass media among neoliterates.

Book Reviews

Ahmed Feroz (Ed), *Atom and Self-Collection of Lectures Delivered by D.S. Kothari*, New Delhi, New Age International Publishers, 2002, pp xi+379.

Today, what we are seeing is a mad rush of people after wealth, property, and material goods with a false perception of enjoying peace or happiness of mind. To enjoy peace or happiness we have to establish harmony within. This is the main lesson we can draw from the book under review. The 20 lectures, included in the volume, have forcefully brought out the fact that money can't buy either peace or happiness.

What is the happiest place in the world? According to a recent research led by the London School of Economics, the happiest place in the world is (would you believe?) Bangladesh. Interestingly, the United States came in at 46th place in this World Happiness Survey, with Britain at the 32nd mark. India came fifth. Not bad for a land of a billion people with many different races, creeds, castes and religions. The survey reveals how, in general, happiness is inversely proportional to peaks of economic development. Thus, although the British have twice the amount of money they did have 40 years ago, their perceived quality of life has not improved. In fact, it has decreased, the survey tells us. According to one of the researchers, a financial colossus is seducing people all over the world and not meeting their essential personal needs. So, howsoever, amazing it may seem, some now prefer TV to food. The *Gita* confirms that one whose happiness is within, who is active and rejoices within, is the perfect man or woman. This is the theme which runs through out the lectures of Prof. Kothari. Prof. Kothari's outstanding contribution has been unique in the fields of education, science and humanism. His brilliant scholarship is reflected in all his lectures and discourses. He has quoted, *Gita* and Mahatma Gandhi. His basic advocacy is that Science and spirituality cannot be separated. Survival of human race is dependent on integrating both. This will help to wipe out tears from every eye, as well as poverty, and hunger from the planet Earth.

The book is a 'Wake-up-Call' for all the world leaders to make the world free of wars and violent conflicts. They must substitute word by deeds. They must rise above their selfish interests, narrow-groove of nationalism to consider the whole world as a single family by following Gandhi's theory of "oceanic circles". He emphatically says: "The basis of science is its objectivity. Science is alien to purposes and goals. It

admits no arguments which smack of any telenomy... The objectivity of science is secured by excluding from its domain all subjectivity. The root of the present crisis, especially of the (western) man, lies in strongly conceiving that what cannot be described by science is necessarily contradictory to science. It is a misplaced case of domination of western mind by Aristotlean logic" (p.225).

What is important and significant is that we must recognize that 'reality' has not one facet but many. Science is one facet. The different aspects of reality are complementary to one another and not contradictory. This approach is characteristic of *Vedantic* thought. To disregard the complementarity of scientific and ethical truths, the complementarity of matter and mind, of body and soul can lead only to de-personalization and dehumanization of life. The highest type of faith is in science and in man. This is a moral quality. Most significant lesson we can learn from the marvellous development in atomic physics in our century is not to be misled by apparant contradictions but try to understand the complementarities underlying them. To pursue truth in all its varied aspects, of which ethical is doubtlessly the most important cause, with zest, courage and dedication to the best of one's ability and strength is man's highest duty and obligation. That is the greatest lesson science holds for us. This is also the greatest need of the hour.

In nature, harmony is the normal rule and conflict an exception. Members of the same species never kill one another. Their fights are either sport or ritual. There are few species which deviate from the rule. And the greatest exception is the human specie (which calls itself *Homo sapiens*). *Homo sapiens* torture and murder one another in war and peace with wantonnes and brutality that has no parallel in nature. No doubt science deals with 'is' and religion with 'ought'. But both are not unrelated. It may not be wrong to say that the future of civilization depends on the degree to which we can balance the forces of science and religion.

In the atomic age for a world of more than 100 sovereign states, differing more than thousand folds in population and resources, there can be no power and security -- and indeed no survival except on the basis of science and *Ahimsa* (nonviolence). There is no other way to combat the terrifically rising spiral of Greed, Hatred, Delusion (GHD) and novel forms of political, economic and social exploitation, both within and between nations. Prof. Deepak Nayyar, Vice-Chancellor, University of Delhi, in his forward says: "Prof. Kothari draws in his lectures upon his teaching and understanding of quantum physics and Indian philosophy to provide a synthesis of modern science and the Indian intellectual tradition... He was always concerned with the use to which science is put

in the context of society. He believed that there could be no advancement without incorporating a component of morality and values in our education."

The brilliant introduction by Professors A.R. Verma and L.S. Kothari gives an excellent profile of Prof. D.S. Kothari. It illustrates how indifferent he was to honours, awards and monetary gains. His basic concern was 'man' and to develop in him sterling qualities of character. He wanted to inculcate values through education in public in general and students in particular. This has been ably identified by William Blake as: "To see the world in a grain of sand and a heaven in a wild flower, hold infinity in the palm of your hand and eternity in an hour". He thought this cherished goal could be achieved through educational system. He believed in the last words of Buddha, which were "Be lamps unto yourselves".

Prof. Feroz Ahmed deserves congratulations for putting the lectures in the present volume to serve not only scholars and researchers, but also politicians and leaders to understand the intricacies to take right and correct decisions to build man and not to destroy him. Some of us may find a few lectures technical and repetitive. But this is bound to happen when you want to emphasis your thesis and point. Prof. Kothari in his lectures has not only touched 'head' but also 'heart' of people so that they can internalise moral values enunciated by the Gandhian.

I feel this is an immensely useful work which must be made a compulsory reading for all university teachers and students. It should also be made a basic document for training parliamentarians and legislators. We must understand that peace is an abstract term and requires continuous efforts. Inner peace is a great strength. In fact, when spirituality marries science, it teaches us humility and when it marries education, it teaches us the art of survival. In the last analysis, both science and religion are to be judged by what they do to man and for man -- and not by what their zealous and blind advocates claim. Both are to be judged by their achievements and not by their pretensions or promises. Science can make or mar a civilization. The progress of science and technology has been phenomenal, while understanding of man himself has been dismally low. Self-control is the foundation of all human development and earnest seeking.

Prof. Kothari has put in his simple and brilliant linguistic skills, his lectures to the service of 'truth'. He has profusely quoted Mahatma Gandhi and said that for him *Ahimsa* is not a static concept. It is a flower which can be wielded equally by all -- children, young men and women or grown-up people, provided they have a living faith in the God of Love

and, therefore, equal love for all mankind. We assign greater importance to power of darkness and death, or in the case of peace, to war, rather than peace. Peace is life itself. It is our original religion. It is like an eternal spring within us. The author exhorts us not to behave like an ostrich which burries its head in the sand. Man needs a right sense of purpose and ideas (Gandhian) to steer to. The survival of man depends on science and self-control (spirituality), on 'Atom' and 'Gandhi'. This can fill us with glorious goals for future. And every step counts, no matter how modest. The late Justice M.C. Chagla said: "We should salute the non-conformists". Christ and Gandhi were born non-conformists. They refused to bend their knees to the gods of the 'market place' and for such a refusal one was crucified and the other was assassinated but they left us an unperishable legacy". The idea is that peace is best preserved by making sure that the strength of individuals, groups and communities oriented towards violence is reduced to zero in thinking, feeling and action.

Prof. Kothari strode our education system like 'a gentle colossus'. His writings are of the highest order, imbued with fundamental humanism, a rare clarity of exposition, deep conviction and integrity. He, in his lectures, has often emphasised that India is the seat of peace and nonviolence. One needs to be spiritual to understand this and the essence of spiritual practice is service, salutation, worship, friendship and self-surrender to truth and love. We, all the members of the world community, should commit to sow the seeds of truth and love to live in harmony by demolishing national and geopolitical boundaries. When the saint-poet Kabir said: "*Dhai akshar prem ke padhe so pandit hoy*" -- (that is one who knows how to love is the only wise one among all educated). This vision is to be recognised as an integrated network of phenomenon linked together in an infinite variety of ways. It is important not to live life in fragments but to take a holistic approach. Wisdom lies in shedding the false sense of "I-ness" because it gives rise to the feeling of separateness.

In physics, we recognize the dynamic nature of the universe. Through our powerful telescopes we observe the universe in ceaseless motion. Modern physics has come to the conclusion that mass is nothing but a form of energy. Einstein's world famous formula is:

$$E=mc^2$$

Where 'E' stands for energy, 'm' for mass and 'c' for the speed of light. Thus, the amount of energy contained in a particle is equal to the particle's mass multiplied by the square of the speed of light. It would

not be an exaggeration to say that the particle underlying Einstein's equation, the basis of relativity, and space-time, character of the universe is the same as perceived by the old Indian Rishis in their advanced stage of spiritual consciousness. In their state of higher consciousness, they realised that the ultimate constituent of the universe, energy and mass, particle and wave -- were but different aspects of the same basic process, the same oneness which pervaded the entire universe. The vastest knowledge of today cannot transcend the *buddhi* of the *rishis*, and science, in its most advanced stage, is closer to *Vedanta* than ever before. This neglected dimension has been very systematically and analytically dealt with by Prof. Kothari.

Prof. Kothari had a keen eye for details. For readers who feel they are swimming in various speeches and want a single source that bring all the material together, this readable volume has done that exceedingly well.

The scholars, researchers and others would very badly miss the reference index in the volume. This would have enhanced the value of the book considerably.

-- K.D. Gangrade

M. Ponnain & Panch Ramalingam, *Education and Human Rights*, Delhi, PR Books, 1999, p.269, Rs.250.00

Coming from two learned scholars M.Ponnaian and Panch Ramalingam (winners of Best Writer's award) the volume under review arouses expectations on rich contents which the authors fully justify by packing mine of relevant information between its covers. Its neat outline, headings and sub-headings; thirty tables covering various aspects of the theme; some of which very elaborate; conclusions and bibliographies at the end of each chapter all these features add to the value of the book.

Various aspects of education covered in the book include meaning and concept, Education, views of various thinkers in the field from the earliest to the modern times; progress made by the country in the field of education; aims and objectives of education; curriculum development; functions of some crucial institutions connected with education, like the University Grants Commission, National Assessment and Accreditation Council, and Academic Staff Colleges; evolution of country's educational policy and planning; impact of computer, internalization of education; and the interrelationship between education and human rights. Thus, the raw material available in the book promises to the reader a wide variety of valuable information.

However, few observations may be made here on presentation. The figures and tables drawn at a couple of places come in the way of clearer understanding of the material presented. For example, at page 180 figure 6.2, map showing academic staff colleges in India does not appear to be a precise and clear illustration. Instead a complete region wise list of the A.S.C.s (Academic Staff Colleges) in India at different places could have been more informative and useful. On the next page, i.e. No. 181, Table 6.14, the type of programmes organised under columns 2 & 4, and 10 & 12 have not been indicated. At page 198, untitled and unnumbered figures showing pyramids of education appear to be little vague. Certain sections of the book need to be revised before the useful data and other available material can benefit the interested readers.

Moreover, rapid developments have taken place in the field since 1999, when the present edition under review came up. This necessitates certain additions updating and even revision of the contents, especially in chapters on "Right to Education" and "Education Policies in India". The chapter on "Educational Policies in India" fails to discuss the 1992 and 1997 plan documents on education. Surprisingly, these have otherwise been mentioned in the book by the authors in annexure and other chapters. In the chapter on "Towards Academic Excellence" the details

chapters. In the chapter on "Towards Academic Excellence" the details with respect to UGC (University Grants Commission), AIU (Association of Indian Universities), CSIR (Council for Scientific and Industrial Research) and similar other important bodies as well as the schemes for promotion of excellence in teaching and research, like NET (National Educational Test) award of fellowships, awards by ICSSR (Indian Council of Social Science Research), CSIR and other bodies, etc, require adequate mention.

The book is a compendium of facts and figures illustrating various aspects of education to the spectrum of users like educational thinkers educationists, academics, educators, and to every reader who strives by enriching keen enthusiasm in understanding the educational thought practice and philosophy.

-- Vivek Nagpal

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Oct.-Dec.2002

CONTENTS

Our Contributors	2
Editorial	3
Impact of Primary Education on Literacy : An Analysis of Census 2001- Preliminary data.	5
- Arun C.Mehta	
Literacy Campaign in Bihar:Problems and prospects.	25
- Y.L.Das & S.N.Singh	
Akshara Sankranthi Programme: An Evaluation.	34
- S.Surapa Raju	
Concurrent Evaluation of Total Literacy Campaigns.	48
- Y.Bhaskaracharyulu & B.S.Vasudeva Rao	
Gender Inequity In Literacy In Haryana:An Analysis.	54
- R.P.Grover & Ramesh Bhardwaj	
Role of Madurai Kamaraj University in Continuing Education Programme.	62
- A.Muthumanickam	
Skill-Based Continuing Education Programme in Chandigarh.	72
- Manjeet Paintal & Anuradha Sharma	
Farm Television For Constructive Changes among Adult Farmers.	80
- N.B.Chauhan	
Impact Of Functional Literacy On Pronounceability And Retentivity Of The Neo-literates.	85
- Braja Gopal Majumdar & Gopal Chakraborty	

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The 1990's has been an eventful decade for adult and primary education in India. Several literacy campaigns, innovative programmes like Mahila Samakhya, District Primary Education Programme, Lok Jumbish, Open Basic Education have been in operation in several parts of the country. They have, no doubt, made significant impact on education. However, the publication of the Report Of Census 2001, which has brought out the tremendous increase in the literacy rate from 52.21 to 65.38 percent during 1991-2001 has generated considerable debate among educationists. While a section of adult educators tend to endorse the view that the successful launching of Total Literacy Campaigns during 1990s has been primarily responsible for the increase, others uphold the contribution of primary education to the increase in literacy. What is the reality? While a clear-cut answer may have to wait till the age wise data becomes available, Arun C.Mehta, in his article on the "Impact of Primary Education on Literacy" examines this issue with the help of the Provisional Census data and Annual Reports of the National Literacy Mission and estimates the contributions of literacy campaigns and primary education and brings out the impact of the campaign on the primary education and improvement of the quality of life of neoliterates.

It has been observed that in certain places, literacy rates have increased even without literacy campaigns. Reviewing the literacy Campaigns in Bihar during 1990s, Y.L.Das and S.N.Singh observe that in the Buxar Districts which was not exposed to literacy campaign, there has been very significant growth of literacy i.e. from 33.49 to 57.49 percent during the last decade. They mainly attribute the increase in literacy to primary education.

The Total Literacy Campaigns, have been evaluated by several agencies. The two evaluation studies conducted in Andhra Pradesh-Akshara Deepam and Akshara Deepthi have been discussed by S.Surapa Raju and Y.Bhaskaracharyulu and B.S.Vasudeva Rao. The gender inequity in literacy in Haryana has been analysed by R.P.Grover and Ramesh Bhardwaj based on the Census data of 2001.

After the conclusion of literacy campaigns several continuing education programmes were taken up by universities, State Resource Centres and NGOs. While A.Muthumanickam has provided an overview of the different continuing education programmes implemented by the Madurai Kamaraj University during 1998-2000, Manjeet Paintal and Anuradha Sharma have studied the impact of the vocational skill development programme on the select group of women of Chandigarh.

Information and communication Technology plays an important role in adult continuing education. While Braja Gopal Majumdar and Gopal Chakraborty have examined the impact of functional literacy on pronounceability and retentivity of the neoliterates, N.B.Chauhan has discussed the constructive changes noticed among adult farmers who were exposed to farm television programmes.

IMPACT OF PRIMARY EDUCATION ON ITERACY: AN ANALYSIS OF CENSUS 2001 PRELIMINARY DATA

Arun C. Mehta

Introduction

Free and compulsory education to all children up to the age fourteen is a constitutional commitment in India. Despite spectacular quantitative expansion in every sphere of elementary education, the goal of achieving universal enrolment is still a distant dream. While adopting the constitution in 1950, the goal of Universalisation of Elementary Education (UEE) was to be achieved within a span of ten years i.e. by 1960. Keeping in view the educational facilities available in the country at that time, the goal of UEE was far too ambitious to be achieved in a short span of ten years. Hence, the target date was revised a number of times. During the last decade 1991-2001, a number of Centrally Sponsored Schemes as well as new programmes and projects were initiated across the country. The Operation Blackboard scheme initiated in 1987 also had its momentum during this period and a large number of District Institutes of Education and Training (DIETs) were established across the country. The Andhra Pradesh Primary Education Project, Bihar Education Project, UP Basic Education Project, Lok Jumbish and Shiksha Karmi Projects of Rajasthan and District Primary Education Programme (DPEP) were the main programmes initiated during 1991-2001. The mid-day meal scheme was also initiated during this period. Primary education remained the prime focus in all these programmes. The most recent among these programmes, namely the DPEP is presently under implementation in about 248 districts across 18 states. In addition, the State Governments have also initiated a number of other programmes. The success of these programmes is partially reflected in primary enrolment which increased from 97 million in 1991 to 111 million in 1999; thus raising a rate of growth of 1.75 per cent per annum. The share of girls enrolment during the same period increased from 41.5 per cent to 43.5 per cent at the primary and from 36.9 per cent to 40.5 per cent at the upper primary level. The transition rate from primary to upper primary level of education is about 86 per cent. However, still the dropout rates are high at 40 per cent and 57 per cent respectively at the primary and upper primary levels of education. The attendance rate and learners attainment across the country are also low. To improve upon the situation, Government recently launched an ambitious programme, namely *Sarva Shiksha Abhiyan* (Education for all) which envisages covering all non-DPEP districts before the end of the ninth five-year plan with focus on the entire elementary level.

The success or failure of primary education system has direct bearing on upper primary, non-formal and adult and continuing education systems to

expand. An inefficient primary education system, as it is today, will continue to send a fewer number of primary graduates to upper primary level of education. Needless to mention that unless all children of age 6-11 years graduate primary level and transit to upper primary level, the goal of UEE cannot be achieved. An efficient primary education system is expected to contribute significantly to total literates and also to literacy levels of population. However, an inefficient primary system caused more burden on non-formal and adult education programmes. The National Literacy Mission (NLM) authority is the main agency responsible for adult education, which undertakes literacy programmes through Total Literacy Campaigns (TLC). The TLC also had its momentum in early 1990's, which created the right environment for primary education system to grow. The literacy rates across the country increased impressively from 52.21 per cent in 1991 to 65.38 per cent in 2001. However, the country still has more than 296 million illiterates of age 7 and above and male/female differential in literacy rate is also high at 22 percentage points.

The Census 2001 has released only total population and its male and female distribution, 0-6 population, sex ratio, density of population and literacy rates. The data is available both at the all-India as well as state level. However, information on a variety of other indicators included in the Census is eagerly awaited. An attempt has been made in the present article to use this set of data to assess the contribution of formal education system to total literates produced between the period 1991 to 2001. In addition indicators, such as, male/female differential in literacy rate and number of decades required to achieve universal literacy have also been analysed to know more about literacy development in the country. Needless to mention that the analysis undertaken is purely quantitative in nature; qualitative aspects have not been touched upon. By and large, the analysis is confined to all-India level but wherever necessary, state-specific information is also presented and analysed. The analysis presented is tentative in nature till more detailed set of data about literates in different age groups and their educational attainment is available. More specifically, the main objectives of the present article are:

- To analyse the Census definitions of literates and possible errors in enumeration;
- To review the literacy development in India; and
- To assess the contribution of both the formal as well as non-formal education systems to total literates produced between different periods.

Definition of Literacy and Possible Errors in Enumeration

The UNESCO definition of a literate is "One who has acquired all the essential knowledge and skills which enable him/her to engage in all those

activities in which literacy is required for effective functioning in his/her group and community and whose attaining in reading writing and numeracy make it possible to use these skills towards his/her own and his/her community's development". On the other hand, the NLM definition of literacy is acquiring the skills of reading, writing and arithmetic and the ability to apply them to one's personal life. More specifically, the Census definition is read and write with ability any language.

Literacy as Defined by UNESCO

1. A Literate person is the one who can with understanding both read and write a short simple statement relevant to his everyday life.
2. Literacy is not the simple reading of word or a set of associated symbols and sounds, but an act of critical understanding of men's situation in the world.
3. Literacy is not an end in itself but a means of personal liberation and development and extending individuals educational efforts involving overall inter-disciplinary responses to concrete problems.
4. A literate person is the one who has acquired all the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and whose attainments in reading, writing and numeracy make it possible to use these skills towards his own and his community's development.

What is Literacy ? : Arun Ghosh Committee, 1994

Literacy is a form of training. Literacy is not the guarantee that one will become more educated. But it certainly provide the potential for such enhancement. It increases one's access and capacity to enrich one's education. It also provides access to better training, the possibility of improving one's economic condition, and enhances one's capability to function more effectively in a fast changing world.

Literacy as Defined by NLM

The National Literacy Mission defines literacy as acquiring the skills of reading, writing and arithmetic and the ability to apply them to one's day-to-day life. Thus, the goal of the National Literacy Mission goes beyond the simple achievement of self-reliance in literacy and numeracy of functional literacy. The achievement of functional literacy implies:

- Self-reliance in 3 R's.
- Becoming aware of the causes of deprivation and moving towards amelioration of their condition by participating in the process of development.

Acquiring skills to improve their economic status and general well-being. Imbibing values of national integration, conservation of environment, women's equality, observance of small family norms, etc.

The acquisition of functional literacy results in empowerment and a definite improvement in the quality of life. It helps to ensure participation of the masses in sharing the benefits of the information era.

Tests are not conducted by the enumerators in the Census operations to know the ability of respondents about their literacy status. Ashish Bose very rightly pointed out "*We have made no progress in our understanding or definition of what it means to be lettered. And even in this limited definition, we have failed. No tests are conducted by data collectors during surveys. People are merely asked whether they are literate or not and entries are made*". The household performance used in 2001 Census also do not mention any specific guidelines to know the literacy status of the members of the household. Needless to mention that the respondent in the Census was the head of the household and not the members of the household. In fact, enumerators did not come into contact with members of the household. The literacy status of the members of the household was entirely based upon the response of the head of the household, which may not always be correct. The Census did not adopt any procedure to counter check the responses of the head of the households about the literacy status of the members of the house. There is no question about the integrity of the head of the households but their perception of literate may vary from one head of the household to another. This is more specifically true keeping in view that a large number of head of the households themselves are illiterate. There may be significant difference in the perception of a literate and educated head of the household and that of an illiterate head of the household.

Prima-facie, it seems that the Census data do not present a true picture of the literacy status of the population. There may be measurement errors in enumeration also, which may be because of a variety of reasons. First, many of those who are treated literates may be illiterates. Their ability to read and write with understanding is questionable. This can be checked on a sample basis. The external evaluations conducted in the past also support this argument (NLM, 1994). Second, many a time when children in households are reported to be in schools, the enumerator (mostly teachers) unconsciously treated them as literate, which may not always be true. For all practical purposes, a child of Grade I, also the Child of Grade II was treated as literate in 2001 Census. A child of age 9 or 10, if reported enrolled in school may also not necessarily be literate because of lateral entry many of them may still be in Grade I or II. The grossness in primary enrolment is in the tune of about 20 per cent (NCERT, 1998a), majority of them are over-aged children. This supports the argument that the number of literates and also the literacy rates reported in the Census are over-estimated. The distribution of literates by age and educational attainment when available will throw more light on this aspect. Lastly, the majority of enumerators in Census

2001 were the local school teachers. This may also perhaps be one of the factors that might have influenced their reporting on the number of literates. Therefore, the analysis of literacy and number of literates presented below should be viewed in the light of the above considerations.

Improvement in Literacy Rates

More than the decline in population growth rate, it is the spurt in literacy rates that make the present Census stand out from others in the post-independent India. More than three-fourths of our male population and a little more than half of the female population are now literate. Thus, one-third of our population still do not possess even the basic proficiency in literacy. During 1991-2001, literacy rates improved impressively from 52.21 per cent in 1991 to 65.38 per cent in 2001; thus showing an improvement of more than 13 percentage points (Table 1). More interesting aspect of improving literacy rates is the significant increase of 14.87 per cent points in case of female literacy rate, which is more than the increase in the male literacy rate, which is increased by 11.72 per cent. However, still the male/female differential in literacy rate is of the tune of almost 22 percentage points. This is also reflected in the sex ratio among literate population, which is as low as 667 compared to 933 overall sex ratio. Despite the decline in number of illiterates and improvised literacy rates, India has to go a long way to achieve the goal of universal literacy. The progress in literacy during the previous decade looks impressive mainly because of the fact that during the last four decades, the same remained very low and only a little progress could be achieved. Because of the parental thirst for education, the literacy rates have now reached to somewhat reasonable levels (Reddy, 2001). Therefore, a literacy rate at 65 per cent appears quite credible. It is rather a matter of great concern that though Kerala attained 65 per cent literacy way back in 60's, many states even now have literacy rates well below the national average of 65 per cent. The more detailed Census data when available will throw more light on the status of literates being produced. However, 1991 Census suggests that about 25 per cent of the total literates were just literates without completing even primary education. As mentioned above, the Census definition of literacy is ability to read and write, but even the poorest of parents want their child to complete a bare minimum elementary education. Will it be possible in the near future is a moot question.

Table 1: Literacy Rates (%) in India: 1951 to 2001

Census Year	Persons	Males	Females	Differential	Female/Male Literacy Ratio
5 & Above					
1951	18.33	27.16	8.86	18.30	33
1961	28.30	40.40	15.35	25.05	38
1971	34.45	45.96	21.97	23.99	48
7 & Above					
1981	43.57	56.38	29.71	26.67	53
1991	52.21	64.13	39.29	24.84	61
2001	65.38	75.85	54.16	21.69	71

Source: Census of India 2001, Series-1, India, Provisional Population Totals, Paper-1 of 2001, Registrar General and Census Commissioner, India, 2001.

During 1991-2001, the highest gain in literacy rate was recorded in case of Rajasthan (22.48 per cent) followed by Dadra and Nagar Haveli (19.32 per cent), Madhya Pradesh (19.91 per cent), Andhra Pradesh (17.02 per cent) and Meghalaya (14.21 per cent). The improvement in literacy rates in case of Rajasthan, Madhya Pradesh and Andhra Pradesh is worth noticing, all of which are the educationally deprived states (Table 2). However, the male/female differential especially in case of Madhya Pradesh (26.52 per cent) and Rajasthan (32.12 per cent) is still very high. It does not suggest that the goal of universal literacy can be achieved in the near future. The increase during 1991-2001 was the lowest in case of Kerala (1.11 per cent), followed by Chandigarh (3.95 per cent), Nagaland (5.46 per cent) etc. The low increase at least in the cases of Kerala and Chandigarh is mainly because of their base year (1991) literacy rates, which were as high as 89.81 per cent and 77.81 per cent. In 2001 also, Kerala has the highest literacy rate (90.92 per cent) followed by Mizoram (88.44 per cent), Lakshadweep (87.52 per cent), Goa (82.52 per cent), Delhi (81.82 per cent), Dadra and Nagar Haveli (81.09 per cent), etc. On the other hand, more than half of the total 7

Table 2 (I): Literacy Statistics, Census of India 2001

State / UT	Literacy Rate: 2001		Increase in Literacy Over 1991 Census (%)	Male/Female Differential in Literacy (%)	Rank in Literacy Rate	
	Persons	Females			1991	2001
A & N Islands	81.18	75.29	8.16	10.78	8	8
Andhra Pradesh	61.11	51.17	17.02	19.68	27	28

Arunachal Pradesh	54.74	44.24	13.15	19.83	29	32
Assam	64.28	56.03	11.59	15.90	23	24
Bihar	47.53	33.57	9.05	26.75	34	34
Chandigarh	81.76	76.65	3.95	9.00	4	6
Chattisgarh	65.18	52.40	-	25.46	28	23
D& N Haveli	60.03	42.99	19.32	30.32	32	30
Daman & Diu	81.09	70.37	9.89	18.03	9	9
Delhi	81.82	75.00	6.62	12.36	6	5
Goa	82.32	75.51	6.81	13.37	5	4
Gujarat	69.97	58.60	8.68	21.90	14	15
Haryana	68.59	56.31	12.74	22.94	22	20
Himachal Pradesh	77.13	68.08	13.27	17.94	11	11
Jammu & Kashmir	54.46	41.82	-	23.93	-	-
Jharkhand	54.13	39.38	-	28.57	30	33
Karnataka	67.04	57.45	11.00	18.84	21	22
Kerala	90.92	87.86	1.11	6.34	1	1
Lakshadweep	87.52	81.56	5.74	11.59	3	3
Madhya Pradesh	64.11	50.28	19.91	26.52	26	25
Maharashtra	77.27	67.51	12.40	18.75	10	10
Manipur	68.87	59.70	8.98	18.17	16	19
Meghalaya	63.31	60.41	14.21	5.73	24	27
Mizoram	88.49	86.13	6.22	4.56	2	2
Nagaland	67.11	61.92	5.46	9.85	13	21
Orissa	63.61	50.97	14.52	24.98	25	26
Pondicherry	81.49	74.13	6.75	14.76	7	7
Punjab	69.95	63.55	11.44	12.08	17	16
Rajasthan	61.03	44.34	22.48	32.12	33	29
Sikkim	69.68	61.46	12.74	15.27	20	17
Tamil Nadu	73.47	64.55	10.81	17.78	12	13
Tripura	73.66	65.41	13.22	16.06	15	12
Uttar Pradesh	57.36	42.98	15.76	27.25	31	31
Uttaranchal	72.28	60.26	-	23.75	18	14
West Bengal	69.22	60.22	11.52	17.35	19	18
INDIA	65.38	54.16	13.17	21.70	-	-

Source: Adopted/calculated on the basis of Census of India 2001, Series-1, India, Provisional Population Totals, Paper-1 of 2001, Registrar General and Census Commissioner, India, 2001.

Table 2 (II): Literacy Statistics, Census of India 2001

State/UT	Number of Decades Required to Achieve Universal Literacy*			% Contribution in Literates Increase over 1991 to 2001	% Contribution in Illiterates Decrease over 1991 to 2001
	Persons	Male	Female		
A & N Islands	2.31	1.97	2.52	0.04	0.01
Andhra Pradesh	2.29	1.85	2.65	7.80	16.79
Arunachal	3.44	2.85	3.83	0.10	-0.02
Assam	3.08	2.79	3.38	2.36	1.61
Bihar	5.80	5.07	6.22	6.13	-9.33
Chandigarh	4.62	3.97	5.41	0.11	-0.07
Chattisgarh	-	-	-	2.55	6.50
D & N Haveli	2.07	1.35	3.56	0.03	-0.02
Daman & Diu	1.91	2.02	2.70	0.02	0.00
Delhi	2.75	2.36	3.12	1.88	-0.70
Goa	2.60	2.12	2.91	0.10	0.13
Gujarat	3.46	2.65	4.16	4.31	0.60
Haryana	2.47	2.04	2.76	2.35	0.91
Himachal Pradesh	1.72	1.31	2.00	0.64	1.08
J & Kashmir	-	-	-	-	-
Jharkhand	-	-	-	2.33	0.24
Karnataka	3.00	2.63	3.24	4.79	4.24
Kerala	-	-	-	1.44	0.05
Lakshadweep	2.17	2.31	2.13	0.01	0.00
Madhya Pradesh	1.80	1.26	2.32	7.14	11.43
Maharashtra	1.83	1.42	2.14	10.86	12.48
Manipur	3.47	3.55	3.33	0.25	-0.10
Meghalaya	2.58	2.60	2.54	0.24	0.08
Mizoram	-	-	-	0.10	0.04
Nagaland	6.03	6.80	5.31	0.26	-0.56
Orissa	2.51	1.87	3.01	3.51	6.02
Pondicherry	2.74	2.13	3.04	0.09	0.05
Punjab	2.63	2.44	2.77	2.42	2.08
Rajasthan	1.73	1.10	2.33	7.14	11.46
Sikkim	2.38	2.12	2.61	0.07	0.01
Tamil Nadu	2.45	2.06	2.68	5.05	10.66
Tripura	1.99	1.70	2.19	0.33	0.52
Uttar Pradesh	2.71	2.05	3.23	17.18	14.09
Uttaranchal	-	-	-	0.89	1.47
West Bengal	2.67	2.30	2.91	7.47	8.26

$$*D=(100 - \text{Literacy Rate in 2001}) / (\text{Literacy Rate, 2001} - \text{Literacy Rate, 1991})$$

Source: Adopted/calculated on the basis of Census of India 2001, Series-1, India, Provisional Population Totals, Paper-1 of 2001, Registrar General and Census Commissioner, India, 2001.

and above population in Bihar is still illiterate. It has the lowest literacy (47.53 per cent) rate and is the only state, with less than 50 per cent literacy rate in the country. Bihar is closely followed by Jharkhand (54.13 per cent), Jammu and Kashmir (54.46 per cent), Arunachal Pradesh (54.74 per cent) and Uttar Pradesh (57.36 per cent).

Census 2001 further reveals that the increase in female literacy rate (39.29 to 54.16 per cent) was much higher than the increase in their counterpart males (64.13 to 75.85 per cent). The lowest female literacy rate is noticed in case of Bihar (33.57 per cent), followed by Jharkhand (41.82 per cent), Jammu and Kashmir (41.82 per cent), Uttar Pradesh (42.98 per cent), Arunachal Pradesh (44.24 per cent), Rajasthan (44.34 per cent) etc. Both Orissa and Madhya Pradesh have a little above 50 per cent female literacy rate against Kerala's 87.86 per cent which is also the highest in the country. The low female literacy rates in these states are well reflected in the male/female differential, which is still high at about 22 percentage points. The States of Bihar (26.75 per cent), Madhya Pradesh (26.52 per cent), Orissa (24.98 per cent), Rajasthan (32.12 per cent) and Uttar Pradesh (27.25 per cent) have a very high significant male/female differential in literacy, all which need immediate attention without which the goal of universal literacy even cannot be dreamt. Though the situation during 1991-2001 in these states improved; they still remained (in terms of literacy) the most backward states of the country. So far as the ranking of States and UTs by literacy rates are concerned, it is found that the first three states namely, Kerala, Mizoram and Lakshadweep maintained their position in 2001 also. The ranking of Rajasthan is worth noticing which improved its position from 33 in 1991 to 29 in 2001. Uttar Pradesh and Bihar maintained their positions respectively at 31 and 34 where as Madhya Pradesh improved from 26 to 25. Similarly, West Bengal improved its position from 19 to 18 but Orissa and Andhra Pradesh slid from 25 and 27 to 26 and 28. Maharashtra retained its ranking at number 10 whereas Karnataka (21) and Tamil Nadu (12) lost their positions to 22 and 13 in 2001.

Decline in Illiterates

There has been a decline during 1991-2001 in the absolute number of illiterates. The total number of illiterates declined by 31.96 million-21.45 million among males and 10.51 million among females. It may be noted that the four most educationally deprived states of the country, namely Bihar, Madhya

Pradesh, Rajasthan and Uttar Pradesh together have 298 million population of 7 year and above, which is about 34 per cent of the total population in 2001. The bifurcated parts of three newly created states, namely Jharkhand, Chattisgarh and Uttaranchal, if considered alongwith their parent states will increase the share to 39.69 per cent (345 million). However, the number of literates they have is much lower than their share in the total 7 years and above population. Together, they have 169 million literates, which is only 30 per cent of the total literates in the country. Together with three new states, the share of literates increased to 34.84 per cent (197 million), which is far below their share (39.69 per cent) to total 7 years and above population.

Individually Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh have 34.97, 17.86, 17.94 and 57.80 million illiterates respectively, which totals to 128.57 million illiterates. This is 42.51 per cent of the total illiterates in the country. Bihar and Uttar Pradesh alone have about 93 million illiterates (30.75 per cent). The improvement in literacy programmes in these states would help decline illiterates by at least 43 per cent. Unless the goal of universal literacy is achieved in these states, India cannot become a literate state. The trend in number of illiterates during the period 1991-2001, however indicate that these states experienced a decline in illiterates but the decline is only marginal. During 1991-2001, the number of illiterates in these four states along with three new states, declined by only 11.48 million which is about 36 per cent of the total 31.96 million decline at the all-India level. The other states, which also have significant number of illiterates, are Andhra Pradesh (25.69 million), West Bengal (21.27 million), Maharashtra (19.00 million), Karnataka (15.13 million), Gujarat (14.70 million), Tamil Nadu (14.67 million), Orissa (11.47 million) and Assam (7.96 million). The number of illiterates in rest of the states varies from 6.38 million in Punjab to 6,454 in Lakshadweep. Kerala too have 2.16 million illiterates of 7 years and above population. Many smaller States and UTs are in a position to achieve the goal of universal literacy in the near future. Even the female literacy rates in these states are well above the 70 per cent.

Of the total 31.96 million decline in number of illiterates during 1991-2001, the maximum contribution comes from Andhra Pradesh (16.79 per cent) followed by Uttar Pradesh (14.09 per cent), Maharashtra (12.48 per cent), Madhya Pradesh (11.43 per cent), Tamil Nadu (10.66 per cent) and Rajasthan (11.46 per cent). Similarly, of the total 203.61 million increase in number of literates, the contribution of these six states was 55.2 per cent with Uttar Pradesh share to the tune of 17.18 million. But a few states such as Arunachal Pradesh, Bihar, Dadra and Nagar Haveli, Delhi, Manipur and Nagaland experienced increase in the number of illiterates during 1991-2001 but except Bihar (- 9.33 per cent), elsewhere the increase is small in nature. However, Bihar contributed 6.13 per cent to total increase in the number of literates.

Future Prospects

An attempt has also been made to project the likely year (in terms of number of decades)* by which the goal of universal literacy (100 per cent) will be achieved (Table 2). The likely year is projected on the basis of progress made during the decade 1991 and 2001 and the amount of unfinished task ($100 - \text{Literacy Rate, 2001}$). Needless to mention that the method adopted is crude in nature, but gives enough indication about the rigorous efforts that would be required to complete the unfinished task. One of the limitations of the procedure adopted is that it should not be applied to states, which have very high literacy levels, say about 80-85 per cent in the base year. Once, a state has 80 per cent and above literacy level, its rate of increase during the next decade is likely to be much lower than the states, which have low literacy levels. Since both Kerala and Mizoram fall in this category, the likely year is not attempted in these states. The results reveal that at the present rate of increase (between 1991 and 2001), Bihar would need at least 5 decades to attain the status of a total literate state. It may attain 85 per cent literacy levels in about four decades. Nagaland is also likely to take more than 6 decades to become total literate state. Rest of the States/UTs would need about 1-3 decades. Madhya Pradesh, Rajasthan, Uttar Pradesh, Orissa and West Bengal are likely to take at least 1.80, 1.73, 2.71, 2.51 and 2.67 decades to fully become literate. In all the states, female population would take more years to literate become than their male counterparts. Needless to mention that India cannot attain the status of total literate state unless all of its States and UTs also attain the same.

* $D = (100 - \text{Literacy Rate, 2001}) / (\text{Literacy Rate, 2001} - \text{Literacy Rate, 1991})$ are based on the data collected from the households and the respondent was the head of the household.

Comparison of NSSO (1997) & Census (2001) Literacy Rates

An attempt has also been made in the present article to compare literacy rates estimated by the NSSO for year 1997 with those of the Census of India for the year 2001. It may be noted that the NSSO estimates are based on the sample basis, whereas the Census estimates are based on the complete enumeration. However, both the estimates are based upon the data collected from the households and head of the household was the respondent.

As against the NSSO literacy rate (Total) of 62 per cent in 1997, the Census estimate is 65 per cent in 2001. This suggests that during 1997 to 2001, literacy rate was further improved by more than 3 percentage points, which is quite possible (Table 3). This is also true separately for male and female literacy

rates. However, in a number of states, a significant deviation in literacy is noticed. In case of only two states, namely, Himachal Pradesh and Tripura, both the estimates are found almost same, which suggests that during 1997 to 2001, no progress was made in these states, which may not be true. On the other hand, in about 19 states, the NSSO 1997 literacy rates are found higher than the actual 2001 Census literacy rates, which puts a question mark about the reliability of NSSO literacy rates at least at the state level. In case of a few smaller states such as Andaman & Nicobar Islands, Meghalaya, Mizoram, Nagaland, Pondicherry and Sikkim, the NSSO literacy rates are significantly higher than the Census estimates. In Assam, the difference is of the tune of almost 11 percentage points. In Kerala too, the NSSO literacy rate was 93 per cent as against 91 per cent of the Census 2001.

Table 3
Comparison of NSSO (1997) & Census Literacy Rates (2001)

State/UT	Male		Female		Persons	
	1997	2001	1997	2001	1997	2001
Andaman & Nicobar Islands	100.00	86.07	94.00	75.29	97.00	81.18
Andhra Pradesh	64.00	70.85	43.00	51.17	54.00	61.11
Arunachal Pradesh	69.00	64.07	48.00	44.24	60.00	54.74
Assam	82.00	71.93	66.00	56.03	75.00	64.28
Bihar	62.00	60.32	34.00	33.57	49.00	47.53
Chandigarh	90.00	85.65	74.00	76.65	83.00	81.76
Chattisgarh	-	77.86	-	52.40	-	65.18
Dadra & Nagar Haveli	66.00	73.32	30.00	42.99	49.00	60.03
Daman & Diu	95.00	88.40	73.00	70.37	86.00	81.09
Delhi	91.00	87.37	76.00	75.00	85.00	81.82
Goa	93.00	88.88	79.00	75.51	86.00	82.32
Gujarat	80.00	80.50	57.00	58.60	68.00	69.97
Haryana	76.00	79.25	52.00	56.31	65.00	68.59
Himachal Pradesh	87.00	86.02	70.00	68.08	77.00	77.13
Jammu & Kashmir	71.00	65.75	48.00	41.82	59.00	54.46
Jharkhand	-	67.94	-	39.38	-	54.13
Karnataka	66.00	76.29	50.00	57.45	58.00	67.04
Kerala	98.00	94.20	90.00	87.86	93.00	90.92
Lakshadweep	98.00	93.15	93.00	81.56	96.00	87.52
Madhya Pradesh	70.00	76.80	41.00	50.28	56.00	64.11
Maharashtra	84.00	86.27	63.00	67.51	74.00	77.27
Manipur	86.00	77.87	66.00	59.70	76.00	68.87
Meghalaya	79.00	66.14	74.00	60.41	77.00	63.31
Mizoram	96.00	90.69	95.00	86.13	95.00	88.49

Nagaland	91.00	71.77	77.00	61.92	84.00	67.11
Orissa	64.00	75.95	38.00	50.97	51.00	63.61
Pondicherry	94.00	88.89	86.00	74.13	90.00	81.49
Punjab	72.00	75.63	62.00	63.55	67.00	69.95
Rajasthan	73.00	76.46	35.00	44.34	55.00	61.03
Sikkim	86.00	76.73	72.00	61.46	79.00	69.68
Tamil Nadu	80.00	82.33	60.00	64.55	70.00	73.47
Tripura	79.00	81.47	67.00	65.41	73.00	73.66
Uttar Pradesh	69.00	70.23	41.00	42.98	56.00	57.36
Uttaranchal	-	84.01	-	60.26	-	72.28
West Bengal	81.00	77.58	63.00	60.22	72.00	69.22
INDIA	73.00	75.85	50.00	54.16	62.00	65.38

Source: NSSO (1998) and Census (2001)

On the other hand, there are a few states where the NSSO literacy rates of 1997 are found much lower than the Census 2001 rates, which is quite possible. Some of these states are Andhra Pradesh, Karnataka, Madhya Pradesh, Maharashtra, Orissa and Rajasthan, most of which have also gained significantly between the period 1991 and 2001. In all these states, both the male and female NSSO literacy rates are found much lower than the Census literacy rates; thus indicating underestimation of the literacy rates, or they significantly progressed between the period 1997 to 2001. In case of Gujarat, Haryana, Punjab, Tamil Nadu, West Bengal and Uttar Pradesh, both the estimates compare well but this, otherwise also suggest that no progress was made in these states between the period 1997 and 2001, which is also not possible.

The analysis presented above beyond doubt indicate that NSSO estimates of literacy rates are quite comparable at the all-India level but the same is not true in case of the literacy rates at the state level. Both the estimates compare well only in the case of two states and in all other states, the same was either under or over-estimation of the actual literacy levels. Specially, in case of smaller states, the NSSO estimates are not at all comparable. The NSSO may like to re-look into its sampling procedure.

Contribution of Formal System to Total Literates

(a) Trends in 7 Years and Above Population

The seven years and above population which was 686.57 million in 1991 increased to 858.22 million in 2001; thus showing an increase of 171.65 million (Table 4). This gives an annual rate of growth of 2.26 per cent per annum. The country had about 328.17 million illiterate persons in 1991, which has now diminished by 31.96 million to 296.21 million in 2001. This gives an annual rate of growth of - 1.03 per cent per annum. This means that between 1991-2001,

31.96 million illiterates were made literates which can be treated as the contribution of literacy campaigns. In fact, a few illiterates may also be added from the population of 7 years and above to total illiterates between the periods 1991-2001. On the other hand, the number of literates during the same period increased by more than 203.61 million to 562.01 million in

Table 4: Contribution of Formal Education System to Total Literates During 1991-2001

Year	(In Million)				
	Grade III	Grade IV	Grade V	Total Grades I-V	Total Grades VI-VIII
1990-91	18.87	16.15	14.30	97.38	30.89
1991-92	19.51	16.80	14.98	100.94	34.03
1992-93	19.28	16.68	14.80	99.62	35.65
1993-94*	18.48	16.35	14.82	97.03	34.09
1997-98**	20.53	17.90	16.49	-	34.07
1998-99	21.13	18.36	16.84	110.99	40.35
Total (Average Enrolment: 1990-91 to 2000-01)	196.30 (95.50%)	170.40 (82.90%)	153.72 (74.79%)	-	-

LITERACY STATISTICS

(For Comparison point of view figures of Jammu & Kashmir are not used in both 1991 and 2001 Census years)

Item	1991	2001	Change Over 1991 without J & K Estimates	Change Over 1991 with Projected J & K Estimates [@]	Difference (Absolute)
Total Literates (7+)	358.40	562.01	203.61	205.54	1.93
Illiterates (7+)	328.17	296.21	-31.96	-29.92	2.04
Total Population (7+)	686.57	858.22	171.65	175.62	3.97

- 6th All India Educational Survey, NCERT, 1998, New Delhi. Rest of the figures is taken from the MHRD Published in different years. In the parentheses percentage to Total literates produced between 1991-2001 is presented.

** Provisional thereafter.

@ The census couldn't be conducted in Jammu & Kashmir in 1991. The number of literates (7 years and above) in case of Jammu & Kashmir in 1991 is projected by the author on the basis of literates in 1981 and 2001, which is then added to number of literates in 1991 to obtain total literates in the country.

2001; thus giving an annual rate of growth of 4.60 per cent. In 1991, there were 358.40 million literates in the country. This also indicates that the country produced more than 203 million literates during the period 1991-2001. It may be noticed that the rate of increase in literates is much higher at 4.60 per cent than the increase in total 7 years and above population (2.26 per cent). The increase in 7 years and above population by 172 million was largely the clientele of the formal education system; most of them, as it seems, are now literates. However, the decline in number of illiterates will be slightly low at 29.92 million, if projected figures of Jammu and Kashmir based on interpolations between 1981-2001 are used.

(b) Enrolment Vs Literates

Since the literacy rate is computed for age 7 years and above population, the corresponding grade under the formal education system is Grade II. In fact, the NSSO data suggests that a few children aged below 7 are also literates (NSSO, 1991). However, the high incidence of drop-out and low learners attainment (NCERT, 1998b) do not suggest that Grade I children be treated as literates. For that matter, even children of Grade II cannot be considered literates. Alternatively, children of Grade III can be considered literates. Children of age-8 are expected to be in Grade III. In addition, children below and above age '8' may also be in Grade III because of the early and lateral entry. Therefore, in the first exercise Grade III enrolment during the period 1991-2001 is estimated and termed literate.

Enrolment in India is available from two sources, namely, the MHRD and NCERT. However, it may be noted that the same from the MHRD publications is the latest available for the year 1992-93. Beyond that year, the same is provisionally available up to the year 1998-99. In addition, grade-specific enrolments in 1993-94 are also available from the all-India educational survey (NCERT, 1998a). In order to obtain total enrolment in Grade III, first the average enrolment (available years) is calculated, which is in turn multiplied by ten to obtain total (average) enrolment during 1991-2001. The total enrolment in Grade III during the entire period from 1991 to 2001 comes out to be 196.3 million. It may be recalled that the country has produced 203.61 million literates during 1991-2001. The total enrolment of 196.30 million in Grade III is thus treated as the contribution of the formal education system, which is 95 per cent of the total literates produced between 1991 and 2001. This otherwise indicates that the contribution of NLM to be in the tune of only 7.31 million. It may be recalled that decline in illiterate population during 1991 to 2001 was 31.96 million. This indicates two possibilities: (a) NLM contributes 7.31 million to the total 31.96 million decline in illiterates and the balance 24.65 million is contributed by the formal system; or (b) the contribution of the formal system is much less than 24.65 million. In that case the contribution of NLM to the total decline will improve. This can be verified by analysing

increase in the number of literates among the age group 15-35 years between 1991-2001, which is not readily available. If true, this would mean that the formal system has failed to make all of its clientele population literate, which was added during the period 1991 to 2001. However, even if the lowest enrolment of 18.48 million (1993-94) in Grade III is considered average, it will give a total enrolment of 184.8 million, which is 90.76 per cent of the total literates. This indicates the contribution of NLM to the tune of about 18.81 million, which is 59 per cent of the total decline in illiterates during 1991-2001. In that case, the contribution of formal system to the total decline would be only 13.15 million (41 per cent).

Needless to mention that a large number of children take admission in primary classes but drop out from the system before the completion of an education cycle. This has contributed significantly to wastage in the system. Had there been no wastage in the primary education system, it would have contributed a large number of literates to total literates. At present, the dropout rate at the primary level is about 40 per cent. More specifically, it is better to apply correction factor on account of dropout to the total enrolment in Grade III but the requisite set of data to compute grade-to-grade dropout is not available. In addition, Grade III enrolment should also be adjusted for the mortality rates that also vary from age to age. Since the Grade III enrolment is gross in nature, children of different ages constitute total enrolment. But since the survival rates are not available, it is not possible to apply the same to enrolment in Grade III. Alternatively, it is assumed that a student of Grade IV be considered literate and contribution of formal education system is assessed. Officially a child of age '9' is supposed to be in Grade IV, but because of the early and lateral entry, a large number of over-aged and under-aged children also form the total enrolment in Grade IV. By considering enrolment in Grade IV, we assume that children have completed Grade III, survived and retained in the system at least up to the Grade IV. However, a few of them may drop out from the system (also because of mortality) even before the completion of Grade IV. During the period 1990-91 to 1998-99, the lowest enrolment in Grade IV was 16.15 million in 1990-91 and the highest 18.36 million in 1998-99. The million in Grade IV during the entire period from 1991 to 2001. This should be treated as contribution of the formal system, which is 82.90 per cent of the total literates produced between 1991 and 2001. The past data suggests that about 5 per cent children used to repeat a grade, in this case Grade IV. Thus, if 5 per cent children is taken out from 170 million enrolment; it gives an effective enrolment of 161.88 million in Grade IV, which is 79.50 per cent of the total literates. Alternatively, if the total enrolment in Grade IV is calculated on the basis of the lowest enrolment i.e. 16.15 million will give an enrolment of 161.5 million, which is 79.32 per cent of the total literates. This should be considered as the lowest possible contribution of the formal system to the total literates produced between the periods 1991 to 2001. However, the contribution may be slightly lower than 161.5 million, if survival factor is also applied to enrolment.

Table 5: State-wise Average Enrolment in Grade IV and V: 1991 to 2001

(Figures in Million)

State	Total Number of Districts	Districts Covered under TLC (Up to March 1998)	Learners Made literate under TLC (1989 to 1998)	Grade IV		Grade V		Increase in Total Literates between 1991-2001
				Average Enrolment	% to Total Literates	Average Enrolment	% to Total Literates	
Andhra Pradesh	23	23	7.09	11.95	75.26	11.00	69.25	15.88
Arunachal	13	0	-	0.19	94.96	0.16	80.68	0.20
Assam	23	21	0.39	4.57	94.89	4.67	97.09	4.81
Bihar	55	39	2.26	13.37	107.02	11.66	93.38	12.49
Gujarat	19	19	4.11	10.27	117.20	9.06	103.41	8.77
Haryana	19	16*	0.33	3.42	71.54	3.14	65.72	4.78
Himachal	12	12	0.41	1.26	97.21	1.14	88.05	1.30
Karnataka	27	20*	3.83	11.20	114.71	9.09	93.14	9.76
Kerala	14		1.35	5.98	203.30	6.18	210.34	2.94
Madhya Pradesh	61	45*	4.24	15.78	108.58	13.67	94.05	14.54
Maharashtra	33	30*	3.80	19.70	89.06	18.25	82.52	22.12
Manipur	8	1	-	0.41	80.40	0.38	73.55	0.51
Meghalaya	7	6	0.01	0.36	72.46	0.33	67.91	0.49
Mizoram	3	0	-	0.19	93.92	0.17	84.67	0.20
Nagaland	7	0	-	0.30	55.91	0.31	59.35	0.53
Orissa	30	25	2.10	6.22	87.12	5.32	74.52	7.14
Punjab	17	14	0.28	3.98	80.82	3.50	71.19	4.92
Rajasthan	32	31*	2.86	7.65	52.59	6.89	47.40	14.54
Sikkim	4	0	-	0.11	83.41	0.10	72.37	0.13
Tamil Nadu	29	23	5.77	13.65	132.69	13.20	128.29	10.29
Tripura	4	3*	0.36	0.68	100.97	0.53	78.61	0.67
Uttar Pradesh	83	68*	4.63	21.64	61.86	18.56	53.07	34.98
West Bengal	18	17	8.25	13.54	88.98	12.45	81.86	15.21
INDIA**	577	442	52.45	170.40	82.90	153.72	74.79	203.61

Note: * New Districts carved out after sanction of literacy campaigns. Hence, these states are fully covered. For details, see Literacy Campaigns, NLM: Annual Report: 1997-98. Directorate of Adult Education, MHRD, New Delhi, 1999.

** In few states, total contribution comes out to be more than 100 per cent which may be because (i) either the grade-wise enrolment is overestimated; or corresponding estimates of literates are underestimated in states, like Gujarat, Kerala and Tamil Nadu; or (ii) it may be because of provisional set of data used in calculating average enrolment.

Source: Computed by the author, Totals may not tally because of rounding of figures.

The recently conducted Mid-term Assessment Survey of Learners' Achievement (NCERT, 1998b) reveals that the learners' attainment in Grade IV across the country is far below than the expectations. Therefore, in the last alternative, if children of Grade V are considered literate and total enrolment in Grade V is obtained, it comes out to be 153.72 million. This is 75 per cent of the total literates produced between the periods 1991-2001. By assuming Grade V students as literates, we assume that children have completed Grade IV, survived and retained in the system at least up to the Grade V. However, it would be better and safe to consider primary graduates as literate but completion rates required to know graduates are not available. It may, however, be noted that Gaj Raj (UNESCO, 1992) considered Grade IV students as literate. By adopting the same methodology, state-specific average enrolment in Grade IV and V between the period 1991 and 2001 is also calculated (Table 5). The table reveals that in case of most of the States & UTs, large chunk of literates come from enrolment in Grade IV/V, which is more than 70 per cent of the total literates produced between 1991 and 2001. The contribution of states may be slightly lower if correction factor is applied on account of dropout and survival rates.

Concluding Remarks

During the previous decade, literacy rate increased from 52 to 65 per cent. Despite the impressive improvement in literacy rates, in case of female population, the male/female differential in literacy rate has still remained high at 22 percentage points. The number of illiterates also declined but the country still has more than 296 million illiterates. Tests are not conducted to know the literacy status of the members of the household. The respondent in the Census was the head of the household. The perception of an educated head of the household and that of an illiterate head of the household about literate differ and may affect significantly the actual number of literates. This is more specifically true keeping in view the large number of illiterate heads of the households. Apart from this, there may be a few errors in enumeration also. The actual literacy rate may perhaps be lower than what has been presented. The TLCs initiated in early 1990's created positive environment for the primary education to expand, however the tempo could not be maintained in the later part of the 1990's. A large number of programmes concerning primary education were initiated in the country during the last decade, which might have contributed significantly to total number of literates produced during the period 1991 to 2001. Therefore, an attempt has been made in the present article to assess the contribution of formal education system to total literates produced. For this purpose, literacy data of Census 2001 and enrolment data produced by the MHRD have been extensively used.

Different alternatives attempted suggest that the contribution of the formal system to be in the tune of between 162 to 196 million. Even in the extreme case (Grade V, if considered literate), it comes out to be 153 million (75

per cent), which should be the lowest possible contribution of the formal system. This also suggests that the maximum contribution of NLM to be in the tune of 50 million, which also includes its contribution to total decline in illiterates. Whatever progress is reflected in literacy rates (7 years and above), beyond doubt is because of the ongoing educational programmes under the formal education system. The real contribution of NLM would be known only when literacy level in the age group 15-35 years is available, which is also the clientele of the adult literacy programmes. In addition, the educational attainment of literates will also throw light on the status of literates being produced.

NLM may not have contributed to total literates significantly, but why has the primary enrolment increased? NLM influenced parents through its literacy campaigns to send children to schools. Definitely it has created positive environment for the primary education to expand. This is largely because of the aggressive campaigns initiated by it during 1990's, which generated demand for the primary education. One of the many gains of TLC has been the prominence given to education at decentralised levels and in the agenda of government development departments. The new programmes concerning primary education initiated during 1990's were also based upon the assumption that the literacy campaigns have generated demand for education. This is also reflected in the state-specific analysis of enrolment data during 1991-2001 (Table 5). Prima-facie, it suggests that the states that have contributed significantly to total literates are the ones, which have initiated TLCs in a big way. A large number of districts during this period were declared total literate in these states. However, the tempo of early 1990's could not be maintained in the later part of the decade. By and large, the states of Maharashtra, Tamil Nadu, West Bengal, Andhra Pradesh, Madhya Pradesh, Gujarat and Karnataka have done comparatively better in the literacy phase where almost all the districts were covered with the TLC projects. The TLC in these states have created positive environment for primary education, which is well reflected in their contribution (Grade V) to total literates produced between 1991 and 2001 which is above 80 per cent except in case of Andhra Pradesh.

The other noticeable point is that all is not well with the official set of enrolment data. Researchers, time and again, have pointed out deficiencies, inconsistencies and overestimation in the official data, which is found to have contributed significantly to total number of literates produced between 1991 and 2001. This argument is further strengthened when the official statistics is compared with those of the all-India educational survey data. Over a period of time between second survey to the present sixth survey, the gap between the two estimates has increased significantly and the same was of the tune of 10.46 million at the primary and 16.32 million at the upper primary level of education. In all these surveys, the official estimates are found higher than the corresponding survey estimates. A close examination of grade-specific enrolment further reveals that the gap is more wide and significant in Grade I and II but in

later grades of primary level, Grades III, IV and V in particular, it is not so significant. Both sets of estimates are also comparable at the upper primary level of education. Therefore, enrolment in Grade V, if considered literate will not present a misleading picture of its contribution to total literates.

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LITERACY CAMPAIGN IN BIHAR : PROBLEMS AND PROSPECTS

Y.L.Das & S.N.Singh

Background

Literal meaning of literacy is the ability to read and write only, but in true sense it has a broader connotation which include overall personality development of a person leading to total transformation of the society/country/universe. Mahatma Gandhi considered education (literacy) as the basic tool for the development of consciousness and reconstruction of society. Federico Mayor, former Director General of UNESCO rightly pointed out that "If we do not invest all our resources, energy and will in education, the race will be lost and the balance between men and nature will be re-established by disasters that are not only unthinkable but also avoidable now." In view of above facts literacy has occupied the most important place in social sector planning process particularly in a developing economy like ours. Thus, expenditure incurred in imparting literacy especially to disadvantaged group of the society such as Scheduled Caste and Scheduled Tribe, Women etc. has been considered as productive and worthwhile investment.

In the post independence era, several efforts have been made for eradication of illiteracy and attaining the goal of education for all in both the formal and non-formal sectors. Specifically, the year of 1978 became the landmark in the history of adult literacy when the nation-wide adult literacy programme/campaign was launched. Similarly, keeping in view the New Education Policy of 1986 stressing the need for change in approach and strategies with a major focus on mass movement/community mobilization and continuing/life long education. National Literacy Mission (NLM) was created in 1988. The main objective of NLM as to achieve full adult literacy within a short span of time upto 2005 by way of ensuring community participation and providing impetus for encouraging volunteerism among adult/youth literates through creating conducive environment to literacy.

Literacy Status in Bihar

Despite operationalising the nationwide literacy programme/campaign in the state of Bihar since more than a decade the fact remains that it still stands at the bottom level in terms of literacy percentage in the country.

The following analysis of literacy scenario will provide a true picture in this regard.

TABLE-1: LITERACY PERCENTAGE IN BIHAR COMPARED WITH WORLD, INDIA AND KERALA AS PER CENSUS, 2001.

		MALE	FEMALE	TOTAL
1.	World (2000)	85.3	73.6	79.4
2.	India	75.85	54.16	65.38
3.	Bihar	60.32	33.57	47.53
4.	Kerala	94.20	87.86	90.92

Note:- World Literacy rate relates to the age group of 15 and above whereas in rest of the cases relate to 7 years of age. Source – *Census of India, 2001.*

Figures contained in above table clearly indicate that Bihar is lagging far behind in terms of literacy as compared to world on nation as well as the state of Kerala which stands at top level in the country in this regard. There is a great deal of variation between male and female literacy in the state of Bihar. About three fourth of the female in the world and more than half in India are literate, whereas only one third of them have become literate so far in Bihar which seems to be serious matter of concern.

TABLE-2: INTER DISTRICT VARIATION IN LITERACY PERCENTAGE DURING 1991 & 2001

TOTAL

S.No.	State/Districts	1991	2001	Difference
	India	51.21	65.58	14.17
	Bihar	37.49	47.53	10.04
1.	Paschim Champan	27.99	39.63	11.64
2.	Purba Champan	27.59	38.14	10.64
3.	Sheohar	26.18	37.01	10.83
4.	Sitamarhi	28.49	39.38	10.89
5.	Mahubani	33.22	42.35	9.13
6.	Supaul	28.11	37.80	9.69
7.	Araria	26.19	34.94	8.75
8.	Kishanganj	22.22	31.02	83.80
9.	Purnia	28.52	35.51	6.99
10.	Katihar	28.90	35.29	6.59
11.	Madhepura	27.72	36.19	8.49
12.	Saharsa	29.98	39.28	9.30

13.	Darbhanga	34.94	44.32	9.88
14.	Muzaffarpur	36.11	48.15	22.04
15.	Gopalganj	34.96	48.19	13.23
16.	Siwan	49.13	52.01	12.88
17.	Saran	41.79	52.01	10.22
18.	Vaishali	40.56	51.63	11.07

S.No.	State/Districts	1991	2001	Difference
19.	Samastipur	36.37	45.76	9.39
20.	Begusarai	36.88	48.55	11.67
21.	Khagaria	32.33	41.56	9.23
22.	Bhagalpur	41.84	50.28	8.44
23.	Banks	34.55	43.40	8.85
24.	Munger	52.25	60.11	7.86
25.	Lakhisarai	39.40	48.21	8.81
26.	Shekhpura	40.92	49.10	8.09
27.	Nalanda	46.95	53.64	6.69
28.	Patna	56.33	63.82	7.49
29.	Bhojpur	48.18	59.71	11.53
30.	Buxar	33.49	57.49	24.00
31.	Kaimur	39.35	55.57	16.22
32.	Rohtas	48.52	62.36	13.84
33.	Jehanabad	45.83	56.03	10.20
34.	Aurangabad	45.14	57.50	12.36
35.	Gaya	40.47	51.07	10.60
36.	Nawada	38.96	46.36	8.40
37.	Jamui	33.41	42.74	9.33

Note:- Literacy rate is the percentage of Literacy to Population aged 7 Years.

Source:- *Census of Bihar, 1991, 2001.*

It is apparent from the above table that the increase in literacy percentage during last decade (1991-2001) in case of the majority of the districts of Bihar remained below state average (i.e. 10.04). Another prominent feature reflects from the above data that exceptionally two districts namely Buxar and Kaimur-Bhabhua have registered tremendous increase in literacy percentage during the reference period which is even higher than the increase in national literacy percentage. It is interesting to note that literacy campaign being stagnant in Buxar during this period it has shown the highest rate of increase in literacy due to various other factors-probably commendable performance in formal education sector.

It also appears that during 2001, the districts like Patna, Rohtas, Buxar, Kaimur, Nalanda, Bhojpur, Munger, Saran, Siwan and Vaishli are significantly ahead of other districts, the literacy percentages ranges between 52 to 64. A few districts like Muzaffarpur, Gopalganj, Bhagalpur, Begusarai, Lakhisarai and Shekhpura being slightly on higher side of literacy front are by and large close to the state average. Rest of the districts of Purnea, Kosi, Tirhut and Darbhanga Divisions are lagging far behind the state average of literacy rate due to several factors such as concentration of larger share of population in remote/rural areas, problem of out migration, poverty, backwardness, lack of political and social consciousness etc.

It is important to note that invariably literacy among women is lower than that of male in each district. However, the gap between male and female decreased in 2001 as compared to 1991 in all the districts.

Status Of Literacy Campaign in Bihar

As per a status report compiled by State Literacy Mission during September, 2001 out of 37 districts 32 districts have been covered under literacy project. Financial assistance has been given to them for operationalising the projects. However, it is a sorry state of affairs that despite receiving grant from National Literacy Mission (NLM) Govt. of India, implementation of the project have not been commenced in four districts namely Samastipur, Gaya, Patna and West Champaran and their sanction period is either expired or about to expire. For the time being 16 districts are under Total Literacy Campaign Phase such as Nalanda, Aurangabad, Buxar, Gopalganj, Saran, Vaishali, Muzaffarpur, Katihar, Africa, Kishanganj, Lakhisarai, Banks, Bhagalpur, Nawada, Jamui and Rohtas. Though, most of them due to various administrative/management problem and exceptionally in few cases delay in sanction/release of fund/extension of project period. Projects have not been completed in the stipulated time frame. Campaign in Bhagalpur, Buxar, Saran and Nawada is stagnant whereas implementation process in the districts like Banks, Katihar and Nalanda have been slow.

Literacy Campaign In Bihar: Problems And Prospects

Three districts like Siwan, Madhubani and Madhepura are in the process of implementing TLC in some part of the districts, while in some blocks of the respective districts, PLP is going on. Pace of implementation is slow particularly in Madhubani and Madhepura. However, the situation has improved a little bit, now-a-days. Six districts such as Kaimur Jehanabad, Supaul, Khagaria, Munger, and Darbhanga have moved to PLP phase. Progress at Kaimur has been considered praise worthy whereas progress of Darbhanga has been by and large stagnant.

Bhojpur, Begusarai and Saharsa have completed PLP projects and they are preparing to launch Continuing Education Project. CEP has been sanctioned to Bhojpur and Begusarai.

Among the rest 5 districts- Purnea, East Champaran and Sitamarhi have got approval of TLC/PLP Composite project and Sheikhpura and Sheohar have been forwarded for the same by the state. These two districts are awaiting for final approval/sanction and release of fund from NLMA.

TABLE-3: PROGRESS IN TLC/PLP

S.No.	DESCRIPTION	TLC	PLP	TOTAL
1	Amount Sanctioned (Rs.in Lacs)	8373.02	1919.37	10292.39
2.	Amount Released.	5241.76	928.96	6170.72
3	Amount Spent.	3159.80	488.54	3648.34
4..	No.of Learners surveyed/estimated.	122.51	22.20	144.71
5.	No.of Learners made Literate (Completed Primer III).	31.42	-	31.42
6.	No.of Learners Completed PL 1.	-	5.43	5.43
7.	Percentage of amount released to total sanctioned amount.	64.60	48.40	59.95
8.	Percentage of amount spent to total sanctioned amount.	37.74	25.45	35.45
9.	Percentage of amount spent to total sanctioned amount.	60.28	52.59	59.12
10.	Percentage of Learners completed Primer III to Surveyed/Estimated target.	25.65		25.65
11.	Percentage of Neo-Literates completed PL Primer to total target (Surveyed/Estimated)		26.46	24.46

Source:- *Report on status of Literacy Programme* Compiled by SLMA, Bihar September, 2001.

Above table indicates that NLM the Govt. of India has sanctioned Rs.8373 lacs (i.e. Rs.83 Crores 73 Lacs) for TLC project so far. As above mentioned, 32 districts of Bihar have been accorded sanction for TLC.

Similarly Rs.1919 lacs (i.e. 19 Crores 19 Lacs) has been sanctioned for PLP project to all districts of Bihar. As against total sanctioned amount roughly 63% and 48% have been released for TLC and PLP respectively. So far as expenditure is concerned, it is just 38 % of total sanctioned amount and 60% of the amount released. Only 25% of sanctioned amount and 52.5% of amount released have been spent till September, 2002. Thus, it suggests that there is a great deal of variation between sanction released and expenditure (use) of funds in TLC/PLP projects. Reasons for less expenditure and less release of fund in most of the cases are either inordinate delay in process of operations of the project and non start of the TLC/PLP in the districts. However, exceptionally, in a few cases, problem of paucity of fund have arised due to delay in release of fund from the Govt. In some cases this problem liēs with the ZSSs because of non settlement of accounts/improper financial management / lack of auditing etc. Moreover, situation in this regard has improved in last few months after a workshop on financial management organised at Patna (Bihar) by Ministry of Human Resource Development and Directorate of Adult Education, Govt. of India in collaboration with State Literacy Mission Authority and State Resource Centres.

As regards, achievement it appears from the figure contained in above table that only one fourth of target/surveyed learners/neo-literates have completed primer third / Post Literacy book I respectively, primarily because of non implementation or tardy implementation process of the project.

Taking into account the above facts in mind it seems that the performance of literacy projects in Bihar present a gloomy picture.

Problems

1. Campaign approach in most of the cases did not yield to mobilise the community for taking up the challenge of eradication of illiteracy with all zeal and dedication.
2. Activities of environment creation could not alter the need hierarchy of the common mass. Consequently still eradication of poverty/backwardness remains the top priority to them.

Table - 1 : Statement showing the Enrolment of Adult Learners, Achievement and Expenditure incurred under Akshara Sankranthi

Name of the District	No. of Self help groups identified	Enrolment					Achievement					Total Expenditure incurred
		Total	Male	Female	SC	ST	Total	Male	Female	SC	ST	
Srikahulam	24897	205960	22408	183552	21214	13840	107271	11221	96050	9808	6641	4751773
Vizianagaram	15440	252452	56833	195619	28892	37492	117401	28417	88984	-	-	6558661
Visakhapatnam	16440	300000	135946	164054	27892	56924	180000	88499	91501	-	-	6192574
East Godavari	46934	283684	-	283684	64941	16737	189574	-	189574	28436	2558	5000000
West Godavari	10376	252708	67779	184929	-	-	192273	50366	141907	-	-	4969969
Krishna	21447	213120	25069	188051	55135	7945	171133	18549	152584	-	-	6075229
Guntur	24495	250110	39472	210638	84853	13125	175070	-	175070	46610	7390	4773664
Prakasam	22000	239924	45142	194782	67780	10808	142035	32353	109682	30416	4538	4452031
Nellore	21882	272800	660005	206795	86320	19899	116707	27697	89010	30929	7349	8326326
Chittoor	21730	172555	36569	135986	52818	9062	112504	19688	92816	32197	4089	7701000
Cuddapah	14838	249738	82805	166933	62783	8128	173393	33963	139430	31856	4146	5051343
Anantapur	18203	182095	-	182095	40546	10447	94320	-	94320	12207	2386	4074096
Kurnool	21150	249653	63245	186408	71111	8401	96652	25255	71397	21113	2443	3905000
Mahbubnagar	26612	249002	22810	226192	47571	19352	70350	5232	65118	7324	2128	654751
Ranga Reddy	20272	290333	14858	175475	45978	10645	61834	10869	50965	-	-	5475000
Hyderabad	3268	242154	23283	218871	65784	5678	151906	14605	137301	32234	2214	6432089
Medak	12865	220342	66724	153618	-	-	49554	12388	37166	-	-	5593444
Nizamabad	22954	227184	18328	208820	27257	11357	132482	15172	117310	15897	6624	4519334
Adilabad	17963	189764	1630	184134	55630	37290	116062	5630	110432	39856	22769	5220740
Karimnagar	19013	183262	870	182392	54873	5171	108034	300	107734	13522	2608	5068281
Warangal	19942	250190	11810	238380	42532	32524	155641	-	155641	26458	20233	7341183
Khammam	18363	193450	42754	150696	-	-	85623	16453	69170	-	-	4669932
Nalgonda	24879	253686	63606	190080	60884	12684	106133	17640	88493	33306	4297	5570475
Total	465036	5324130	911946	4412184	1064794	34750999	2905952	434297	2471655	102413	102413	128270105

Source : Statement showing the Enrolment of Adult Learners, Achievement and Expenditure incurred under Akshara Sankranthi, Directorate of Adult Education, Government of Andhra Pradesh, Hyderabad.

3. Short term literacy projects appear to be imposed to the districts in a state like Bihar rather than being it option to adopt this strategy as their felt need.
4. Problem of sustainable motivation in the absence of economic incentives to VTs / literacy workers also caused for impeding the pace of progress in terms of literacy outcome.
5. In some cases, lack of administrative support, conflict and non-cooperation among team of literacy workers at different levels, lack of committed volunteers/workers etc. also resulted into tardy implementation, non-implementation or stagnation of the project.
6. Delay in project approval and release of fund, non involvement of active NGOs, lack of convergence/integration of literacy programme with health, rural development and other sectors etc. have also hampered the progress and implementation process of the project.
7. Monitoring mechanism at grass root level to state level has not been very effective and linked with the follow-up actions.
8. Monitoring/Evaluation/Operational strategies and guidelines could not be devised by NLMA/SLMA well in advance or right from commencement of TLC/PLP/CEP. It could not be used as check and balance measure to move from TLC to PLP.
9. Evaluation, particularly concurrent evaluation has not been carried out in many districts. Wherever, it has been evaluated, its basic purpose of using the findings/recommendations of evaluation study to correct the deficiencies in process of implementation has not been served due to reluctance on the part of ZSSs on the one hand and in some cases on such appropriate ways and means have been suggested to improve the state of affairs by the evaluating agencies on the other.
10. Lack of strong and efficient Management Structure / Organizational network from grass root level to ZSS level has also been responsible factor for poor performance at various places.
11. Improper financial management and poor documentation have also created hurdles.
12. Village Literacy Committees / Peoples, representatives media personnel and intellectuals / opinion leaders have not been adequately oriented to take part in creating learning society.
13. Shift in policy and programme of adult education / literacy without proper manpower planning has adversely affected the pace of implementation.

Policy Implications

Under such circumstances we have to go a long way in order to attain the goal of adult literacy. The following measures can be suggested as prospects to remove the deficiencies of literacy projects.

1. Literacy programmes needs to be implemented as an integral part of integrated rural development programme having provisions for vocational skill development and income generation programme because of the fact that literacy / education has link with national development as well as societal needs.
2. Adult Literacy Programme needs change/shift in approach and strategies. Rather than adopting campaign approach and short term strategies of TLC/PLP. Project, a long run project of adult literacy (at least for ten years) for each district of the state like ours having provisions of economic incentives to full time literacy workers and volunteers are to be made. In each district in order to attain the objective of basic literacy to 15-35 years of age, the project should be implemented in various phases. Instead of Adhoc / Casual approach of NLM, Govt. of India with special reference to the man power planning at both state / SRC and ZSS level, like other developmental programmes of social sector, permanent management structure and infrastructure need to be created in view of strengthening the implementation process. Untill and unless the basic literacy is achieved, the districts should not move towards next phase (i.e. form Total Literacy to PLP and PLP to CEP).
3. ZSSs (the implementing agency) can explore the possibility of ensuring the participation of NGOs, Peoples representatives/panchayat Raj Institutions and the Govt. development departments in effective implementation of literacy projects.
4. SLMA in collaboration with SRCs can evolve effective monitoring mechanism and follow-up actions to deal with the problems persisting in literacy districts.
5. The district unit of Mass Education can be associated with the adult literacy programme.
6. Recurrent orientation of ZSS functionaries/VEC/PRI representatives and Govt. officials may yield in mobilizing the community to ensure their participation in planning and implementing the programme.
7. Taking into account the new approach, strategies and thrust areas of adult literacy SRC personnel should be provided with adequate and appropriate training/orientation for their capacity building so as to enable

them for providing quality technopedagogic supports to ZSSs and other agencies involved in implementing micro literacy projects.

8. Inter-sectoral linkages between ZSSs and other literacy/elementary education departments / resources support institutions need to be established with a view to improve the quality of academic resource support.
9. Sensitization of community through strong advocacy material /orientation on gender issues with a particular reference to girl/female education may also help in raising the level of literacy in the state.
10. Adult literacy should not be looked into isolation, rather efforts should be made to achieve the goal of "Education For All" by way of ensuring universal enrolment, universal participation and universal achievement of 6-14 years children in primary/elementary education. Eventually, it will lead to control the problem of adult illiteracy.

Thus a systematic approach of planning, implementing and monitoring the literacy programmes will help in achieving the desired goal.

AKSHARA SANKRANTHI PROGRAMME: AN EVALUATION

S.Surapa Raju

Introduction

Total Literacy Campaigns were launched in all the districts of Andhra Pradesh. While twenty-two districts completed Post-Literacy Campaigns, twenty districts have taken up Continuing Education Programme. In spite of these efforts, it is estimated that nearly 60 lakh adult illiterates are in Andhra Pradesh. With a view to covering this target, the Government of Andhra Pradesh launched a literacy programme called *Akshara Sankranti* on October 2, 2000.

Brief History Of *Akshara Sankranti* Programme

The *Akshara Sankranti* Programme was the brainchild of the Chief Minister of Andhra Pradesh Mr.N.Chandra Babu Naidu. This idea emerged, when an incident took place in a village called Kothapalli, a hamlet of Gopannapalem, 10 km from Eluru town (District Head quarters of West Godavari District). A group of 15 illiterate housewives had volunteered to undergo a specially designed literacy course that was aimed at teaching reading skills faster (*The Hindu*, August 10, 2001). It was felt that separation of reading from writing would enhance the speed of learning. Soon, two senior instructors of the Department of Education were drafted for the experiment and a new primer with a reduced number of 29 letters of the Telugu alphabets (total letters are 56) was designed. The learners were shown the letters in the wall-hung charts and asked to recognize. Many were able to recognize the complete alphabet in a few days and started reading small words and sentences after a week. Exactly after 42 days, the learners were asked to read paragraphs from the primer. Inspired by the instant results of the experiment, the collector, Mrs. Poonam Malakondiah, adopted the model for the entire district by improving the contents. The duration of the programme was 90 days - the first 40 days are devoted to teaching the alphabet and reading skills, the next 40 days for writing practice and the last 10 days for numerals.

In all, 37,283 illiterate women of self-help groups, who were active in the district, were enrolled for the fast track programme and 29,831 learners completed the course. The Chief Minister, Mr.N.Chandra Naidu, became the main votary of the new model because of the instant results and insisted upon its expansion in the entire state. The Government of Andhra Pradesh launched the programme called *Akshara Sankranti* on October 2, 2000 in the entire state.

Main Features Of The Programme

1. The programme focused on women.
2. Members of self help groups formed the backbone of the programme.
3. The programme was linked to all existing activities already being handled by self-help groups with the involvement of other departments.
4. Teaching material was designed specific to suit the requirement of self-help group members.
5. A system of close and continuous monitoring was established.
6. N.G.O. and local groups were actively involved wherever possible.

Present Status Of The Akshara Sankranti Programme In Andhra Pradesh

Under this *Akshara Sankranti* Programme, 5324130 learners were enrolled from the 465036 identified Self Help Groups (SHG) in Andhra Pradesh. Out of the total enrolled, 911946 were males and the rest were females. (Table-I). Among the enrolled, 20 percent belonged to Scheduled Castes and 6.5 percent belong to Scheduled Tribes. Out of total 5324130 learners enrolled 2905952 i.e. nearly 54.6 percentage of learners completed the primers. On an average Rs.24.10 was incurred per head/learner for this programme in the State. Maximum number of learners were enrolled in Visakhapatnam district and the least were enrolled in Chittoor district

Achievements Over Targets Districts-Wise And Region-Wise

The highest percentage (80%) of achievement over enrolled was observed in Krishna and the least was observed in Medak districts in Andhra Pradesh. Among the coastal region, while 80%, (achievement over enrolled) were observed in Krishna and in West Godavari districts it was 76% respectively and the least percentage 43% observed in Nellore district. Among the Rayalaseema Region, the percentage of achievement over targets in Cuddapah and Chittoor districts are 70 and 65 respectively and least was in Kurnool district. Among the Telengana Districts, Hyderabad occupies the First and Medak occupies the least position in achievement levels. Percentage of achievement over enrolment of males and females are 48% and 56% respectively in Andhra Pradesh (Table-2).

Expenditure Incurred For The Programme:Region-Wise And District-Wise

The Nellore district spent the highest amount (Rs.86.23 Lakhs) and the Kurnool district spent the least (Rs.39.05 Lakhs) for this programme in Andhra Pradesh. Among the coastal districts, Nellore spent the highest and Prakasam spent the least amount. With regard to Rayalaseema region, Chittoor spent the highest and Kurnool spent the least amount. Regarding Telangana region, Warangal spent the highest amount and Nizamabad spent the least amount.

Expenditure Per Learner & Percentage Achievement Over Targets (Enrolled) Region-Wise And District-Wise

Expenditure per head incurred for the *Akshra Sankranti* was calculated on the basis of division of the total expenditure with the number of learners for each district and region. Percentage were worked out for achievement over enrolment for each district and region.

The highest expenditure per learner i.e. Rs.31.94 was observed in Rayalseema Region and Rs.22 per learner each was observed for

Table – 2 : Percentage of Achievement over Enrolled and Cost incurred per Learner – District-wise

Sl.No.	Name of the District	Total Enrolled	Total Achieved	Percentage Achievement over enrolled	Total Expenditure incurred	Cost Incurred per Head
1.	Srikakulam	205960	107271	52	4751773	23.07
2.	Vizianagaram	252452	117401	46	6558661	25.99
3.	Visakhapatnam	300000	180000	60	6172574	20.64
4.	East Godavari	283684	189574	67	5000000	17.60
5.	West Godavari	252708	192273	76	4969969	19.66
6.	Krishna	213120	171133	80	6075229	28.50
7.	Guntur	250110	175070	70	4773664	19.00
8.	Prakasam	239924	142035	59	4452031	18.56
9.	Nellore	272800	116707	43	8326326	30.52
10.	Chittoor	172555	112504	65	7701000	44.62
11.	Cuddapah	249738	173393	69	5051343	20.23
12.	Anantapur	182095	94320	52	4074906	22.38
13.	Kurnool	249653	96552	39	3905000	15.64
14.	Mahbubnagar	249002	70350	28	6547151	26.29
15.	Ranga Reddy	190333	61834	32	5475000	28.76
16.	Hyderabad	242154	151906	62	6432089	26.56
17.	Medak	220342	49554	22	5593444	25.38
18.	Nizamabad	227148	132482	58	4519334	19.89
19.	Adilabad	189764	116062	61	5220740	27.51
20.	Karimnagar	183262	108034	59	5068281	27.66
21.	Warangal	250190	155641	62	7341183	29.34
22.	Khammam	193450	85623	40	4669932	24.14
23.	Nalgonda	253686	106133	42	5570475	21.96
	Total	5324130	2905952	55	128270105	24.10

Source: Directorate of Adult Education, Govt. of Andhra Pradesh, Hyderabad.

Telangana and Coastal Regions. The Chittoor district spent the highest expenditure per learner (Rs.44) and Kurnool spent the least amount on each learner i.e. Rs.16. On an average Rs.24 per learner/head was spent for the *Akshra Sanranti* in Andhra Pradesh (Table-3). Medak achieved 22 percent by spending Rs.25 per learner, which is the lowest achievement, whereas the Krishna district achieved the highest percentage (80%) by spending Rs.29 per learner. The lowest per head expenditure was spent in Kurnool (Rs.16) and the level of achievement was 39 percent. West Godavari, East Godavari, Guntur and Cuddapah districts achieved more percentage by spending fewer amounts on each learner (Rs.20). Mahbubnagar and Ranga Reddy districts spent more on each learner (Rs.26-30) and getting less achievement levels (30 percent). (Table-4).

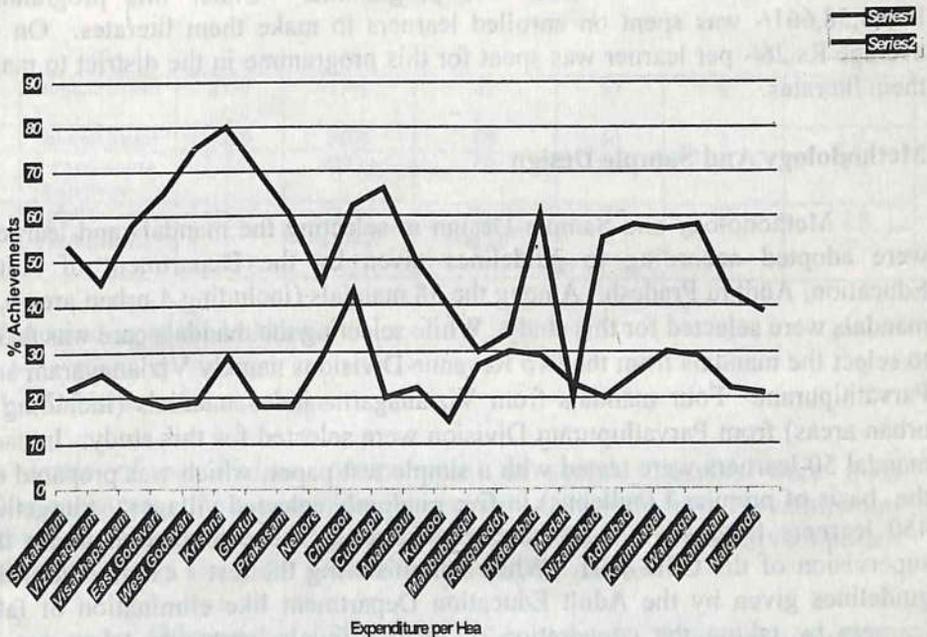
Table – 3 : Per head expenditure incurred for the *Akshra Shankranti* Programme – Region-wise

Sl.No.	Region	Total Enrolled	Total Expenditure	Per head Expenditure
1.	Coastal	22,70,758	5,11,00,227	22.50
2.	Rayalseema	8,50,041	2,72,79,400	31.94
3.	Telangana	21,99,331	4,98,90,478	22.70
	Total	53,24,130	12,82,70,105	24.10

Table – 4: Distribution of Districts according to Per Head Expenditure by Percentage of Achievements over Targets in Andhra Pradesh

Percentage of Achievements over Targets	Per Head Expenditure incurred for the Akshara Sankranthi Programme (Rs.)					
	16-18	19-20	21-22	23-25	26-30	44+
30				Medak	Mabububnagar	
31 – 35					Ranga Reddy	
36 – 40	Kurnool					
41 – 45			Nalgonda	Khammam	Nellore	
46-50					Vizianagaram	
51-55			Anantapur	Srikakulam		
56-60		Prakasam Nizamabad	Visakhapatnam		Karimnagar	
61-65					Hyderabad Adilabad Warangal	Chittoor
66-70	East Godwari	Guntur Cuddapah				
71 +		West Godavari			Krishna	

Source: Directorate of Adult Education, Govt. of Andhra Pradesh, Hyderabad.



Evaluation Studies

To strengthen the programme in the State, the Government of Andhra Pradesh has decided to conduct a terminal evaluation (on sample basis) in all the districts during the month of July, 2001 by various agencies. The main objective of the evaluation was to assess the percentage of targets and learning skills achieved by the learners. The Council for Social Development is (CSD) one among the selected agencies for this evaluation in Vizianagaram district by the Department of Adult Education.

Present Status Of Akshara Sankranthi Programme In Vizianagaram District

The Zilla Saksharata Samiti of Vizianagaram identified and enrolled 2,52,452 learners under this programme from 15,440 identified Self Help Groups spreading over 34 rural mandals and 4 urban areas. Out of the total enrolled, 56,833 were males and 1,95,619 females. In terms of percentages, nearly 77 per cent of the enrolled were females and 23 per cent of them were males. Out of this total enrolled, 11.4 per cent of learners belonged to Scheduled Caste and 14.8 per cent to Scheduled Tribes.

Out of the total 2,52,452 learners enrolled, 1,17,401 learners completed the Primer I & II (Achievement), i.e. nearly 46 percentage of learners came into the fold of literate category. Out of 1,95,619 enrolled female learners, 88,984 were made literates under this programme, i.e. 45 per cent of enrolled female

learners became literates under this programme. Under this programme Rs,65,58,661/- was spent on enrolled learners to make them literates. On an average Rs.26/- per learner was spent for this programme in the district to make them literates.

Methodology And Sample Design

Methodology and Sample Design in selecting the mandals and learners were adopted according to guidelines given by the Department of Adult Education, Andhra Pradesh. Among the 38 mandals (including 4 urban areas), 9 mandals were selected for this study. While selecting the mandals care was taken to select the mandals from the two Revenue Divisions namely Vizianagaram and Parvathipuram. Four mandals from Vizianagaram and 5 mandals (including 2 urban areas) from Parvathipuram Division were selected for this study. In each mandal 50 learners were tested with a simple test paper, which was prepared on the basis of premier I (syllabus) in five randomly selected villages. Altogether 450 learners from 45 villages have gone through the examination under the supervision of the CSD staff. While administering the test / examination, the guidelines given by the Adult Education Department like elimination of fake learners by taking the cooperation of local officials, care was taken not to surround the crowd while the learners were taking test, encourage the learner to complete the question if he/she had left out the question etc. This study was undertaken during the Month of July 2001 in Vizianagaram District.

Main Findings

Out of total 450 learners who took test in 9 sample Mandals, only 99 were qualified according to NLM norms i.e. 22 percentage of total sample learners were qualified in the test. Out of 99 qualified learners in the district, 63 learners are from the Vizianagaram Division and the rest of them belong to Parvathipuram Division (Table-5).

Table – 5 : No. of persons and percentage of achievement over enrolled by Mandal wise.

Sl. No.	Selected Mandals for the Study	Enrolled Learners	Achievement (made Literates)	Percentage Achievement over enrolled	Sample Learners	Qualified Number	Learners* Percentage
1.	Gantayada	5811	3549	61	50	11	22.0
2.	Kothavalasa	7644	4160	54	50	27	54.0
3.	Chepurupalli	7500	3399	45	50	13	26.0
4.	Mantada	7125	4350	61	50	12	24.0
(a)	Vizianagaram division	28080	15458	55	200	63	31.5
5.	Kurupam	10456	7195	69	50	7	14.0
6.	Saluru	7674	5832	76	50	11	22.0
7.	Seethanagara m	6750	4760	71	50	8	16.0

8.	Bobbili(Urban)	2757	1342	49	50	8	16.0
9.	Saluru(Urban)	5250	3600	68	50	2	4.0
(b)	Paravathipuram division	32887	22729	69	250	36	14.4
	Total	60967	38187	62.6	450	99	22.0
	Total District	252452	117401	46.50			

* According to NLM Norms

1. Division-wise coverage

In terms of percentages, 64 per cent of sample learners were from Vizianagaram and the rest of the percentage i.e. 36 were from Parvathipuram division. The achievement level according to NLM norms in Parvathipuram division is very low (14.4 percent). This may be due to

- More tribal villages are in this division. Tribals may not take interest in learning Telugu as they have their own languages.
- Distance from the district head quarters, where the officials could not be easily reached leads to poor monitoring.
- Due to inaccessibility of villages, the distribution of materials like books, pencils etc. is a problem for the officials.

2. Mandal-wise Coverage

In the Vizianagaram Division, Kothavalasa mandal stood first in this division (54%). In parvathipuram division, Saluru Rural Mandal stood first (22.0) and the Saluru Municipality (4.0) was in the least position. Among the selected mandals, Kothavalasa mandal stood first in more percentage of achievement in the district. The main reasons for the high rate of achievement in Kothavalasa may be due to the following reasons observed in the field.

- . Active participation, involvement and sincere efforts of the young Mandal Literacy Organizer.
- . Retired person's wholehearted voluntary services rendered to learning centers, as volunteers and money contributions and also cooperation of Non-Governmental Organizations.
- . Bankers play an important role in literacy (i) insisting signatures while coming for loans, (ii) wherever group leaders applies for matching grants (or) other purposes, the Bankers (specially RRB) Manager advises the learners about the importance of Akshara Sankranthi Programme.

- . Habitation Officers: Enquire about their mother's attendance to Akshara Sankranthi Programme for the last (previous) day and send the messages through their children (or) use children to attain literacy of their parents.
- . Cooperation from MDO and other government officials. The teachers are playing an important and active role in this programme due to interest taken by the Mandal Development Officer. Group leaders involvement is more when compared to other Mandals.
- . It was observed that this Mandal was well connected with railways, bus facilities, which may give more awareness to the people, about the importance and need of the education.

3. Increasing Interest of Young Learners

Most of the qualified learners were in the 15 – 34 age group. Younger learners (15-34) are showing much interest than the other age group learners.

Agricultural learners did not show much interest due to their physical strain and more responsibilities at their houses. Those who did not have any work and doing household duties were showing much interest to attend the classes daily and their level of achievement was high.

It was observed that most of the learners were good at reading and poor in writing. It may be due to inadequate supply of writing materials like pencils and writing books and lack of proper supervision of their filled-in work books by the Volunteers/Habitation Officers/Supervisory Staff. It was observed that the learners did not fill in many books. It indicates lack of monitoring by the concerned officials.

Conclusions

Least percentage achievement was observed in Parvathipuram Division. Among the selected Mandals, Kothavalasa Mandal stood first in the district. Younger age groups and those who had household duties showed much interest by attending classes regularly and their level of achievement was more. Most of the learners were good at reading and poor in writing. It may be due to lack of proper monitoring by the concerned staff. The poor results may be due to the following bottlenecks observed in implementation of the programme in Vizianagaram district.

Bottlenecks Observed In Implementation Of The Programme

- I. Inappropriate time for implementation of programme from October 2, 2000 to January 2001 in the Vizianagaram District.

It was not an appropriate time for implementation of Akshara Sankranthi Programme during October 2 to middle of January in Vizianagaram district, as during this period most of the learners either engaged in agricultural works or migrated (Seasonal migration) to other places like West Godavari, East Godavari, Krishna districts, where they would get more wages than in Vizianagaram. It was also observed that most of the ladies (learners) used to go to their parents' houses in December to January to celebrate Sankranthi, which hinders this programme.

II. Delay in functioning of Learning Centres in some villages.

Event though the programme was started on October 2, 2001 in all the villages at a time, but in some centers actual functioning of literacy programme was implemented in the last week of October. This may be because of non-availability of volunteers and not showing interest by the educated persons in these villages.

III. Lack of Involvement of Group Leaders in the Programme.

It was observed that the district officials, MLOs and Habitation Officers were depending on the volunteers and ignoring the group leaders for implementation of the programme. It was observed that in some villages, the volunteers were not such capable persons to motivate the learners. It may be due to younger age, lack of experience to motivate them, etc.

IV. Lack of Attainment of Literacy through Group Approach.

Actually it is the main objective of Akshara Sankranthi Programme. But in practice, it was not so, because of pooling of illiterate women from various groups into one single group (Learning Centre) for easy way to teach them. Instead of making a separate centre (pooling them), make the group as a unit and made every member be responsible to impart literacy every other illiterate members in their respective groups.

V. Problems of Volunteers

1 Using their Houses as Learning Centres:

It was observed that all most all the volunteers teach the learner at their respective houses. Usually they have to spend more money for additional use of their electricity/oil, etc. which is a burden to them. They have to spare more time to teach them, which causes the problems to their family members by disturbing their sleep.

Spouses of some of the volunteers are against to conduct classes during night in their houses.

2. Lack of materials (Aids to teach).

It was observed that many volunteers were unable to teach without black board and chalk pieces. In few learning centers, there was non-availability of female volunteers.

3. Most of the volunteers were not showing interest to render their services voluntarily. Most of them demanded some money to meet at least lighting expenses (electricity, kerosene oil). Their spouses were not against to render services without money (teach learners voluntarily), but they were against to incur expenditure on lighting expenses. So almost all the volunteers requested the higher authorities for honorarium.

VI. Problems of Learners

1. Attendance was more important for the learners and gave encouragement to the volunteers to teach effectively. Regular attendance implies the learner's interest, which is the most important factor for the success of the programme. But poor attendance was observed from the attendance registers in some of the centers. Many reasons for poor attendance are (i) lack of interest among the learners to learn, (ii) tiresome workers after coming from the fields could not spend their time at night to learn, (iii) household problems/economic problems, (iv) health problems, (v) seasonal migration/social festivals, (vi) failure of power supply at night time.

2. Problems with old age learners.

- i. Eye sight problems,
- ii. Lack of concentration on studies,
- iii. Lack of memory power.

3. It was observed that the rate of attendance was less in those centers where the male volunteer conducting the learning classes. It may be due to fear, shy, not able to clear their doubts in front of him etc.

VII. Poor Monitoring by the officials.

- a. It was observed that wherever the Habitation Officer resides in the village, the learners used to come regularly by his consistent observations at night times. It was not so in the case of other Habitation Officers who are residing at Mandal headquarters or any other place.
- b. Deputation of Mandal Literacy Organisers.

Some of the MLOs came from the various schools on deputation for their own interest. It seems that their role was confined to collection of statistics on enrolment, and achievement from the habitation officers and distribute the learning materials to the habitation officers, who in turn distribute to learners.

VIII. Too many stages and persons involved in Training

At present, nearly 10 Key Resource Persons were trained by the DIET, Adult Education Officials, SRC, and Andhra University Adult Education Department for two days'. The Key Resource Persons again trained the Master Resource Persons for two days'. Again the Master Resource Persons (MRPs) gave training to Habitation Officers at Mandal headquarters. Volunteers were trained under the Habitation Officers. It took more expenditure and the contents could not reach the Habitation Officer. It may be due to too many persons and stages involved.

Suggestions For Better Implementation Of The Programme

1. Create awareness among the learners about the usefulness of the programme.

Lack of interest among the learners about this programme was observed in some of the sample villages. An attempt was made to find out the reasons by posing questions from the irregular learners. Do you like to come to classes regularly in future? Most of them replied "What is the use of the learning 3 "R"s at this age?" "What benefits we will get if we are educated?" etc., So, first we have to answer these questions by creating awareness among these learners about the usefulness of the programme. Creation of awareness leads to analysis and again analysis leads to action, which is more important for this type of mass programme.

2. Consult the District Officials for Appropriate period to implement the programme.

Discussions with local people and officials revealed that the programme would be suitable during the period between March to June. It will be a right time for implementation of the programme in this district. While implementing this type of programme, the Government should consult the district officials for suitable and appropriate time for the learners.

3. Involvement of other department officials by allotting a village to adopt launch total literacy campaign.

Allot each village to the other department officers i.e. each village should be given to each official like MDO, MRO, MEO etc. for adoption to attain total literacy or successful implementation of this type of mass programme (Akshara Sankranthi). They should visit to their respective adopted villages and review and solve the problems if any and make the programme successful.

4. Organise Status and Review Meetings at Village, Mandal and Division and District periodically. Review meetings always help this type of mass oriented programme. So at village level this type of meetings should be held under the Chairmanship of Sarpanch and for the meetings MLO and other officials like ZSS Supervisor should attend. It is not only to review the programme, but also find out solutions for the problems if any noticed by the volunteers and Habitation Officers. Mandal, District Level Meetings should be held for smooth and successful implementation of the programme.

5. Monitoring the programme by the officials

Bottom to District officials, i.e. Habitation Officers to Project Officers should stay at their respective headquarters to supervise/monitor and solve the problems of learners and volunteers immediately.

6. Appoint the Mandal Literacy Organizer by direct recruitment.

Appoint the young and dynamic persons, who are willing to work in the rural areas and have confidence to achieve the results. They should be appointed through special recruitment meant for the Mandal Literacy Organisers on consolidated basis. After successful completion of their role (to achieve more results) they should be posted on regular basis on scale. Before

filling the vacancies of teachers, government should ask B.Ed. candidates to serve as volunteers in the village to eradicate the illiteracy. At the time of filling the vacancies of teachers, preference should be given to the candidates, who have worked as volunteers in the literacy programme.

7. Motivate the villagers to participate in the programme.

Motivate the villagers and request their cooperation and coordination to attain total literacy in their respective villages. For that district and Mandal level officials should visit the villages and motivate the villagers to involve in the programme.

8. Involvement of Group Leaders in the programme.

Make the DWCRA/SHG Leaders responsible for attaining the literacy levels of their fellow members by persuading them to attend regularly.

9. Preference should be given to young learners

Learners should be segregated into two groups according to their age; young learners and the old age learners. More stress and importance should be given to the younger learners. After learning in the primers, preference should be given to select young women as volunteers. It will not only help them to improve their learning skills, but also help in making the other illiterate women into literates.

10. Incentives should be given to the volunteers and prizes awarded to the best learners.

(a) Volunteers.

To make the programme more successful, the whole hearted/ sincere involvement of the volunteers is vital. To encourage them to work as volunteers by offering participation certificate, preference for IRDP, PMRY loans. These kinds of incentives will enable them to participate in this programme. Villagers participation is must for the success of the programme.

(b) Groups.

Preference should be given in sanctioning matching grants, sanctioning of gas stoves to the groups, which

attains complete literacy. Encouragement should be given by way of prizes, certificates etc., to the groups, which attain total literacy.

(c) Learners.

Encouragement should be given by way of prizes to the best regular learners.

11. Make the voluntary contributions from the Self-Help Groups to pay honorarium to the volunteers.

The self-help groups lend money from their savings to other members who need money badly on Rs.2 to Rs.2.50 interest for Rs.100 per month. After consultation with the Group Leaders and the members, they agree to pay some amount of money from the interest to the volunteers to attain literacy to their fellow members. It will not only put more responsibility on the volunteers to teach them, but also have a right to ask the volunteers to teach regularly by the learners. It improves the learner volunteer relationship to attain literacy levels.

12. Training through videos and CDs to cut-short the expenditure.

It is better to involve the Supervisors in ZSS by giving training on these aspects. The Supervisors in turn train their Habitation Officers at Mandal Headquarters in their respective jurisdictions. It will not only cut- short the expenditure, but also the training contents may reach the volunteers properly. It was observed that most of the amount spent for the training could be minimized by using the videos/CDs in the training . It may not only lessen the expenditure but also the contents of the training may reach properly without delay. And the CDs/Videos will always be useful in future.

13. Role Of Information And Publicity Department/TV.

Pick up the successful village or group and focus on such groups/villages by video coverage. The videos should be shown in every village. It will not only motivate the illiterate but also give encouragement to the group to further continue their lifelong learning.

CONCURRENT EVALUATION OF TOTAL LITERACY CAMPAIGNS

Y.Bhaskaracharyulu

B.S.Vasudeva Rao

The National Literacy Mission was launched in 1988 with a view to offer further fillip to Adult Education in India. The Mission received further strength with the experiment in the Ernakulam District of Kerala. The reason for success in the Ernakulam District of Kerala was the commitment of the district administration, educational institutions, educated youth and volunteers. The Ernakulam experiment led to a mass movement and Total Literacy Campaigns were launched in over 500 districts. Subsequently, 414 districts came under Post Literacy / Continuing Education phase. The Total Literacy Campaigns were area specific, time bound, volunteer base, cost effective and outcome oriented. The present paper presents the summary of Concurrent Evaluation of Total Literacy Campaign in the Guntur district of Andhra Pradesh.

Concurrent evaluation aims at quick mid-term appraisal of a project to assess the strengths and weaknesses of an ongoing programme and to identify, correct and improve the programme. The other objectives include the assessment of the literacy performance and the literacy achievement of the learners. The Total Literacy Campaign in the Guntur district, named as *Akshara Deepthi* was inaugurated on 10th January, 1996 by the District Collector. At the time of inauguration 4,20,414 learners were enrolled in 40,736 centres.

This paper presents the major observations, findings and conclusions on the concurrent evaluation. They are the following:

Environment Building : Environment Building activities were reported by Volunteers and Learners. However, these activities were rated as very successful by less percentage of volunteers. Further, these activities were not identified as the primary source of information by the learners. These conclusions imply that environment building may not have been as effective as desired.

Centre Facilities: The centres facilities like accommodation and lighting were found to be good. Nevertheless, learners reported problems regarding other amenities. Volunteers complained of delay in supply of teaching equipment. This was also reported by Co-coordinators.

Instructor's Performance: The Instructors performance (efficiency and behaviour) was evaluated as good by the learners.

Teaching Method: The learners reported that the word method was being employed by the Instructor. Further, the learners stated that Audio-Visual methods were to be used to make them understand the lessons better. The second preference include the alphabet method, use of the blackboard, story telling and copy writing. Problems with the teaching method (Word Method) were also reported.

Literacy Performance: The literacy performance of the samples of learners from the district and the division was found to be good. It was better in Tenali as compared to the other divisions. Further, the performance on the reading test was better than that on the arithmetic and writing tests. The performance on the writing tests was understandably not so encouraging since the learners did not find opportunities to apply their writing skills in everyday life (except for signing their names). The literacy performance was better in the case of learners without prior education, females, those in the target age group, scheduled castes, Hindus, married, people, those working as coolies and earning an annual income between Rs.3000 and Rs.5000.

Strengths and Weakness of the Akshara Deepthi Programme: On the basis of the conclusions of the concurrent evaluation of Akshara Deepthi, following strengths and weaknesses of the programme are seen:

Strengths:

1. Supervision and guidance by certain categories of coordinators and village elders.
2. The volunteers' performance and behaviour.
3. The centre facilities like accommodation and lighting.
4. The literacy performance and literacy achievement of the learners in general.
5. The literacy performance of specific groups of Learners like women, scheduled castes and daily wage earners (coolies).

Weaknesses:

1. Lack of effective inter-departmental cooperation.
2. Deficiencies in planning and implementation.
3. Ineffectiveness of environment building activities.
4. Delay in the supply of teaching equipment.
5. Absence of blackboards at centres.
6. Problems with teaching methods.

Observations of the Evaluation Team: In certain municipal areas the coordinators were forcibly involved in *Akshara Deepthi*, nearly 20% joined for various reasons like social status or to utilise free time. There is no proper

understanding among the coordinators and the project staff which influenced the programme. As per the action plan, the full time workers have to visit the village/ward atleast once a week. With the programme initiated 15 months ago the full-time workers must have visited the centres 60 times during the period. However, on enquiry with learners, it was found that their visits were few and irregular. Moreover, few learners except volunteers have knowledge about such staff. The centres allotted to certain village coordinators are not located in their native village or near their work place. Consequently, with majority of them being teachers, they have to visit the centres after school hours. This has created general apathy. They were more interested in going home rather than visit the centres.

Another drawback is that during the middle of the programme (April, 1996), these persons were relieved from their duties, since they had been granted earned leave. This had significantly disrupted the programme. Though they were subsequently reappointed as coordinators, their involvement and interest was affected. There was no proper interaction and understanding among the Mandal Revenue Officer and Mandal Development Officer. The existing monitoring system needs to be strengthened in order to ensure effective implementation of the programme. Revenue departments could not concentrate on the programme as anticipated because of their routine duties which could not be delayed or suspended.

Some of the volunteers were not satisfied with the training given. According to them the training faculty at the village level had little knowledge about the programme. They also lack commitment and training skills. In the Key Resource Persons training programme, only topics of general interest were discussed, ignoring important aspects like motivation, trainer skills and monitoring systems. Mass training programmes had a rather limited impact on trainees as they lack a classroom atmosphere. There was no scope for participants to exchange their views or to discuss the issues.

Concurrent Evaluation – An Appraisal: Planning to eradicate illiteracy by itself does not produce results. This may seem obvious but most often we tend to forget its significance in the context of the Total Literacy Campaigns. While experts are preoccupied in developing sophisticated planning techniques, matching efforts have not been made to understand the problems of programming and implementation of campaigns. In this context, monitoring and evaluation have gained wider recognition as an important and planning tool in mass programmes like literacy campaigns which intend to cover the entire country. The National Literacy Mission authorities made compulsory the evaluation of the literacy campaigns by external agencies, who are qualified and well versed with the field and the programme.

In recent years, NLM recognised the need and importance of concurrent evaluation, its significance and effectiveness conducted by the external agencies. The guidelines given by NLM to conduct concurrent evaluation to the agencies may be reframed and rescheduled. The methodology is not restricted to the known techniques of social science research, but arises out of interaction with the educational teaching-learning situation (Directorate of Adult Education).

Though periodical evaluation system has been envisaged in programme planning and operational set up, the effectiveness of the system as a management tool is still to be felt, largely due to lack of trained programme personnel in monitoring and evaluation. The result of the concurrent evaluation may be discussed in depth with the evaluation team and project implementation body across the table. Monitoring and evaluation are complementary processes – their aim is not-to-prove but to improve the programme. An effort should be made to introduce a process-oriented continuous monitoring system that will help for checking carefully the different aspects of the programme and improving them at different stages.

Suggestions for Improvement: Suggestions to improve the *Akshara Deepthi* programme were obtained from the various responsible persons like the Village elders, Coordinators and Volunteers. These groups constituted individuals who are directly involved with the programme. The observations of the concurrent evaluation team are also included in this section. Considered together, the suggestions and observations identify the corrective and remedial steps to be taken to consolidate the strengths and rectify the weaknesses of the *Akshara Deepthi* programme.

Planning:

Campaign should be time-bound.

Transfer of senior-level officers involved, can adversely affect the functioning of the programme.

Effective perspective planning and monitoring is needed.

Equipment Building:

Kalajathes, Rallies, Cultural programmes and campaign through school children to be organised atleast once in two months.

Involvement of political, trade union, village and caste leaders, as well as non-governmental organisations, Mahila mandals and youth societies to be ensured.

Enacting dramas and plays with learners playing the roles.

Canvases through cinemas, television and radio.

Selection and Training:

Selection of volunteers, co-ordinators and full-time workers to be conducted in a careful and systematic manner.

Training of volunteers and other involved persons to be taken up by professional academic bodies/institutions.

Teaching contents to be carefully planned and reviewed.

Teaching Equipment:

Blackboards to be supplied invariably.

Clusters of centres to be equipped with Audio-visual aids.

Timely supply of teaching and learning materials.

Reading materials supplied to be constantly evaluated.

Cordination:

Congenial environment to be created among persons working for *Akshara Deepthi*.

The Chairman, Zilla Saksharath Semithi, to initiate steps to facilitate coordination among the Mandal Revenue Officers and Mandal Development Officers.

There is a communication gap among ZSS Executive, Akshara Deepthi Office staff and field staff. This gap may be reduced by developing cordial interdepartmental relations.

Volunteers:

Incentives for effective and successful volunteers.

Guidance to volunteers at every stage with periodic assessment and reorientation.

Selection of volunteers to be made more effective.

Involvement of volunteers at Mandal/Cluster level planning.

Provision of honorarium to volunteers.

Preference to volunteers in sponsored vocational training and employment programmes.

Centres:

Minimum basic facilities to be provided at every centre.

Centres to be organised even when harvesting and other agricultural works are not being taken up.

Provision of electricity to every centre.

Learners:

Incentives to learners by way of preference in governmental welfare schemes.

Linking enrollment of learners in the centre with eligibility to subsidies.

Supervision:

Establishment of village and ward-level committees for monitoring the centres.

Regular review of performance of all involved officers and volunteers.

Akshara Deepthi Officials to be more involved in co-ordination of supervision.

1. Strengthening the existing supervision mechanism.

Other Suggestions:

The Front-Level workers (Volunteers) opinions and suggestions to be considered in decision making.

1. Establishment and encouragement of village grandhalayas and sewing centres.
2. Target oriented and specific programmes (health, nutrition, sanitation and so on) to be included as part of the TLC.
3. Entrust literacy programme to unemployed and give preference to them in jobs and self-employment schemes.
4. Review of the performance of the present supervisory and field level persons.

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GENDER INEQUITY IN LITERACY IN HARYANA:AN ANALYSIS

R.P.Grover & Ramesh Bhardwaj

Since the adoption of Indian Constitution and the inception of planning, a great emphasis and stress has been laid on women's education for the growth and progress of the country. Yet, the achievement in women's education and literacy are still far from the goals set forth. Gender disparity in education and literacy is, of course, an historical phenomenon and can be attributed to social, economic, cultural and political development of the individual, family, community and nation is a universally acknowledged test.

There have been many special drives in respect of literacy promotion like Farmers' Functional Literacy Programme, National Adult Education Programme (NAEP), Mass Programme of Functional Literacy (MPFL), etc. and total literacy Campaigns (TLCs) of the National Literacy Mission, all giving emphasis to women as the priority group among others. Further, the gender disparity in literacy has also been voiced in many national and international seminars, conferences etc. No doubt, as a result of all the above efforts, the literacy rates have increased overtime. The total number of illiterate women (age group 6 and above) in Haryana State decreased from 3.69 million (age group 7 and above) in 1991 to 3.62 million in 2001 as against the decrease in the number of illiterate men from 2.30 million in 1991 to 1.97 million in 2001. The female illiterates contributed around 65 per cent of the total illiterate population in Haryana.

There have been a continuous improvement in total male and female literacy rates in the previous decade. The percentage of literacy in Haryana in 1991 was 55.8 per cent which increased to 68.59 per cent in 2001. Of the total literate population among males and females it was 69.10 per cent and 40.47 per cent in 1991 which increased to 79.25 per cent and 56.31 per cent respectively in 2001. The gender disparity in literacy rate (male literacy rate – female literacy rate) has been decreased from 28.63 per cent in 1991 to 22.94 per cent in 2001.

It can, therefore, be concluded that though male and female literacy rates have gone up from 1991 to 2001, there has been an undesirable continuance of gender disparity.

An attempt has been made to highlight the situation of gender disparity at district level of Haryana state by analysing in detail the total, male and female literacy rates of rural, urban and all areas in 2001. It has intends to provide an insight into the correlation between the ranks of literacy rates and gender

disparity. The analysis is based on the literacy rates calculated from the population aged 6 years and above of Haryana State.

Gender Disparity – All Areas

Table -1 reveals that in all districts, the female literacy rates are less than male literacy rates which are higher than the total literacy rates.

Table – 1

Sex-wise Literacy Rate and Gender Disparity of Districts – 2001

S.No.	District	Total	Male	Female	Disparity
1.	Panchkula	76.54(1)	82.74(7)	68.98(1)	13.76(19)
2.	Ambala	76.19(2)	83.01(6)	68.48(2)	14.53(18)
3.	Yamuna Nagar	72.19(7)	79.28(10)	64.08(3)	15.29(17)
4.	Kurukshetra	70.04(10)	78.23(12)	60.76(7)	17.47(16)
5.	Kaithal	59.50(18)	69.81(18)	47.60(18)	22.21(11)
6.	Karnal	68.19(12)	76.74(15)	58.42(10)	18.32(15)
7.	Panipat	69.75(11)	79.16(11)	58.48(9)	20.68(13)
8.	Sonepat	73.70(5)	83.95(4)	61.65(5)	22.30(10)
9.	Jind	62.79(16)	74.69(16)	48.97(16)	25.72(5)
10.	Fatehabad	58.16(19)	68.71(19)	46.40(19)	22.31(9)
11.	Sirsa	61.19(17)	70.93(17)	50.31(15)	20.62(14)
12.	Hisar	65.85(14)	77.62(13)	52.09(14)	25.53(7)
13.	Bhiwani	68.17(13)	81.19(9)	53.5(13)	27.69(4)
14.	Rohtak	74.56(4)	84.29(3)	63.19(4)	21.10(12)
15.	Jhajjar	72.48(6)	83.26(5)	59.88(8)	23.38(8)
16.	Mahendergarh	70.43(9)	85.31(2)	54.61(12)	30.70(1)
17.	Rewari	75.75(3)	89.04(1)	61.25(6)	27.79(3)
18.	Gurgaon	63.61(15)	77.11(14)	48.29(17)	28.82(2)
19.	Faridabad	70.79(8)	82.49(8)	56.80(11)	25.69(6)

Note: Figure in parentheses indicate ranks.

Source: Census of India 2001, Series – 7 (Haryana) Paper-2 of 2001, Director Of Census Operations, Haryana pp. 189-190.

Panchkula occupies the first rank in total and female literacy rates, whereas Rewari District occupies the first rank in case of male literacy. The gender disparity (GD) of 13.76 per cent was lowest in Panchkula district. The district of Fatehabad and Kaithal take the last two ranks in female literacy. The gender disparity was highest in Mahendergarh district (30.70 per cent). Fatehabad and Kaithal districts retain the rank of 19 and 18 in total male and

female literacy rates respectively, while the ranks of other districts in respect of their total, male and female literacy rates have varied.

Rank correlation between different literacy rates and between literacy rates and gender disparity have been studied by using the following formula:

$$r = \frac{1 - 6d^2}{n(n^2 - 1)}$$

Whereas r denotes Spearman's Rank correlation, d denotes the difference between the ranks of two variables and n the number of pairs.

The rank correlation studied for Table-1 are shown below:

	Variables	Rank Correlation
i)	TLR and MLR	0.870
ii)	TLR and FLR	0.936
iii)	MLR and FLR	0.710
iv)	TLR and GD	-0.287
v)	MLR and GD	0.856
vi)	FLR and GD	-0.550

It is clear from the above correlation coefficients that there exists a high positive correlation between Total Literacy Rate (TLR) and Male Literacy Rate (MLR) and Female Literacy Rate (FLR) and MLR and FLR. But negative correlations were found between TLR, FLR and Gender Disparity in Literacy (GD) as shown above.

Though the MLRs in all the districts are higher than FLR, any increase in FLR at present has more positive effect on reducing the gap between male and female literacy rate.

There are eleven districts with their literacy rates above State literacy rate of 68.59 per cent, ten districts with their male literacy rate (79.25 per cent) and eleven districts with their female literacy rates above the State female literacy rate (56.3%), all districts have their male literacy rate above the State literacy rate. This reflects the quantum of female backwardness in literacy.

The gender disparity in literacy in Jind, Hisar, Bhiwani, Jhajjar, Mahendargarh, Rewari, Gurgaon, Faridabad is higher than the State gender disparity of 22.94 per cent (79.25% - 56.3%). Gender disparity is least (13.75%) in Panchkula followed by Ambala (14.53%), Yamunanagar (15.20%), Kurukshetra (17.4%) and Karnal (18.32%).

Gender Disparity – Rural Areas

Table-2 presents the district-wise rural literacy rates and gender disparity. It shows that there are seven districts with their rural total and rural female literacy less than the state rural total and rural female literacy rates of 63.82 per cent and 49.77 per cent respectively.

All the districts in the State are having rural male literacy rate above than state total rural literacy rate. But, the number of districts with their rural male literacy rates higher than the State rural literacy rate (76.13%) is nine. Panchkula district take the first rank in total literacy rates of rural areas. Rewari district was the first in male rural literacy while Fatehabad occupy the last rank in total and male literacy rates.

Table – 2

Sex-wise Rural Literacy Rate and Gender Disparity of Districts – 2001

S.No.	District	Total	Male	Female	Disparity
1.	Panchkula	88.95(1)	77.50(8)	58.11(3)	19.39(17)
2.	Ambala	70.74(2)	78.92(7)	61.61(1)	17.31(19)
3.	Yamuna Nagar	65.46(10)	74.37(13)	55.32(8)	19.05(18)
4.	Kurukshetra	66.00(8)	75.18(11)	55.69(7)	19.49(16)
5.	Kaithal	56.20(18)	67.17(18)	43.52(16)	23.65(13)
6.	Karnal	63.57(12)	73.30(14)	52.44(10)	20.86(15)
7.	Panipat	64.89(11)	76.62(9)	51.0(11)	25.62(9)
8.	Sonepat	71.08(3)	82.40(4)	57.69(4)	24.71(11)
9.	Jind	59.13(15)	71.87(16)	44.26(15)	27.61(7)
10.	Fatehabad	54.65(19)	66.02(19)	41.96(17)	24.06(12)
11.	Sirsa	56.42(17)	67.21(17)	44.37(14)	22.84(14)
12.	Hisar	61.08(13)	77.44(12)	45.49(13)	28.95(6)
13.	Bhiwani	65.94(9)	80.04(6)	50.17(12)	29.87(5)
14.	Rohtak	70.28(6)	82.11(5)	56.29(6)	25.82(8)
15.	Jhajjar	70.66(5)	82.43(3)	57.03(5)	25.40(10)
16.	Mahendergarh	69.13(7)	84.66(2)	52.72(9)	31.94(3)
17.	Rewari	74.19(2)	88.67(1)	58.64(2)	30.03(4)
18.	Gurgaon	57.79(16)	73.23(15)	40.22(18)	33.01(2)
19.	Faridabad	59.19(14)	75.95(10)	39.63(19)	36.32(1)

Note: Figure in parentheses indicate ranks.

Source: *Census of India 2001, Series – 7 (Haryana) Paper-2 of 2001*, Director Of Census Operations, Haryana pp. 189-190.

The rank correlations between rural literacy rates and gender disparity shows the existence of positive correlation between literacy rates. There was negative correlation between TLR and GD and FLR and GD.

	Variables	Rank Correlation
i)	TLR and MLR	0.874
ii)	TLR and FLR	0.928
iii)	MLR and FLR	0.718
iv)	TLR and GD	-0.155
v)	MLR and GD	0.260
vi)	FLR and GD	-0.424

Gender disparity is highest in rural areas of Faridabad (36.32%) followed by Gurgaon (33.01%) while it is lowest in Ambala (17.32%) and Yamuna Nagar (19.05%).

Gender Disparity – Urban Areas

Table-3 reveals that Ambala occupies the first rank in urban total literacy rate while Kaithal takes the last rank in urban total, male and female literacy rates. Rewari stands first in urban male literacy rates whereas Bhiwani retained ranks of 14 in urban total, male and female literacy rates.

Table – 3

Sex-wise Urban Literacy Rate and Gender Disparity of Districts – 2001

S.No.	District	Total	Male	Female	Disparity
1.	Panchkula	85.70(2)	89.32(4)	81.49(1)	7.83(19)
2.	Ambala	85.97(1)	90.17(2)	81.06(2)	9.11(18)
3.	Yamuna Nagar	81.95(6)	86.31(11)	76.89(3)	9.42(17)
4.	Kurukshetra	81.19(8)	86.47(9)	75.02(5)	11.45(16)
5.	Kaithal	73.07(19)	80.76(19)	64.29(19)	16.47(6)
6.	Karnal	80.59(9)	85.93(13)	74.47(6)	11.46(15)
7.	Panipat	76.69(16)	82.73(16)	69.33(13)	13.40(13)
8.	Sonepat	81.36(7)	88.50(6)	73.07(9)	15.43(9)
9.	Jind	76.86(15)	85.57(15)	66.85(16)	18.72(2)
10.	Fatehabad	74.28(18)	80.96(18)	66.80(17)	14.16(12)
11.	Sirsa	74.30(17)	81.07(17)	66.66(18)	14.41(11)
12.	Hisar	79.13(11)	86.44(10)	70.53(10)	15.91(8)
13.	Bhiwani	77.43(14)	85.90(14)	67.62(14)	18.28(2)
14.	Rohtak	82.26(5)	88.27(7)	75.39(4)	12.88(14)
15.	Jhajjar	78.90(12)	86.14(12)	70.14(11)	16.0(7)
16.	Mahenderagarh	78.69(13)	89.30(5)	66.89(15)	7(22.41)
17.	Rewari	82.76(3)	90.62(1)	73.57(8)	17.05(5)

18.	Gurgaon	82.42(4)	89.53(3)	74.27(7)	15.26(10)
19.	Faridabad	79.52(10)	87.30(8)	70.02(12)	17.28(4)

Note: Figure in parentheses indicate ranks.

Source: *Census of India 2001, Series-7 (Haryana) Paper-2* of 2001, Director of Census Operations, Haryana, pp 189-190.

The rank correlation studied reveal the existence of positive correlation between urban literacy rates. But in case of total literacy rates, male literacy rates and female literacy rates and GD the rank order correlation found was negative.

Variables	Rank Correlation
i) TLR and MLR	0.889
ii) TLR and FLR	0.921
iii) MLR and FLR	0.693
iv) TLR and GD	-0.435
v) MLR and GD	-0.155
vi) FLR and GD	-0.672

The number of districts with their urban rate and female literacy rates above the state urban literacy rate of 79.89 per cent is 19 and zero, respectively. This makes world vivid the magnitude of gender disparity in urban areas.

Even in urban literacy, the range in female literacy rates of districts is 17.20 per cent (81.49% - 64.29%) which is higher than that of total literacy rates 12.90 per cent (85.97% - 73.07%) and of male literacy rates 9.86 per cent (90.62% - 80.76%).

The range in urban gender disparity in literacy rates of districts is 14.58 (22.41% 07.83%). The number of districts with their urban gender disparity in literacy below that of the state urban gender disparity of 14.53 per cent is nine.

The district of Mahendragarh ranks first in urban gender disparity (22.41%) followed by Jind (18.72%). The least gender disparity in urban literacy is in Panchkula (7.83%) followed by Ambala (9.11%).

Gender Disparity Compared – Rural, Urban And All Areas

A glance at Tables 1, 2 and 3 would reveal that the gender disparity is highest in Mahendragarh district. It is 30.70% and 22.41 per cent in urban and all areas respectively. Panchkula district has the least gender disparity in urban (7.83%) and all areas (13.76%).

The number of districts with their gender disparity higher than the State gender disparity of 22.94% is eight. There are seven districts with their rural gender disparity higher than State rural gender disparity of 26.36 per cent, whereas ten districts have their urban gender disparity above the state urban gender disparity of 14.53 per cent.

The range in rural gender disparity of districts is 19.01% which is higher than that of total (16.94%) and urban(14.58%).

Table – 4

Frequency Distribution of Districts in respect of their Literacy Rates by Areas and Sex – 2001

Literacy Rate %	All			Rural			Urban		
	T	M	F	T	M	F	T	M	F
31-40	0	0	0	0	0	2	0	0	0
41-50	0	0	5	0	0	6	0	0	0
51-60	2	0	8	6	0	10	0	0	0
61-70	9	3	6	10	3	1	0	0	10
71-80	8	7	0	2	11	0	11	2	7
81+	0	9	0	1	5	0	8	17	2

Table No.4 presents the frequency distribution of the districts according to their total rural and urban literacy rates by sex. It reveals that thirteen districts with their female literacy rate male literacy rates above 60 per cent. In case of rural areas the gender disparity situation is still worse and quite alarming. All the districts (except one) with their respective rural female literacy rates being 60 per cent and below while none of the district is having their male literacy rates of 60 per cent and below. All the districts have their urban male literacy rates above 70 per cent, there are ten districts having female literacy rates below 70 per cent.

Table – 5

Frequency Distribution of Districts in Respect of their Gender Disparity in Literacy by Area 2001

Gender Disparity %	General	Rural	Urban
5-10	0	0	3
11-15	3	0	9
16-20	4	5	6

21-25	8	7	1
26-30	4	4	0
31-35	0	3	0

A glance at Table-5 would reveal that the number of districts with their gender disparity in all areas and rural falling above 25 per cent is 17 and 12 respectively, whereas all the districts of urban areas are having gender disparity below 25 per cent. This also manifests the magnitude of gender disparity which is much higher than that in urban areas.

Findings

The findings in brief, are as follows.

- (i) The male literacy rates in rural, urban and all areas are higher than the corresponding female literacy rates;
- (ii) The gender disparity is more acute in rural areas as compared to urban areas;
- (iii) The number of districts with their male literacy rate above the state literacy rate is more than the number of districts with their female literacy rates above the state literacy rate;
- (iv) The rank order correlation between literacy rates and gender disparity reveals that the present literacy situation is moving in favour of females.

Though there is gender inequity in literacy by many a measure, still there are positive signs that has emerged in favour of gender equity in literacy. Nevertheless, the planners, administrators and implementers involved in literacy and adult education programmes must pay greater attention to the present movement with a view to quickening the process of bridging the gap between the literacy and education of males and females in rural and urban areas among others.

ROLE OF MADURAI KAMARAJ UNIVERSITY IN CONTINUING EDUCATION PROGRAMME

A.Muthumanickam

Introduction

Literacy and Continuing Education are part of the extension programmes of universities and colleges. These programmes are of key importance both to universities and colleges helping in the development of human resources and for equipping the local population with the knowledge and the skill for effectively participating in the development process. The continuing education programmes are for supplementing and carrying further the post-literacy programme by increasing knowledge and awareness of the neo-literates in regard to relevant legal issues, women's issues, environmental programmes and social issues. Another important item of continuing education programmes is organization of training/workshops for imparting skills which are relevant for the local population and which can be used by these persons for increasing their income. Therefore, it is very important that the skills to be imparted should be identified and trainers suitably selected in consultation with the other agencies like Banks, State Industries Department, State Cottage of Khadi and Village Industries Board and Non-Governmental Organization (NGO's) etc.

Involvement Of Universities In Extension Programmes

In 1978, the Government of India introduced the National Adult Education Programme (NAEP), for providing an opportunity to universities and colleges through their students and teachers to provide literacy to the millions of illiterates. The Department of Adult, Continuing Education and Extension at the Madurai Kamaraj University has made significant strides in the various activities initiated under the concept and strategy of extension in higher education.

The self-supporting courses in continuing education aim at providing technical know-how to the trainees to enable them to start their own socio-economic units based on specific skills. The self-supporting short-term courses are proposed to be implemented in two ways. The courses will be organized under the sponsorship of Governmental and Non-Governmental Organizations and course fees will be collected from the participants for organizing the course on self-financing pattern basis.

Experiences Of Madurai Kamaraj University

The activities of Madurai Kamaraj University, Department of Adult, Continuing Education and Extension can be classified into three categories.

- i. Coaching classes for Public Competitive Examinations.
- ii. Courses under TRYSEM (Training of Rural Youth for Self-Employment) programme in collaboration with the District Rural Development Agency and
- iii. Courses leading to Self-Employment for Educated Unemployed Youth and Beneficiaries of Continuing Education Programme.
 - a. Courses under self-financing pattern-Based on course fees collected from the participants.
 - b. Courses under the sponsorship of the University Grants Commission (UGC) the name of Continuing Education Programme for the benefit of rural youth/women.

Coaching Classes: (1989-1999)

The coaching classes for various competitive examinations were conducted by the Department for the benefit of student community, especially for those belonging to economically weaker sections from the year 1989 to 1999. The following coaching classes for competitive examinations were organized by the department.

- Entrance Examination for the Tamilnadu Professional Courses (Medical, Engineering and Agriculture).
- Entrance Examination for Bachelor of Law Degree.
- Recruitment of Group II, Group IV Examinations for Tamilnadu State Public Service Commission.
- Probationary Officers, and Clerical Examinations for Banking Service Recruitment Board.
- Entrance Examination for Recruitment of Tamilnadu Secondary Grade Teachers.

Trysem Courses(1989-1998)

The Department organized a number of TRYSEM (Trading Of Rural Youth for Self-Employment) courses to improve the economic conditions of the rural youth in the adopted villages of the department in collaboration with the District Rural Development Agency (DRDA)

during the years 1989 to 1998. The following trades of TRYSEM programme were taken up for the courses:

- Fancy goods for Rural Women (3 Months)
- Palm-leaf products for Rural Women (3 Months)
- Artificial flower making for Rural Youth (6 Months)
- Mushroom culture preparation for Rural Women (3 Months)
- Sign board writing for Rural Youth (3 Months)
- Refrigeration and Air-conditioning (6 Months)
- Photography (3 Months)
- Videography (3 Months)
- TV and Radio Service Mechanism (6 Months)

Self-Employment Courses

The Department has organised a number of courses and a list of Continuing Education Courses/Self-employment Courses as indicated below:

- a. Continuing Education Courses under the sponsorship of the UGC Grant (1988-2000) (For Rural Youth / Women)
 - Book binding course (3 days)
 - Food & Fruits / Vegetables preservation (5 days).
 - Palm-leaf basket making (7 days).
 - Tailoring course (3 Months)
 - Videography (Basic) (5 days)
 - Fancy articles making (1 Month)
 - Bi-cycle service mechanism (5 days)
 - Photography (Basic) (5days)
 - Plastic Wire-bag making (5 days)
 - House electrical wiring (7 days)
 - Cottage industries materials making (5 days)
 - TV and Radio Service Mechanism (1 Month)
 - Basic Electrical (15 days)
 - Pappadam making (15 days)
- b. Self-Employment Courses under the Self-financing Pattern:(1992-1998) (For Educated Unemployed Youth)
 - Screen Printing (Making Visiting Cards, Letter Pad, Stickers, Textile Printing etc. (One month duration).
 - Video Film Making (to produce telefilm and video coverage, editing, mixing, audio dubbing, direction, script writing etc.) (One month duration).

- Photography (Black and White film and Colour film developing and printing, slide preparation etc.) (Three months duration).
- Photographer-cum-Videographer (Both Photo and Video coverage techniques) (Three months duration).
- Electrical & Electronics (TV & Radio) (Basic Electrical, Radio, TV, Tape recorder, Home appliances' maintenance and repairing) (Six months duration).
- Refrigeration and Air-conditioning (Maintenance of Refrigeration, Water Cooler, Air-conditioning plant and Basic electrical) (Six months duration).
- Nursing Assistant (Handling laboratory equipment and assistance to Doctors) (One year duration).

Procedures For Organising The Self-employment Courses

The following procedures are adopted to conduct the various self-employment courses as mentioned below:

Selection of the Trade / Courses:

The selection of the trade is a first step to initiate the self-employment courses. Before the selection of the trade, the specific criterion measures were considered : The trade should be demandable one and have better prospects, readily available resources, common facilities like physical infrastructure, laboratory, access by road, etc., locally available course instructors, a component of field visit.

Selection of the Instructors:

The successful implementation of the course always depends on the utilization of the best instructors. The following were considered as the criteria for selection of the instructors. The instructors:

- should be a local person
- must have a experience in the concerned field
- should have a good communication/articulation/leadership skills
- should be acceptable to the students / participants / trainees
- should be interested in welfare of the department / institution and the students / participants / trainees
- should have ability to theoretical as well as practical exposure in the concerned field

- should have strong belief in the concept of the self-employment programme.

Syllabus of the Course:

Before introducing the course, the department frames the syllabus for each course. The department does the following work to finalise the syllabus of the course:

- collection of the concerned subjects matter, syllabus etc. from the various technical institutions ,polytechnic, I.T.I. and other institutions.
- consultation with the subject experts to get new ideas and finalise the syllabus of the course.
- finalise the syllabus on the basis of the course's duration.
- syllabus should meet the needs of the local community.
- syllabus should be in simplest form.
- during the course period, the course department consults with the course instructors to revise the syllabus, if necessary. It is a continuous process.

Inauguration of the Course:

During the inauguration of the course, the department explains the aims and objectives of the self-employment courses. The department also introduces the course instructors to the participants. The department collects the views of the student trainees through prescribed questionnaires on what they expected from the course and what are the subjects to be covered in the course. On the basis of the expectations given by the participants/trainees, the department plans the course.

Method of Teaching:

The method of teaching is a vital aspect of the course. In every course, the course instructors adopt the discussion method followed by the lecture, demonstration and also arrange the field demonstration. A lot of time is devoted for the rectifying the doubts of the students/participants by the course instructors.

Monitoring Meeting – Monitoring and Feedback Mechanism of the Course:

In every course, 30 participants are enrolled. For the purpose of the practical training, the course participants are divided into five or six groups. A group consists of five or six participants. Every group has a leader. The leaders of the six/five groups are called for a meeting for

reviewing an on-going programme by the course co-ordinator of the department. It is a continuous process. The meeting is helpful to the department to conduct the course on right direction.

Instructor's Review Meeting:

The course coordinator conducts the instructor's review meeting about the performance of the course, coverage of the syllabus, problems arising if any, and the activities of the participants / trainees.

Course Co-ordinator's Observation:

The course co-ordinator records his observation whenever he visited the training class. The following aspects are observed at the time of observation:

- Requirements of the class room facility.
- Participants' attention in the class room.
- Performance of the course instructors.
- Class room atmosphere.

Class Leaders' Review Meeting:

In every course, a class leader is elected by the participants. The class leader is asked to discuss with the course co-ordinator every week about the activities of the course, if any problem among the participants, and the assistance required from the department.

Arranging the Field Visit:

The department regularly arranges the field visit for every course for enriching the knowledge of the students/participants or example for a course in Refrigeration and Air-conditioning, the department has arranged the field visits to Central A/C Plant, Chilling Plant, Ice Plant in Ice Company, Ammonium Plant, Milk Plant, Air Cooler company etc., located at local area.

Conducting the Examinations:

The department conducts periodical examinations and quiz programmes for assessing the performance of the participants. Separate classes are also arranged for the below average students.

Record Note Book:

The participants are asked to submit the record note book at the end of the course. The record note- book contains the diagrams related to spare parts, tools and operating mechanism of the concerned subjects.

Practical Examinations:

The practical examination is conducted by the department for assessing the practical talents of the students / participants in the course.

Grading System:

On the basis of the grading system, University certificates are issued to the participants. Out of 100 marks, 50 marks are allotted for the theory examination, 25 marks for maintaining the record note book and another 25 marks for practical examination. The participants, who have secured above 75 marks, are placed in 'O' grade, 60 to 74 marks in 'A' Grade, 50 to 59 marks in 'B' grade and 40 to 49 marks in 'C' grade. A minimum of 75 per cent attendance is pre-requisite for getting the certificate.

S.S.I. Provisional Certificate:

The department has arranged to get the Small Scale Industries' (SSI) Provisional Certificates issued by the District Industries Centre, Madurai. The S.S.I. provisional certificate is valid for five years, which will be helpful for the trainees to avail bank loan and also for getting phone connection on priority basis, if he/she wish to establish his/her own SSI.

Guest Lectures Arrangement:

The department has arranged special guest lectures by inviting the subject experts from the various fields for exposing the latest development in the concerned subjects to the participants.

Guidance and Counselling:

The department has conducted the guidance and counselling for the benefit of the trainees in the following aspects:

- Government schemes on small scale industries.
- Bank loan facilities for the small service unit.
- Formulation of project proposal to get bank finance.
- Job opportunities in foreign countries.
- Leadership qualities.

Guide Book:

The department has prepared to a guide book on the concerned subjects with the assistance of the course instructors and issued to the participants at the Valedictory function of the course. The guide book may be very useful to the students / participants to get more tips on the subject.

Evaluation of the Courses:

In the beginning of every course, the trainees' expectations are collected, such expectations usually indicate their preferences for the knowledge and skills the course could provide them. The trainees' perceptions concerning the actual fulfillment of their stated preferences are gathered at the end of the course as an exercise in evaluation of the course. The evaluation usually provides feedback on the level of instructional support provided in the theoretical and practical sessions of the course, the communication proficiency of the course instructors engaged for the course, and suggestions to improve the course in future.

Certificate Distribution:

The department arranges a valedictory function at the end of the every course. In the function, the course certificate, SSI Provisional Certificate received from the District Industries Centre and the concerned guidebook for the students are given.

Research Study on Self-Employment Courses:

An impact study of the self-employment courses conducted by the Department of Adult, Continuing Education and Extension, Madurai Kamaraj University (funded by the University Grants Commission, New Delhi) for the period of 1992-1998 was undertaken. The Department conducted 38 batches of the nine courses namely, Screen Printing, Video Film Making, Photography, Photographer-cum-Videographer, Gem Cutting and Polishing, U-matic Video Cameraman, Electrical and Electronics (TV & Radio), Refrigeration and Air-conditioning and Nursing Assistant for the benefit of the educated unemployed youth under the self-financing pattern of the courses. In all 857 trainees

attended nine courses of the self-employment programme conducted by the department. 34 trainees dropped out during the programme period. 823 trainees completed the courses. Survey method was adopted to collect the views from the respondents. Only 322 trainees were chosen for the study. The department took 322 trainees as sample of the study.

Main Findings of the Study:

- * As far as educational qualifications, are concerned 36.65% of trainees (118) had plus two (Higher Secondary School Education) qualifications.
- (49.68%) of trainees (160) attained the job placement in their respective trades.
- 50.31% of those who got jobs (162) belonged to the age group of less than 25 years.
- 78% of the trainees (251) expressed good opinion about the performance of the courses.
- 72% of trainees (233) required the guidance from the department for their future development.

Introduction of the New Courses:

The department has also introduced new courses for the benefit of the educated unemployed youth, viz., Beautician course for women, Electrician, Laboratory Technicians' course, Herbal Medicine etc.

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SKILL-BASED CONTINUING EDUCATION PROGRAMME IN CHANDIGARH

Manjeet Paintal & Anuradha Sharma

Introduction

Continuing education plays an important role in women's empowerment. The revised Programme of Action (POA) which was formulated to operationalise the National Policy on Education (NPE) states that comprehensive programme of post literacy and Continuing Education will be provided for neo-literates and youth with a view to retaining and upgrading their literacy skills and to harness them for the improvement of their living and working conditions. POA clearly emphasized the role of vocational skills in adult education programme and observed that "self directed Continuing Education in the perspective of the life long learning through literacy services, newspapers for neo-literates, *charcha mandals* and skill development programme for personal, social and occupational development", would be the main focus. The scheme of Continuing Education was started in 1995 by the National Literacy Mission (NLM) as a fully funded programme of the Government of India. It was taken up after the conclusion of post literacy programme. The development of vocational skills and income generation among marginalized women is one of the objectives of the Continuing Education programme alongwith retention of basic literacy skills. The present study was conducted in Chandigarh, a Union Territory, to examine the effect of vocational skill development programmes on women in terms of Income Generation.

Continuing Education Project in Chandigarh

Chandigarh - a Union Territory is the capital city of states of Punjab and Haryana. It has an urban area divided into 56 sectors and 18 villages. It has literacy rate of 81.76% according to 2001 census. Total Literacy Campaigns (TLC) in Chandigarh started in May 1992 followed by Post Literacy Campaign (PLC) in 1997 and Continuing Education (CE) is in progress since 29th November, 1999. The continuing education project has a target population of 35000 learners of PLC and 6000 drop outs and other interested persons. It has 40 nodal centres and 360 Continuing Education centres. The centres are being run in the buildings of Government schools and Aanganwadi Centers of UT Chandigarh. The Regional Resource Centre (RRC) of Panjab University imparts training to the Key Resource Persons (KRPs) the nodal preraks and members of Village Education Committee (VEC). The other departments, which coordinate with the project, are District Social Welfare (DSW) in *Jan*

Shikshan Sansthan (JSS), health departments, banks and the non-government organizations (NGOs). The bottlenecks facing the programme are rise in population, migration, ignorance, lesser priority accorded to issues like literacy, health etc, the rise in crime rate, lack of infrastructure facilities, low motivation, absence of supervision and monitoring of the programme.

The Chandigarh administration accorded top priority for setting up Continuing Education Centres and Nodal Continuing Education Centres (NCEs), training of nodal preraks and preraks, establishment of library, reading room, relevant material etc. In the second year the emphasis was laid on organisation of equivalency programmes, quality of life improvement programmes, involvement of NGO, Village Education Committee, Mahila Mandal, youth group, skill development and Income generation, individual interest promotion programmes to provide opportunity to individuals participate and gain awareness on social, cultural, spiritual, sports activities of the learners choice and on development of their hobbies.

Methodology:

A total of 250 women attending the vocational centres of continuing education programme were selected for the study. The required information was collected with the help of a questionnaire.

Objectives of the Study:

1. To study the impact of vocational training in terms of Income generation.
2. To study the differential effect of vocational training according to the level of literacy in terms of income generation.
3. To explore the desired vocational skills to be cultivated among the women learners.
4. To find out the gain in knowledge/awareness of the programme.

Characteristics of the Sample:

Table-1: Age-wise distribution

Age (completed years)	Freq uenc y	Percent age
Less than 14	17	6.8
15-25	168	67.2
26-35	52	20.8
36-45	13	5.2
Total	250	100.00

It can be seen from the table that 67% beneficiaries are of 15-25 age group and about 21% are in the age group of 26-35. Rest of the beneficiaries are below 14 years of age (6.8%) or above 36 years of age (5.2%).

Table-II : Literacy level

Achievement Level	Total	Percentage
Can sign only	13	5.2
Primer I + II	46	18.4
PL Books	13	5.2
3 rd - 4 th Standard	4	1.6
5 th - 7 th Standard	39	15.6
8 th - 9 th Standard	37	14.6
10 th Standard	60	24.0
10 + 2 Standard	26	10.4
Graduates	12	4.8
Total	250	100.00

The Table-II shows that 29% of the sample was of neo-literates and about 32% were below 8th standard. 34 % of the sample was matric or secondary pass. 10% were 10 + 2 and the rest 5 % were graduates.

Table-III: Caste-wise distribution of the sample.

Caste	Freque ncy	Perce ntage
SC/ST/BC	110	44.0
General	140	56
Total	250	100.00

It is observed from the above table that 56% of the beneficiaries are from the general category and rest-44% are from Schedule Caste/Schedule Tribes and backward classes among those who are participating in the vocational training/activities organized by UT Chandigarh.

Table IV: Month of Joining the Center

Months	Total	Percent age
Nov.1999 - Jan.2000	16	6.4
Feb.2000 - April 2000	81	32.4
May - July 2000	30	12
Aug. - Oct. 2000	38	15.2
Nov. - Jan.2000 - 2001	60	24
Feb. - April 2001	21	8.4
May - July 2001	4	1.6

It can be seen that 6.4% beneficiaries joined the centre between November to January, 2000, 32.4% beneficiaries joined in between February to April, 2000, 12% between May to July 2000, 15.2% joined the centre between August to October, 2000, 24% joined the centre between November to January, 2001 and the rest of them i.e. 10% have joined the centre in between February to July, 2001. It is observed that there is no fixed time for joining the Continuing Education centre.

Results:

Table V: Skills the beneficiaries opted to learn

Skill	Frequency	Percentage	Rank wise
Stitching of clothes	162	64.8	1
Embroidery	67	27	2
Reading skills	66	26.8	3
Fabric skills	64	21.6	4
Beauty culture	45	18	5
Stuffed toys	13	5.2	6
Kroshia (lace)	8	3.2	7
Food preservation	7	2.8	8
Waste product material	5	2	9
Canning	1	0.4	10

It is evident from the table that the beneficiaries have priorities fixed as far as their desire to acquire certain skills are concerned. 64.8% of them wanted to learn stitching, 26.8% of them wished to learn embroidery, 21.6% of them printing and fabric painting and 18% of them join beautician course. Very few of them want to take the benefit of training of stuffed toys (5.2%), reading (4.8%), Karoshia (3.2%). Other skills they wanted to learn were chair canning, food preservation and making things out of waste materials.

Table VI A : Utility of skills being learnt in the centre.

Utility	Total	Percentage
No	8	3.2
Yes	42	96.8

Most of beneficiaries (97%) were of the view that the skills being learnt by them presently in the center were of great importance to improve the quality of their family life.

Table VI B: Status in the family / society

Status in society	Total	Percentage	Rank
Proper utilization of time	175	70	1
Respect at home	144	57.6	2
Confidence gained	116	46.4	3
Empowerment	109	43.6	4
Work efficiency increased	45	18	5
Conversation	8	3.2	6
New methods learnt	1	0.4	7

Multiple responses were given by respondents regarding the utilization of skills learnt at the vocational centers. Seventy percent of the beneficiaries felt there was change in their status in the society, which is evident from the responses on proper utilization of time, 58% have gained respect at home, 46% reported gain in self-confidence, 44% expressed raise in their economic status, 18% beneficiaries improved work efficiency related to their work place, 32% felt that they could converse better and feel empowered by word power.

Table VII: New skills learnt

New skills	Total	Percentage	Rank
Cutting and Stitching	120	48	1
Embroidery	54	21.6	2
Food preservation	50	20	3
Stuffed toys	26	10.4	4
Beautician course	24	9.6	5
Material marketing	21	8.4	6
Knitting	8	3.2	7
Canning of Chairs	1	0.4	8

48% respondents reported knowledge of new skills in stitching, 22% learners learnt the skill of embroidery, 20% benefited by demonstration on food preservation, 11% by making of stuffed toys, 10% neo-learners learnt from the beautician course, 8.4% respondents reported knowledge about marketing the material they produce.

Table VIII : Preferences for life skill

Skill	Total	Percentage	Priority of preference
Stitching	117	58.8	1
Embroidery	89	35.6	2
Beautician	62	24.8	3
Food processing	25	10	4
Material waste	20	8	5

product			
Painting	13	5.2	6
Knitting	10	4	7
Reading	10	4	7
Stuffed toys	10	4	7
Everything	1	0.4	8

It has been revealed from the above table that daily need skills were dominant for learning. 59% of the beneficiaries gave preference to stitching, 36% beneficiaries to embroidery, 25% to beautician course, only 10% gave preference to food preservation, 8% to material preparation from waste products. Rest of the beneficiaries gave preferences to painting, knitting and stuffed toy making.

Table IX : Value of skill learnt at home / neighbourhood or market

Value	Total	Percentage
At home	200	81.6
Neighbour	84	33.6
In the market	42	16.8

With regard to their economic status, 82% of the beneficiaries realized the value of learning skills being provided at home. It was important and have utility at home, whereas 34% felt that they had used their skill for work in the neighbourhood, 17% felt that due to better production it had been sold in the market i.e. they have benefited from the vocational skills learnt in the literacy centre.

Table X A: Literacy-wise Economic benefits of vocational training

Education Level	Percent gaining	Economically benefited	Percentage
Neo-literate	72	7	9.72
Middle	80	11	13.75
Matric +	98	26	26.53
Total	250	44	17.6

Only 18% of the total respondents were benefited by additional generation of income by the vocational skills. Ten percent out of 72 neo-literate, 14% out of the 80 middle standard, 27% out of 98 Matric and above qualification have gained economically by attending the centres.

Table X B : Differential effect of vocational training in Income Generating According to the education level

Education	Number	Rs.500 or less	More than Rs.500	Total	Percentage
Neo literate	72	5	2	7	2.8
Middle	80	5	6	11	4.4
Matric +	98	17	9	26	10.4
Total	250	27	17	44	17.6

It was seen that education level has a high correlation with the extent of benefit in terms of economic generation. Economic benefits were higher among the Matric passed and among high level of achievers in education.

Table XI : Gain in awareness

Awareness	Frequency	Percentage
New method	56	22.4
Working out on a common place	73	29.2
Health related	86	34.4
Rights of women	67	26.8
Advocacy	12	4.8
Family planning	51	20.4
Home decoration	5	2
Total		

The vocational training has not generated the expected income but there were gains in general awareness. Awareness has increased on issues like health education by 34.4%, working in a common place in groups 29.2%, about the rights of women and empowerment by 26.8%, on new technical methods by 22% about family planning by 25.4% and advocacy by 4.8%.

Conclusions

Vocational training in the Continuing Education has been successful in cultivating the general management skills and enhancing income generation among the women and their decision-making abilities. All the sections of society have been participating in this programme. The programme is not limited to illiterate or neo-literate women but women from different education levels. All castes are welcome to join this programme. The people are free to join the programme whenever they need and according to their choice. The beneficiaries want to learn skills of their daily use and for marketable goods for income generation

according to their economic and educational level. The skills that are learnt have immediate utility for them, in their home affairs, management and above all active participation in the society. The participants showed enthusiasm in learning the new skills like cutting and stitching, embroidery and food preservation. The type of skills learnt was further dependent upon the socio-economic status of the respondents. Only eighteen percent of the participants were benefited by additional generation of income. On the average, the participants benefited from the programme directly or indirectly. The empirical findings of the study alongwith qualitative observations show that the programme is successful and the benefits of the programme as a social investment could be gauged by change in the attitudes, behaviour and quality of life of the future generation in the society. The role of skill development in furthering literacy needs to be investigated.

Recommendations

The success of the Continuing Education programmes demands additional inputs of motivation for learners and training of the facilitators. The present study has shown that such programmes can lead to permanent infrastructure building for bridging a link between formal and non-formal education and introduction of equivalency programmes. Integration of developmental schemes of private and the local government sectors for conducive adult learning needs to be strengthened. Identification of local community needs for linking skills of literacy and continuing education as part of life long learning needs to be given priority. Strengthening of self-help groups, cooperatives and NGO's for adult continuing education are of paramount importance. There is a need for the establishment of small scale industries and supportive marketing network of the products specialization in vocational skill activities advocacy for self employment and application of knowledge acquired. Besides camps for personality development and value education and counseling cells need to be organised to encourage total involvement and participation of the community. The success stories need to be published regularly for a vibrant adult learning environment. It is suggested that these inputs may be taken up for further research in adult vocational learning.

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FARM TELEVISION FOR CONSTRUCTIVE CHANGES AMONG ADULT FARMERS

N.B. Chauhan

Introduction

The world is changing very rapidly. Technology of today becomes outdated tomorrow and agriculture is not exception to this. Agriculture has always been playing an imperative role in Indian economy. To achieve better results from the agriculture, Indian farmers will have to make best use of all available modern agricultural technologies. To accelerate the adoption of modern methods of agriculture, the adult farmers, it is necessary to have best communication means to transfer technologies to its real users. Among various mass media, television is certainly most versatile audio visual medium ever developed to convey information to the broad spectrum of people, particularly to the huge illiterate segment of the adult farmers. In Gujarat "Gram Jagat" programme has been telecast by Ahmedabad Doordarshan Kendra from Monday to Friday to educate the adult farmers. The value of any programme can be judged by the assessment of consequences as a result of it. Looking from this perspective, present study on usefulness of farm television on the performance of the adult farmers was undertaken in sixteen villages of Anand and Kheda districts of Gujarat state on a random sample of 120 farmers, who have had at least five years exposure of farm television. The data collected through personal contact methods were analyzed by using suitable statistical tools like percentage, mean, standard deviation and coefficient of correlation. The scales developed by different social scientists were used to measure various behavioural changes in the farmers.

Results and Discussion

Farm Television Exposure Of The Farmers: To know farm television viewing exposure of the farmers, criteria like awareness regarding name, time and duration of the farm television programme, regularity of viewing, extent of viewing, purpose of viewing and activities during and after viewing farm television programme were considered. After an overall enmasse survey, the farmers were grouped into two categories based on mean score. The farmers below mean score and above mean score were considered as farmers with favourable farm television viewing exposure and farmers with unfavourable farm television viewing exposure, respectively. It can be seen from Table-I that slightly more than half (57.14 percent) of the farmers had favourable farm television viewing exposure. It shows that majority of the farmers had

considered farm television as an important means of collecting useful information on modern agriculture.

Table -1: Distribution of the respondents according to their farm television Viewing approach.

No	Exposure of farm television viewing of the farmers	Number	Percent
1	Farmers with favourable farm television exposure	65	54.17
2	Farmers with unfavourable farm television exposure	55	45.83
	Total	120	100.00

Table-2 : Relationship of farm television exposure with different Behavioural changes of the farmers.

No.	Variable of the farmers	'r' value for the Farmers with favourable farm television exposure, N=65
1.	Level of aspiration	0.4527*
2.	Educational aspiration for son	0.3375*
3.	Economic motivation	0.3436*
4.	Innovation Proneness	0.3212*
5.	Role taking empathy	0.4391*
6.	Non-fatalism	0.1722 NS
7.	Cosmopolitaness	0.3750*
8.	Risk orientation	0.1997 NS
9.	Scientific orientation	0.2093 NS
10.	Market orientation	0.3886*
11.	Credit orientation	0.2009 NS
12.	Attitude towards modern agriculture	0.1238 NS
13.	Knowledge of modern agriculture	0.3369*
14.	Adoption of modern agriculture	0.2920*
15.	Overall modernization	0.2317 NS

*Significant at 0.05 level of probability/

Behavioural changes in farmers through farm television : The data presented in Table – 2 indicate relationship between the farm television exposure of those farmers who had favourable farm television exposure and their various behavioural changes.

1. **Significance of farm television exposure on level of aspiration :** The data in Table-2 indicate that level of aspiration of the farmers was improving with increase in their level of exposure of farm television. In other words it **can** be said that farm television played a significant role in improving degree of expected rational estimation of the farmers to reach up to certain level development for future. The good quality of farm television, farming need based presentation and relevant presentation of farm television might have influenced in building high level of aspiration of the farmers.
2. **Significance of farm television exposure on level of educational aspiration for son :** Table-2 indicates that farmers with favourable farm television exposures' level of aspiration for their son was improved with increase in their level of exposure of farm television. In other terms it can be concluded that through farm television, they have understood that high level of education to new generation is essential for their all round development. They must have also realized that whatever difficulties they have faced due to lack of their expected level of education should not be repeated to their progeny.
3. **Significance of farm television exposure on level of economic motivation:** The result shows that level of economic motivation of the farmers increased with increase in their level of exposure of farm television. Here, it was proved that favourable farm television exposure oriented persons had developed tendency and inclination to know scientific methods leading towards high level economical status.
4. **Significance of farm television exposure on level of innovation proneness:** The data in the Table-2 disclose that farm television had stimulated in improving level of innovation proneness of the farmers. The findings support the general view that through high degree of exposure of farm television the farmer becomes knowledgeable in several aspects of new technology.
5. **Significance of farm television exposure on level of role taking empathy:** The farm TV exposure had shown its positive role in improving ability of the farmers to take and perform role of other persons and educated them to be a flexible and adjustable to tackle any situation by using a skill of being a part of other than their own occupation. Such a versatallity is very useful to the farmers, at the time of failure of the agriculture to sustain their families in difficult situations.

6. **Significance of farm television exposure on level of non-fatalism:** The relationship between farm television exposure of the farmers and their degree of non-fatalism was observed non-significant indicating that farm television did not know its impact to convert fatalistic farmers in to non-fatalistic one.
7. **Significance of farm television exposure on level of cosmopolitaness:** The farm TV exposure showed significant impact on the cosmopolitaness of the farmers. The reason might be that with increase in exposure of farm TV, the farmers might have had increased their curiosity about external world which might have increased their level of cosmopolitaness.
8. **Significance of farm television exposure on level of risk-orientation:** The farm TV exposure was not significantly correlated with the risk-orientation of the farmers. It means that farm TV exposure did not play significant role to make farmer with a mind to take risk and courage to face uncertainty in doing something remarkable to improve his existing situation.
9. **Significance of farm television exposure on level of scientific orientation:** The data in Table-2 indicate that farm TV exposure did not play significant function on the scientific orientation of the farmers. It means that yet farm TV has to do something to make farmers with a mind to use science in decision making in relation to their adoption behaviour.
10. **Significance of farm television exposure on level of market orientation :** The farm TV exposure was significantly correlated with the market orientation of the farmers. It proves that farm TV has played useful role to improve degree of knowledge of farmers in terms of market. It has played useful role to make farmers able, talented, capable and competent to take judgement to sell their products for better price by analyzing various prevailing infrastructure and market intelligientia.
11. **Significance of farm television on level of attitude towards modern agriculture :** As far as impact of farm TV on attitude of the farmers towards modern agriculture was concerned, it was observed to be non-significant. To improve direction of attitude of an individual, principle of "seeing is believing" should be used by communicator. Farm TV being a means of communication should present more programmes on the results of farmers, who have got advantages of modern practices of agriculture.
12. **Significance of farm television on level of knowledge and adoption of modern agriculture :** The level of knowledge and adoption were observed significantly superior among those farmers who had high extent of exposure of farm TV. It means that farm TV did a lot to improve knowledge and adoption of the farmers regarding modern practices of agriculture. Thus it is

worth to say that among various mass media, television is certainly most versatile audio visual medium ever developed to convey information to the broad range of people for its effective adoption.

- 13. Significance of farm television on level of overall modernization :** As far as level of modernization of farmers was concerned, farm TV did not play considerable role in improving it. This finding support the general impression of a common people that even after lapse of more than fifty years of independence, none of the communication media have made Indian farmers up to the anticipated level of overall modernization.

Conclusion and Implications

From the above study, it can be concluded that majority of farmers had favourable exposure to farm television. As far as behavioural changes in farmers were concerned, favourable farm TV exposure had shown valuable impact in improving level of educational aspiration, aspiration for son, economic motivation, innovation proneness, empathy, cosmopolitaness, market orientation, knowledge of modern agriculture and adoption of modern agriculture of the farmers, whereas farm television did not show its impact to improve farmers' level of non-fatalism, risk orientation, scientific orientation, credit orientation, attitude towards modern agriculture and overall modernization of the farmers. It is, therefore, recommended that farm television should also concentrate their efforts for those areas of behaviour of farmers, which are yet to be changed. For this, more programmes showing demonstration on local fields and success stories should be telecast. Farmers participation should also be encouraged at each stage, from the selection of programmes to final telecasting of the programmes.

IMPACT OF FUNCTIONAL LITERACY ON PRONOUNCEABILITY AND RETENTIVITY OF THE NEOLITERATES.

Braja Gopal Majumdar & Gopal Chakraborty

Introduction

With the advent of Information Technology, a new dimension called Information Processing Model of Learning has emerged. Practically speaking, this journey started during sixties when a team of scholars conducted a series of studies on psychology of learning and retention. Ausubel¹ has developed the theory of meaningful verbal learning. Gange² developed a model of cumulative learning on the basis of his studies concerning various types of learning.

The present era of research on learning focuses mainly on perception and retention. The perceptual learning theory was proposed by Gibson. According to Gibson,³ the memory system has a special link with the perception and the action. Memory is now considered as a complex system with several interacting stages. Most of the psychologists are of the opinion that external information is first translated into psychological form by sensory system and then stored in sensory register. Studies on attributes of memory representing different types of information encoded during initial learning moment conducted by Underwood and Freud⁴ made subsequent recall of a particular memory possible. Investigations on types of retention made by Deese and Hulse⁵ are also significant. Considering different aspects of memory studies by the different psychologists, we clearly find a basic relationship among learning, retention and recall of our memory system. This relationship depends on the category of memories – which can broadly be classified in two types.

- i) Long-term Memory and ii) Short-term (immediate) memory.

Long-term memory, being a permanent phenomenon in one's memory system depends also on the processes of immediate memory system of the individual. Thus it has become a useful task for the psychologist to conduct more studies on perception, association learning and immediate memory.

Studies on the effects of Pronounceability and Meaningfulness on immediate memory particularly in school learning, have attracted the scholars with great attention. A recent study concerning the school students conducted by Ghosh et al.⁶ on Correct Recall (CR), Extra-List Intrusion (ELI) and Recalled in Correct Sequence (RCS) may be regraded as an in depth measure of immediate memory.

The launching of literacy campaign has paved the way for a number of studies on the impact of literacy movement. Most of these studies are concerned with certain factors like infant mortality, life expectancy, per capita income etc. But no significant study concerning Vocabulary System and immediate memory of the neo-literates is available. In view of these, the present paper focusses on study on the effectiveness of pronounceability and retentionability of the neo-literates.

Objectives

The main objective of the present study is to determine the nature of trigrams on the basis of pronounceability of 105 men and 95 women neoliterates, who have completed class III standard curricula, (which has been framed by National Literacy Mission)and their interacting effects on the criterion of three measures like Correct Recall (CR), Extra-List Intrusion (ELI) and Recalled in Correct Sequence (RCS).

Hypothesis

1. There would be no significant differences between Urban and Rural neoliterates on the criteria of CR, ELI and RCS measures of immediate memory.
2. There would be no significant difference between men and women neoliterates of both Rural and Urban area.
3. There would be no significant effect between the locality and sex on the criteria of CR, ELI and RCS measures of immediate memory.
4. There would be no significant effect among nature of trigrams on criteria of CR, ELI and RCS measures of immediate memory.

Method

Sample:-

The random sample of the present study consisted of 105 men and 95 women neoliterates. Of which, 45 men and 50 women neoliterates belong to Rural area and 60 men and 45 women neo-literates belong to Urban area.

Variables:-

The study consists of three independent variables like :-

1. Locality (Urban and Rural).
2. Sex (Men and Women neo-literates).
3. Nature of Trigrams (Easy to pronounce and Meaningful EF, Hard to pronounce and Meaningful HF, Easy to pronounce and Meaningless EL, Hard to pronounce and Meaningless, HL). The effects of these independent variables were assessed on the criteria of three dependent variables of immediate memory like CR, ELI and RCS.

Tools

Following Ebbinghaus⁷ and Glaze,⁸ a list of Trigrams was developed by the investigators. The list consists of trigrams with a composition of the Bengali Alphabets having two consonants and one vowel in each Trigrams. These Trigrams were also categorised as easy or hard to pronounce and also as meaningful and meaningless. After this, the list of Trigrams was administered to the sample of neoliterates.

Each neoliterate was asked to read each of the trigrams in two ways:-

- i) Meaningless and unknown / meaningful ii) Hard to pronounce and unknown / Easy to pronounce. Then the whole LTB (List of Trigrams in Bengali) was arranged to two categories. ii) From meaningless to meaningful and ii) From hard to pronounce to easy to pronounce.

From the above arrangement, four lists were developed.

- 1) List 1 List 1 consisted of 11 trigrams which were easy to pronounce and meaningful (EF)

- 2) List 2. List 2 consisted of 11 trigrams which were hard to pronounce but meaningful (HF).
- 3) List 3. List 3 consisted of 11 trigrams which were easy to pronounce but meaningless (EL).
- 4) List 4. List 4 consisted of 11 trigrams which were hard to pronounce and meaningless (HL).

These four lists of trigrams were used as the basic tool of the present study (attached in Appendices A – D).

Experiment Undertaken

200 neoliterates randomly selected from 4 (Post Literacy) Centres – two from Rural area and two from Urban area were taken as the subjects of experiment. In each case, List – 1 was displayed for 5 minutes to make association learning. After the schedule time, List-1 was taken out and the neoliterates were asked to write down the trigrams from their memory as far as in the same sequence. The time allowed for this task was 10 minutes. Similar procedure was followed for List –2, List – 3 and List – 4 for the neoliterates. Thus four separate response sheets were collected from each of 200 neoliterates and scored according to the scoring principle of LTB.

Care was taken in designing the Experiment. Adequate control over the variables like selection manipulation, constancy of conditions and randomization etc., which might effect the immediate memory was considered with due emphasis.

Much time like 5 minutes for reading the displayed trigrams and 10 minutes for writing the trigrams was allowed since every member of the sample was neoliterate who learned only at Total Literacy / Post Literacy Centre. This group as a whole is completely different from the formal school students.

Results And Discussion

In this experiment, effects of three factors – Locality (A), Sex (B) and Nature of trigrams (C) had been studied on three criterion measures of immediate memory – Correct Recall (CR), Extra-list intrusion (ELI) and Recalled in Correct Sequences (RCS). Relative effectiveness were compared by computing mean and Standard Deviation of different sub-groups.

Table-1

Nature of Trigrams	Measures on Immediate Memory	Urban – 105		Rural – 95	
		Men.	Women.	Men	Women.
EF List No.1	CR	M=9.21	M=9.06	M=8.08	M=8.18
		SD=0.19	SD=2.19	SD=2.21	SD=1.80
	ELI	M=1.4	M=6	M=1.71	M=2.4
	RCS.	M=3.85	M=5.6	M=5.02	M=2.4
HF List No.2		SD=3.57	SD=3.28	SD=2.68	SD=2.95
	CR	M=8.87	M=20.11	M=7.84	M=7.96
		SD=2.03	SD=1.19	SD=2.04	SD=2.85
	ELI	M=1.13	M=0.8	M=1.71	M=1.78
EL List No.3		SD=1.05	SD=1.89	SD=1.09	SD=2.09
	RCS	M=5.30	M=5.17	M=5.22	M=6.48
		SD=3.19	SD=3.06	SD=2.19	SD=3.09
	CR	M=7.76	M=6.4	M=6.8	M=9.96
HL List No.4		SD=2.89	SD=2.51	SD=2.80	SD=1.92
	ELI	M=1.85	M=1.8	M=1.97	M=1.88
		SD=1.06	SD=1.73	SD=2.21	SD=1.49
	RCS.	M=4.56	M=3.82	M=4.91	M=4.54
HL List No.4		SD=3.81	SD=2.10	SD=2.68	SD=2.85
	CR	M=7.55	M=6.33	M=9.62	M=8.2
		SD=3.07	SD=2.19	SD=2.29	SD=1.98
	ELI	M=1.9	M=1.75	M=1.86	M=1.96
HL List No.4		SD=1.08	SD=1.67	SD=2.89	SD=2.89
	RCS	M=5.0	M=3.24	M=4.62	M=4.34
		SD=4.79	SD=2.28	SD=2.31	SD=2.79

After computing mean and Standard Deviation, the data were further analysed to obtain statistical inferences and these are tabled as follows:-

Table - 2

TRIGRAMS CR	URBAN		RURAL		t-VALUE
	MEAN	SD	MEAN	SD	
EF	9.135	1.19	8.15	2.05	0.231154
HF	7.9	1.61	14.49	2.445	1.319092
EL	7.08	2.7	8.38	2.405	0.196166
HL	6.94	2.63	8.91	2.135	0.3327
ELL					
EF.	1	0.615	2.055	1.415	0.479273
HF	0.965	1.47	1.745	1.59	0.280334
EL	2.18	1.395	1.925	1.85	0.049608
HL	1.825	1.075	1.91	1.91	0.022891
RCS					
EF.	4.725	3.42	4.52	2.815	0.016093
HF	5.235	3.125	5.85	2.64	0.115974
EL	4.19	2.955	4.725	2.765	0.073055
HL	4.12	3.535	4.48	2.55	0.038039

Table - 2 indicates that the differences in the mean values of urban and rural neoliterates in respect of HF and HL are high when CR is concerned. On the other hand, 't' values for the all other cases were not found significant even at .05 level of significance. This means when CR is concerned, significant differences is found in case of trigrams HF and HL of urban and rural neo-literates but no significant differences is found in case of EF and HF for both categories of neoliterates.

Table - 3.

TRIGRAMS CR.	MEN.		WOMEN		F	t-VALUE
	MEAN.	SD	MEAN	SD		
EF.	5.645	1.2	8.62	2.04	0.011158	0.105629
HF	8.355	2.035	14.035	2.02	392.409	19.80932
EL	7.28	2.89	8.18	2.215	6.109369	2.471714*
HL	8.585	2.68	7.265	2.085	15.11237	3.887464
ELI						
EF	1.555	1.04	1.53	0.99	0.030315	0.174111
HF	1.42	1.07	1.29	1.99	0.331048	0.575368
EL	1.91	1.635	2.195	1.61	1.54264	1.242031
HL	1.88	1.47	1.855	1.51	0.014073	0.118631
RCS						
EF	4.435	3.12	4.81	3.115	0.723468	0.850569

HF	5.26	2.69	5.825	3.075	1.912475	1.382922
EL	4.735	3.245	4.18	2.475	1.849372	1.359916
HL	4.81	3.58	3.79	2.535	5.467523	2.338274*

Table-3 also indicates that the difference in the mean values of Men and Women neoliterates is significantly high for HF when CR is concerned, while that for other trigrams is not significant. It is also found from the same table that t-values of these group are not also significant except those for EL and HL which are found significant at 2% level of significant when CR and RCS are concerned.

A detail analysis of t-values of the different trigrams have also been computed on the criterion measures of CR, ELI and RCS.

Table-4

t-Values On The Criterion Measures

TRIGRAMS	CR.	ELI	RCS.
EF VS HF	5.690537	1.274043	3.199662
EF VS EL	8.983795	2.212812	0.286643
EF VS HL	3.019776	1.847587	0.600727
HF VS EL	0.229613	3.182199	3.618163
HF VS HL	7.004497	2.726877	3.738779
EL VS HL	10.25015	0.00	0.341224

There are four nature of trigrams EF, HF, EL, HL. So, the combinations of comparing groups were of six types. It is found from table No.4 that excepting EF vs. HL, HF vs. EL and EL vs.HL trigram groups on the criterion measures of ELI and RCS, all other groups differ significantly on all the three criterion measures of immediate memory. The t-value of different trigram groups except HF vs EL are high, which means that no significant difference was revealed with respect to ELI and RCS.

Conclusion

In view of the above discussions, the following conclusions may be drawn:-

Higher mean values of rural neoliterates and insignificant value of 't' as shown in Table No.2 in respect of HF when CR is concerned indicates

that rural neoliterates are comparatively weak in pronouncing even the meaningful trigrams. However, no significant difference in cases of EF, EL and HL is observed when CR is concerned.

The mean values of women neo-literates are higher than those of the men neo-literates in cases HF and HL, when CR and RCS are concerned and the corresponding t-values have got also no significance. This shows that the hypothesis 2 may be rejected partially since the women neo-literates are comparatively weak in respect of pronouncing the hard and both meaningful and meaningless words.

No significant difference in mean values of both urban and rural women and men neoliterates is observed except in case of HF when CR is concerned. This shows that the performances of women and men neoliterates of Urban area are in good agreement in all cases of trigrams (except HF for CR) considered from the view point of CR, ELI, and RCS. Thus hypothesis no. 3 is also partially rejected.

Analysis of t-values from Table-4 are exceptionally high except HF vs EL. This means that the hypothesis No.4 is partially rejected.

In view of the above discussion, it may be held that the field experience of pronounceability and retentivity of the neoliterates may have wide scope of teaching-learning application since the learning materials generate stimuli to the neoliterates in a quite different way. Another important findings of the experiment are that rural and urban women neo-literates are slightly backward in pronounceability and also in retention particularly in respect of meaningless trigrams. However, if special attention be exerted particularly to the women neoliterates, they may make themselves more efficient.

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Nature of Trigrams in Bengali
EF (list- 1)

Easy to pronounce and Meaningful

<u>Bengali Letter</u>	<u>Hindi Letter</u>
কবর	कवर
সময়	समय
তখন	तखन
মতন	मतन
সরল	सरल
রতন	रतन
বহন	वहन
বচন	वचन
মটর	मटर
কলম	कलम
বছর	वछर

Nature of Trigrams in Bengali
HF (list- 2)

Hard to Pronounce and Meaningful

<u>Bengali Letter</u>	<u>Hindi Letter</u>
ওজন	ओजन
খরচ	खरच
ঔষধ	औषध
মতই	मतइ
কখন	कखन
বলল	वलल
মশক	मशक
যতন	यतन
তনয়	तनय
মদত	मदत
গজল	गजल

Nature of Trigrams in Bengali
EL (list- 3)

Easy to Pronounce and Meaningless

Nature of Trigrams in Bengali
HL (list- 4)

Easy to Pronounce and Meaningful

<u>Bengali Letter</u>	<u>Hindi Letter</u>	<u>Bengali Letter</u>	<u>Hindi Letter</u>
দকন	दकन	ঝগড়	झगड़
অরস	अरस	এলম	एलम
সমজ	समज	কড়র	कड़र
থকর	थकर	ককর	ककर
গমত	गमत	ঘমর	घमर
দকর	दकर	ইতহ	इतह
টনর	टनर	শখব	शखब
হজর	हजर	শক্ষক	शक्षक
জময়	जमय	সংব	संब
পরব	परब	ননহ	ननह
ধরম	धरम	দনস	दनस

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