

INDIAN JOURNAL OF
ADULT EDUCATION

VOL. 65 NO. 1-4
2004

2004
IJA

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18

Vol. 65, Nos. 1-2

January-June, 2004

Indian Journal of Adult Education

* Adult Education for Poverty Reduction: Political Economy Analysis in Systems Theory Perspective

* Adult Education is the Answer

* Education and Empowerment of Women: Experience in India

* Literacy and Livelihood through SHGs in Urban Settings : An Experiment in West Godavari District of Andhra Pradesh



Indian Adult Education Association

INDIAN JOURNAL OF ADULT EDUCATION

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Published every quarter by the Indian Adult Education Association (IAEA), 17-B, Indraprastha Estate, New Delhi - 110 002. Phones : 23379282, 23378436, 23379306; Fax : 91-11-23378206

Contents of *IJAE* are indexed in *Current Index to Journals in Education*, New York; *Content Pages in Education*, Oxfordshire, England; and *Guide to Indian Periodical Literature*, Gurgaon (Haryana); and microfilmed by University Microfilms International, Ann Arbor, Michigan, USA.

ISSN 0019-5006

Subscription: *Inland* Rs.250.00 p.a., and
Overseas US\$ 60.00 p.a.

Printed and Published by RN Mahlawat, General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi- 110002

Printed at Prabhat Publicity, 2622, Kucha Chelan, Darya Ganj, New Delhi - 110 002.

Hony. Executive Editor : SY Shah
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Indian Adult Education Association, 1939

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.

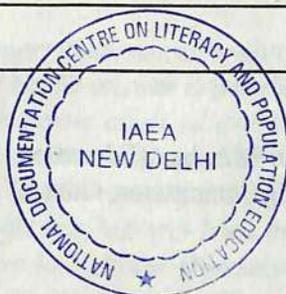
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All the articles in this issues underscore the conviction that adult education in one form or another could be the answer depending upon how it is conceived and offered. H.S. Bhola who posits adult education for poverty reduction, is convinced that in the present context and conditions in the developing and the developed world alike, adult educators seem to be the best hope for the world's poor. Perceiving that their role has hitherto been inadequate, Bhola advocates that adult educators will have to redefine themselves as activists in behalf of the poor. They must commit to combining pedagogy with politics.

In his assement of India's Adult Education experience, K.Venkatasubramanian found that National Literacy Mission rightly defined literacy programmes as looking beyond acquisition of mere reading and writing skills, linking it effectively with economic and social dimensions. Yet in the literacy campaigns, all activities except literacy were put on the back burner, and in many districts years passed before any semblance of a Post-Literacy Programme could be put in place and Continuing Education which is supposed to focus on the socio-economic life of the people remains a non-starter in many parts of the country. However, taking note of the greatest social and other challenges facing this millennium, as pointed out by the Jacques Delors' Commission, Venkatasubramanian feels that Adult Education seems to be the only answer – adult education not as a one shot exercise, but as one pursued throughout life, in the lifelong education perspective.

Usha Ramkumar examines the women empowerment related education and skills up-gradation interventions especially in Karnataka, and based on these and other success stories of similar interventions elsewhere, offers seminal suggestions for women empowerment. C. Krishna Mohan Rao narrates the West Godavari District's experience of linking literacy with livelihood as the appropriate method in the urban context. The experience also proves that when introduced with a group already engaged in an economic activity, the appeal of literacy is greater, and especially when combined with an innovative teaching method that assures accelerated literacy learning in about half of the time in TLCs, the learners' motivation was greater and learning achievement better.

The Jan Shikshan Sansthan is one of the institutional frameworks exclusively addressing the non-formal, adult, continuing education and skill up-gradation needs of the disadvantaged groups. Based on a case study of two JSS, Nayana Tara comes up with a variety of suggestions including JSS' inter-linking with literacy organizations like the Zilla Saksharatha Samiti (ZSS) as well as Community and Rural Polytechnics, besides, of course, training the JSS functionaries themselves including its Directors.

Based on intensive investigation of the Community Learning Centres (CLCs, the counterpart of Continuing Education Centres in other CE programmes) run by Visva-Bharati University, Sujit Kumar Paul examines the impact of continuing education programmes on the lifestyles as well as the socio-economic empowerment of rural people. Analyzing the nature and range of activities organized in the CLCs and the community participation, Sujit concludes that the CE programme is a sure way forward for empowering rural people.

Venkatasubramanian's observation that in many parts of India the CE programmes are non-starters becomes tellingly evident from a study of the CE programmes in Tamil Nadu. Even 6-7 years after launching the CE programmes, most districts did not get the second installment for the first year – second or third year grants are a far cry. However, as borne out from R. Rajan's study of books in Nodal and CE Centres in 2 districts, even as the CE Centres are being sustained through the generosity of other Departments and civil society, the people still seem interested in reading materials related to their concerns and life skills.

In India's progress from Low Category in 1980s to Medium Category by 2001 in Human Development Index, Prem Chand finds the steep increase in literacy in the 1990s played a significant role. While analysing India's literacy situation in 2001, Prem Chand shows how the literacy situation is a combined outcome of the efforts made in primary education and adult literacy in the previous years. The last piece is a brief report of the first lecture of International Institute of Adult and Lifelong Education's International Symposium Series, delivered by Prof. R.M. Kalra.

We hope our readers will find these articles useful, and while we solicit your learned contributions, we would also welcome your suggestions for enhancing the quality of this Journal.

Adult Education for Poverty Reduction : Political Economy Analysis in Systems Theory Perspective

H.S. Bhola

Abstract

To understand poverty of nations, political economy analysis should be undertaken within the systems theory perspective, covering systems and structures from the global to the local. Adult educators must become committed activists in behalf of the poor and build an overall system for advocacy and delivery of adult education that is comprehensive and commensurate with the challenges thrown by the present world system.

Frames for discussion

While appropriate adult education would have to be a necessary component of efforts of poverty reduction, it is by no means a sufficient stimulus or strategy for changing existing conditions of poverty. Poverty reduction needs both adult education and congenial changes in the political and economic systems and structures of inequality in which the poor may be entrenched.

Adult educators as activists : The poor and the powerless are capable of discontent, but they are not always able to organize themselves to demand social justice. They need help from selfless teachers and activists. In the present context and conditions in the developing and the developed world, adult educators seem to be the best hope for the world's poor. Unfortunately, while adult educators have understood the deprivations and indignities of the poor living in conditions of poverty, they have been satisfied with offering them dialogue and discussion on education for development. But that is certainly not enough. Adult educators will have to redefine themselves as activists in behalf of the poor. They must commit to combining pedagogy with politics.

Systems theory approaches : Effective social interventions must be informed by relevant and robust theory. In this age of Globalization wherein all nations seem to have been integrated into one world system, adult educators must work with systems

theory approaches to be able to include in their concerns all at once, all relevant systems, subsystems and structures, linked with each other both vertically and horizontally. Again, to put adult education to work in poverty reduction and ultimately to lead to sustainable development, we have to think of the condition of poverty as "a constructed system" of political, economic, and social arrangements imposing on the people particular schemes of inclusion and exclusion from opportunities and assets. We have to think of poverty alleviation for sustainable development also as a problem of "operational system design" -- accommodating contexts and conditions, configurations of agents and agencies, and resources covering the material, motivational, intellectual, and institutional. And, of course, we will have to design, implant, and implement "an adult education system" that is comprehensive and commensurate with needs of the poverty eradication system; and which is fully interfaced with the poverty eradication system. Finally, the social-scientific has to be joined with the spiritual in developing strategies for motivation and mobilization of the rich who may not be willing to part with any portion of their wealth, and privileges attached to wealth.

Political economy analysis : Systems theory can subsume not only all systems and structures, but it can also accommodate discussions of the dynamics of all processes: ecological, cultural, political, social, economic, educational, and technological. With systems thinking in the back of their minds, adult educators should be able to conduct political economy analyses: i.e., analyses of power relations and patterns of exclusion and inclusion that oppress the poor and privilege the powerful within the boundaries of particular systems and structures. They should be able to see how particular distributions of power are joined with distributions of status, economic, cultural and educational goods in the society. It should be stated here that not all of the tasks involved in boundary setting of systems and structures, and not all of the political economy analyses, will have to be conducted by adult educators by themselves from scratch. An immense amount of work has already been done in this regard by social scientists and is already available -- and is indeed becoming more and more easily accessible through the Internet.

There is a caveat here. More often than not, political economy analyses at the international, regional, and national levels will simply have to be accessed for reading and review and to learn from. However, adult educators will have to learn to transfer their learning and insights to do political economy analyses at the lower levels of social systems -- in the districts and communities. Such political economy analyses should not be planned to satisfy academic research criteria but should be seen as practically oriented, "Participatory Socio-economic Appraisals."

The role of the powerful and the rich in reducing poverty of the poor and the powerless

The dialectic between adult education and poverty reduction cannot be assumed to be suffused with morality and charity. Within nations, the privileged minorities aspiring to acquire standards of living now enjoyed by the West are in no hurry to improve the living conditions of the poor majorities living on the edge of starvation. Between the developed and the developing nations, there is no sense of urgency either on the part of the rich nations to surrender their princely life styles and extravagant levels of consumption. They are generous with rhetoric but in reality the flow of assistance from rich nations to poor is quite stingy. Globalization with its free market mantras has conjured up even greater riches for the rich, leaving the poor even poorer. Levels of international debts to be paid by the developing nations to developed nations and development Banks have become untenable. Special schemes for helping the heavily indebted poor countries with debt relief are proving to be frauds.

Rays of hope and rings of darkness

There were rays of hope in The United Nations Millennium Declaration, of September 2000 which proclaimed: "We will spare no effort to free our fellow men, women, and children from the abject and dehumanizing conditions of extreme poverty, to which more than a billion of them are currently subject." Along with the great goal to halve the proportion of people living in poverty by 2015, the family of nations also promised to achieve the related developmental goals to achieve universal primary education; to promote gender equality and empowerment; to reduce child mortality; improve maternal health; combat HIV/AIDS, malaria, and other diseases; ensure environmental sustainability; and to develop a global partnership for development. It should be stated here that the Millennium Declaration talks of the one billion people living in "abject and dehumanizing condition of poverty", and forgets another one billion who are starkly and equally hopelessly poor.

Anyway, the ray of hope offered by the Millennium Declaration is surrounded by a ring of darkness and despair. A systematic evaluation of the progress in achievement of Millennium Goals presented to the World Economic Forum in Davos, Switzerland, during January 2004, had concluded that "the international community is putting in barely one-third of the effort needed to achieve internationally agreed goals" - - which were neither lofty nor generous to begin with. Neither the international organizations, nor national governments, nor the civil society, nor the private sector had kept their promises to rise to the occasion and meet expectations.

Getting things done: an agenda for education and second socialization of adults

It bears repeating that Poverty Reduction is not a mere educational matter; and yet it is education that must serve as the instrument of priority for ideological re-direction, and structural change in politics and economy at all levels from the global to the local. That would imply education of the governing classes and their bureaucracies, and, of course, of the leadership at all levels of the civil society. That is a serious challenge for all adult educators all over the world.

Adult educators, of course, must not keep on talking to other adult educators, but must develop collaborations with all others who are engaged in counseling and guidance, education and extension, and enculturation and socialization of adults. It is particularly important for adult educators to learn to work with religious leaders and preachers. Fundamentalism in the religious communities of all religions around the world has acquired alarming proportions. The events of the last few years should show us all the dire consequences of leaving matter of the soul to the uneducated, narrow-minded, self-proclaimed men of God claiming to be chosen messengers of their superior God, preaching the only true religion - - conditioning and brain-washing impressionable young men and women to die for "The Cause". As adult educators we need to teach of the equal sacredness of all religions of the world, of the glory of the Almighty One (unknown and unknowable, named variously as Ishwar, Buddha, Jehovah, God, Allah, Waheguru, Mungu, and much else by different peoples) - - depending on the accidents of their birth in particular families and in specific ethnic and language communities.

The system of adult education

To mobilize, socialize and educate all stakeholders involved in the poverty reduction projects, adult educators must create a system of adult education and training that interfaces with the totality of the existing world system of politics and economy and fulfills needs of lifelong education of politicians, civic leaders, bureaucrats, community leaders, heads of families, and individuals - - and of adult educators themselves! At the upper levels of the system, their work will be of advocacy for structural changes and push for expansion of appropriate programs of poverty reduction and adult education. At the lower levels in sub-national regions, district, communities, families and with individuals, adult educators must engage themselves directly in the roles and tasks of actual mobilizing, socializing and instruction of individuals adults and groups of adult learners.

In the following, we will provide a sense of what needs to be done, and what adult educators should do at various levels of the system.

At international/global level: adult education's agenda for poverty reduction

Adult Educators must reinvent themselves as activists in behalf of the poor and the excluded everywhere in the world. They must lobby for peace and insist that the "dividends of peace" are allocated not to tax reduction for billionaires, millionaires and of the upper classes who can easily afford to pay their due share for nation building, but expend it instead on poverty reduction, on arresting HIV/AIDS and other diseases, and on the education of adults (and children).

Adult educators should lobby for the United Nations system to assume and deliver more effective governance globally and engage more aggressively in the tasks of nation building across the world. Indeed, the UN System should become the mechanism for the transfer of wealth from the super-rich North to the abjectly poor countries and communities in the South. The rich nations of the world must fulfil their promise of contributing 1 per cent of GNP to development assistance to the developing world, and should in fact continue to raise this proportion. The receipts of the "Tobin Tax" (a proposed tax on international capital transfers to stem currency speculation and attempts to distort market conditions in poor and weaker nations) should also flow back to the poor through the UN family of institutions.

Adult Educators at the International level need particularly to work to persuade UNESCO to resume its historical role in the promotion of adult education worldwide. At its inception in 1946, UNESCO had rightly proclaimed itself to be an Adult Education Organization for the World. Half a century later, the passion seems to have cooled and indeed leadership for adult education has shifted to others relatively rich in resources but lacking in commitment to adult education.

The non-governmental organizations (NGOs) at the International level also require attention of adult educators. Adult educators must establish and articulate their presence at the global level, using institutions such as the International Council of Adult Education (ICAE). The ICAE has a long and distinguished history and needs once more to resume its role with even greater strength than ever before.

The major professional task facing adult educators is promotion of adult education itself. Adult educators have to emphasize and reiterate the role of adult education in relation to formal education and indicate that basic formal education

for children by itself will not bring about socio-economic development. Formal education prepares children for future life as citizens and workers. Adult education prepares adults to participate in life and work, and politics and praxis now. Recent evaluations in Uganda and elsewhere have shown that adults who had been to school when young are coming back to adult literacy classes to refresh their literacy and numeracy skills - - and to learn development knowledge which they never got at school and which they are not getting from anywhere else.

At the national level : adult education's agenda for poverty reduction

Adult educators at the national level have to continue to play their historic role as progressives, carrying the label of liberalism with pride. Their interest should cover both the urban and the rural; and they should insist that the wealth produced by modernization of the urban economy is put to service of the rural economy which should also be modernized, using appropriate technology.

Adult educators must help in the discussion and definition of development in the context of their own country. Democracy, human rights, equitability should all be non-negotiable. Poverty reduction may demand land reform, transfer of assets among classes, and the recognition of the state's obligation to provide basic education and basic health for the nation's peoples. Welfare state should not be a dirty locution!

The institutional and action agendas for adult education at the national levels will be similar to the agenda at the international level. First and foremost, adult educators will have to assume an important advocacy role in behalf of adult education. In doing so, adult educators will have to remind the politicians and policy actors of their countries that democratization and modernization promised to the peoples of the world in almost all of the world's constitutional documents, are not possible without education. Traditional knowledge with all its virtues by itself will never give us a knowledge-based society at this point of time in the history of human civilization. We will need "modernizing" education both in schools for children and in out-of-school settings for adults to enable them to participate in the political, economic and cultural processes of societies.

To give the necessary visibility to adult education, it may be necessary to establish separate ministries of adult education in each of the developing countries. A National Commission of Adult Nonformal Education may be necessary to bring together all the governmental institutions that provide "education to adults" in literacy skills, in citizenship, health, agriculture and cattle farming, and to communicate

any other body of knowledge needed for livelihood and participation in local institutions. Equal attention should be paid to the creation and maintenance of a civil society. Adult educators must establish a presence in their Nation's capitals. Every country should have an active adult education association, with its roots going deep into communities through a network of community-based organizations (CBOs) all around the nation.

Universities have to serve as the nourishing grounds for adult educators. They have to train generations of adult educators to teach facilitators to guide adult classes, and supervise adult education work. They must train functionaries who can design adult education programs and produce materials needed for a whole array of appropriate adult education programs. Finally, they have to train cadres of evaluators and researchers who can fulfil all of the R&D needs of adult education in the country.

At the provincial/state level: the agenda for poverty reduction

Except for small island microstates, most countries will consist of provinces (or states, or districts) organized on the basis of historical, geographical, or ethnic realities. Provincial programs of adult education will have to be contextualized without, of course, becoming discontinuous with the national and international agendas. It is important to note, however, that in developing plans for poverty reduction at these levels, we will need to become indigenous: we will have to be using alternative concepts of development, new definitions of poverty and relative poverty, and assume a morality of frugality to be able to work within existing scarcities that we often face in poor countries.

NGOs at the provincial level should work to encourage the development of local adult education institutions at the community and school levels. They should also undertake directly the work that cannot realistically be conducted at the local levels: to do advocacy with the government for expanding adult education programs for poverty reduction; to train field workers/facilitators; to produce training materials for facilitators and instructional materials for learners; and finally help develop monitoring and evaluation mechanisms at the levels of centers, communities and districts.

At the district level: the agenda for poverty reduction

A district typically is of a size that is suitable for establishing networks and patterns of participation in zones and communities to make democracy real in the

lives of people; and to undertake district level economic opportunity analyses for improving the economic conditions of the people. The results of such an economic opportunity analysis can then be shared with both the providers of development services and with home makers, farmers and workers. Skills needed by individual adults and groups to avail of the new economic opportunities can be taught and matched with small credit schemes. It is also at this level that the core of a system of monitoring and evaluation of adult education for poverty reduction will have to be established.

At the community level: the agenda for poverty reduction

With modernization, integration of economies, availability of work outside the community, and availability of public transportation having become the common realities in our lives, the concept of community itself has changed. Adult educators to be helpful at community level, must begin with a socio-economic analysis of the community, paying due attention to the porous borders of today's communities. The community analysis should show the causes and structures of poverty in the community. Communities may be poor because of their geographical location in regard to distance from the main road or the railway station. Within the community, there may be structures that keep people in poverty for reasons of caste and creed, and denying land and demanding labor.

Enlightened community leadership can create communal work for improved conditions in the communities. Also, several programs that have promise for poverty reduction can be planned, such as: child care centers, feeding and schooling projects for the HIV/AIDS orphans, reproductive health seminars, establishment of a Hospice for the terminally ill, etc.

Within the family: the agenda for poverty reduction

Families in addition to being locations for enculturation and socialization are also important economic units. Gender is an important factor in political economy of the family. Most of the families in the world are male-headed, and the male is considered the bread winner, irrespective of the contribution of the female in growing and preserving food. The females in the household are kept "poor" because in many cultures they are not allowed to inherit property. They are disadvantaged in many other ways. They eat only after the males have eaten and thereby are apportioned lesser amounts of food and some nutritious food is totally withheld from them. Customarily, they may be denied access to both education and health, thereby seriously affecting their life chances and opportunities.

With a worldwide chorus of voices in favor of women's development in our times, adult educators do have a chance to work for poverty reduction of women, presently living in double jeopardy. It is now being said that national development is indeed women's development; and poverty reduction of women is poverty reduction of the family. There are several important things that can be done for poverty reduction in the family. Women, for example, should be the recipients of educational (and material) inputs for family spacing, helping children stay at school, maintaining family health, and growing vegetables and preserving food. Women should also be assisted with marketing of produce and craft objects that they may want to produce to sell.

Community leaders should work strenuously to organize community opinion against excessive drinking and use of drugs by men; huge expenditures on dowry, weddings and funerals; and against incurring debts and borrowing from predatory money lenders. In a poor family, widows become the walking dead, and the disabled may suffer from terrible neglect. Special attention should be paid to this.

To succeed in what is proposed above, both men and women would need to be sensitized and organized. For this, organizing "family focus groups" seems like an important initial strategy.

Individual praxis for poverty reduction

The first challenge for adult educators at the individual level is what Paulo Freire called conscientization -- consciousness-raising -- that is, helping adult men and women who may be resigned to the condition of their poverty, to become aware and understand the political economy of their own poverty. Only by understanding these structures, can the poor avoid their own exploitation at the hands of officials, preachers, shopkeepers, money-lenders, and middle men.

Related with the above ideas is the need to inform these individuals about the development services made available in the area by government functionaries and NGOs, but which are not being accessed by individuals in rural and urban areas. Issues which too often have not been faced because these are considered too sensitive to handle must be boldly encountered. Small family norms must be discussed and how and where to get help for contraception should be talked about as well. HIV/AIDS and other venereal diseases must be discussed pointing to the consequences of unsafe sex for the individual personally and for spouses and children in the family.

Most importantly, adult educators must work with all relevant others in the community (and within the larger district boundaries) to create remunerative work and other means of livelihoods. All opportunities for self-employment within the community should be explored. Adult educators should remember that if people do not have work they will invent corrupt work such as thieving, drug pushing, prostitution, etc. In too many cases poverty is induced or accentuated by bad habits of excessive drinking and smoking. These problems should be discussed forthrightly and social disciplines imposed if possible.

Is there hope?

Adult Education is the Answer

K. Venkatasubramanian

[The Zakir Hussain Memorial Lecture, 2004, was delivered by Dr. K. Venkatasubramanian, Member, Union Planning Commission. An eminent educationist with over 5 decades of distinguished academic career, Dr. Venkatasubramanian has retained a special interest in Adult Education. Here we reproduce the main text of his Lecture]

Introduction

When I was invited by Shri K.C. Choudhary, President of the significant Indian Adult Education Association, Delhi, to deliver the prestigious Dr. Zakir Hussain Memorial Lecture (2004), I felt really honoured to join the galaxy of eminent intellectuals and thinkers who had the privilege of delivering this lecture in the previous years in memory of Dr. Zakir Hussain, one of the makers of modern India. I felt really elated, as I was in the field of Education for over five decades with special reference to Adult Education and I have considered the learned Hon'ble Zakir Sahib as my MENTOR in those days.

I had known His exalted Dr. Zakir Hussain Sahib closely and had the privilege of working with him at Wardha and Delhi. He was a born educationist who sincerely believed that education is the lever of Development. He had great faith that India will emerge as a knowledge society again regaining its lost glories.

Let me cite here our eminent Rashtrapatiji Hon'ble Dr. A.P.J. Abdul Kalam, the accepted Global Knowledge Leader who also firmly believes that India will emerge as a super knowledge power.

Let me quote our President from his celebrated book "*Ignited Minds*":

Ancient India was an advanced knowledge society. Invasions and colonial rule destroyed its institutions and robbed it of its core competence. Its people have been systematically degraded to lower levels of existence. By the time the British left, our youth had lowered their aims and were satisfied earning an ordinary livelihood. India is

essentially a land of knowledge and it must rediscover itself in this aspect. Once this rediscovery is done, it will not require much struggle to achieve the quality of life, strength and sovereignty of a developed nation.

[Hon'ble Dr. A.P.J. Abdul Kalam]

The Father of our Nation, Mahatma Gandhi, felt that every one had the fundamental right to be educated and he was the first great National Leader who also emphasised the fundamental duty of the Government to educate everyone irrespective of caste, creed, community, sex, age and area. The great Mahatma, the Father of the concept of *BASIC EDUCATION* made Hon'ble Dr. Zakir Hussain, his Adviser so to work on this great idea. The Mahatma persuaded the Governments at the Centre and States to launch sincerely Adult Education programmes which will transform our society, as he believed that age should not be a bar to knowledge.

When I started my career in the Education Department decades ago, the then ruling Mantra was "Each one Teach one" in loud voices and I preferred to work among the tribals of the Blue Mountains in the Nilgiris as a class I District Educational Officer. The public response was immense but as years rolled by, I am afraid, whether this emphasis on this vital sphere was waning slowly.

But fortunately at this juncture, the *National Policy on Education* was launched in 1986 by the Hon'ble Shri K.C. Pant, the then Union Minister of Education and it was a landmark in the history of Education in India.

The *National Policy of Education* (1986) and the later *Programme of Action* (1992) have given an unqualified priority to the following programmes for eradication of illiteracy. These are :

- * Universalisation of Elementary Education
- * Universal retention of children of 14 years of age
- * the National Literacy Mission which aims at making non-literate persons in 15-35 age group literate
- * a systematic programme of non-formal education in the educationally backward areas.

The literacy programmes in India have also made their impact on empowerment of women, health and hygiene and education. It has led to gender equity, improvement of status of women within families, enhancement of self-confidence in women, leadership qualities, collective action against social evils, as

also formation of self-help groups for financial independence. The education of the mothers had led to improved health, restricting the size of the family, reduction of infant mortality rates and realization of immunization target and family welfare goals with improved child rearing practices and reduced birth rates. Neo-literates take more interest in education of their children, interacting regularly with teachers.

Literacy Trends

Provisional results of the Census 2001 have brought out the remarkable achievements in literacy. The literacy rate of the country has risen from 18.33 per cent in 1951 to 65.38 per cent at present. This is despite the fact that during the major parts of the last five decades, there has been an exponential growth of the population at nearly 2 per cent per annum. The literacy growth rate during the last decade has been the highest ever with an impressive jump of 13.17% but the most gratifying is the fact that the female literacy rate has increased by 14.87% as against 11.72% for the males. Further, the male-female literacy gap has decreased to 21.70% as against a gap of 24.84% during 1991. All States without exception have shown increase in literacy rate during this decade with the male literacy being over 60% in all of them. However, 46% of females are still illiterate.

Issues of concern in Adult Education

The Adult Education programme has spread all over the country with the launching of NLM in 1988. The Total Literacy Campaign (TLC) has been the principal strategy of the National Literacy Mission for eradication of illiteracy after the success of the campaign made in Ernakulam district of Kerala. On the conclusion of the Total Literacy Campaign, Post Literacy Programme is implemented. Now, at present, out of 600 districts in the country, 596 districts have been covered under NLM's programmes of TLC, Post Literacy and Continuing Education. At present, 167 districts are under TLC and 191 under PLP and 238 under CE stages. 91.53 million persons have been made literate under all the schemes of NLM.

But what has been the contribution of the National Literacy Mission (NLM) in achieving the goal of Education for All? This has been a constant refrain from many quarters. The Arun Ghosh Committee which carried out a mid-course assessment of the programme in 1994, called for a revamping of the strategy and giving up the undue emphasis on declaring districts as totally literate. This Committee specially recommended revamping of the programme in the Hindi belt. Studies have also revealed that the majority of out of school children are concentrated in a few states of northern India. Can we rally aspire to achieve improvement in the

literacy status of these States without viewing the problem of adult education and primary schooling in an integrated perspective? There has been very little effort to evolve such a combined programmatic perspective at the national level. For instance, the DPEP makes no reference in any of its documents to programmes for dealing with Adult illiteracy. The educational status of parents of the children in the schools is important for the progress of primary education. Similarly, the NLM programmes also do not make any effort to interface with formal schooling.

If we need to achieve total literacy, focus needs to be made on both elementary and adult education. Of late, the adult education programme has been sidelined in the light of the importance being given to the Sarva Shiksha Abhiyan. I feel Adult Education also should get priority along with SSA projects.

In line with the successful trends elsewhere in the world, the NLM also defined literacy programmes as looking beyond acquisition of reading and writing skills, linking them effectively with economic and social dimensions. Yet, when it came to actual programming, the NLM placed all activities except the one of imparting literacy and numeracy skills on the backburner, defining the strategy in a linear fashion as consisting of TLC's followed by Post Literacy and Continuing Education (CE) Programmes in that order. In many districts years passed before any semblance of a post literacy programme could be in place, allowing the neo-literates to lapse into illiteracy; and CE which is supposed to explicitly focus on the social and economic life of the people remains almost as non-starters till today in many parts of the country. There is no long-term perspective on the course of action to be initiated in the field of literacy and Continuing Education.

As we enter the new millennium we can look back and draw a balance sheet of our achievements and failures. Spectacular progress in science and technology ranks first among our major accomplishments. Recent advances in biotechnology and genetic engineering, space and information technology and new materials have opened up uncommon opportunities for a world where every individual can lead a healthy and productive life. The spread of democratic systems of governance, the breakdown of apartheid and advent of the information age have created the socio-political substrata essential for integrating the principles of intra and inter-generational equity in public policy. The power of a right blend of technology and public policy is strikingly evident from the progress made in recent decades to keep the growth rate in food production above the rate of growth in population, thereby ensuring that the Malthusian prediction of population overtaking our ability to produce adequate food does not come true.

While the positive achievements are many and make us proud of the power of the human intellect, we have entered the new millennium with some of the greatest social and scientific challenges humankind has ever faced. Several of these challenges have been articulated with great clarity in the Human Development Reports of the United Nations Development Programme (UNDP) of recent years.

Environmental degradation and increasing economic and gender inequality are among the most serious problems we face today. The rich-poor divide is increasing at an alarming rate. The pattern of development adopted by rich societies is leading to increasing pollution and potential changes in climate. The rich billion's unsustainable lifestyles on and unacceptable poverty of another billion co-exist. Structural adjustment is being viewed only in monetary terms and not in terms of adjustment to sustainable lifestyles. The lack of an educational and health environment, which is conducive to every child achieving his/her innate genetic potential for physical and mental development, leads to the spread of poverty in capability.

Adult Education seems to be the only answer to eradicate these maladies of poverty, ignorance and environmental neglect. The disparities between and within the States in India in the field of Human Development are increasing with liberalization and growth of the economy.

Although literacy levels are low in many places, Kerala has reached 90% while it is an abysmal 40% in Rajasthan and Bihar. This means that 12 decades will be needed to achieve universal literacy for women in these two important States. When we take the analysis of infant mortality, Kerala is again as low as 12 per thousand births, whereas in Orissa and Madya Pradesh it is as high as 94 and 96 per thousand births. It is time we find a remedy for all these ills.

The one panacea for all these social diseases will be to make India a **LEARNING SOCIETY**. No wonder Hon'ble Prime Minister when he gave a call to make India a Super Knowledge Power, gave priority to make India a Learning Society first. The idea of a learning society came into prominence with the Report of an International Education Commission to UNESCO by Edgar Faure in 1973. It was a report of an International Commission on the development of Education in the world by its chairman, Edgar Faure to the Director General of UNESCO in 1973. That report was entitled *Learning To Be* and it was based on 4 assumptions, which are:

1. The first, which was indeed the justification for the task we undertook, is that of the existence of an international community which amidst the variety of

nations and cultures, of political options and degrees of development is reflected in common aspiration, problems and trends, and in its movement towards one and the same destiny.

2. The second is belief in democracy, conceived of implying each man's right to realize his own potential and to share in the building of his own future. The keystone of democracy, so conceived is education - not only education that is accessible to all, but education whose aims and methods have been thought out afresh.

3. The third assumption is that the aim of development is the complete fulfillment of man, in all the richness of his personality, the complexity of his forms of expression and his various commitments - as individual, member of a family and of a community citizen and producer, inventor of techniques and creative dreamer.

4. Our last assumption is that only an over-all lifelong education can produce the kind of complete man the needs for whom is increasing with the continually more stringent constraints tearing the individual asunder. We should no longer assiduously acquire knowledge once and for all, but learn how to build up a continually evolving body of knowledge all through life - "learn to be" (UNESCO Report).

Though the above lines were written in the seventies, they are much more true today than at that time with the adoption of the new economic policy, marketization, and globalization of Indian economy. That is why the subsequent report to UNESCO, of the International Education Commission under the Chairmanship of Jacques Delors entitled *Learning: the treasure within*, emphasized the principle of *Lifelong Learning* and learning society. This Commission had ventured to rethink and update the concept of lifelong education so as to reconcile 3 forces: Competition, which provides incentive, cooperation, which gives strength and solidarity, which unites. In fact, the Jacques Delors commission report to UNESCO in 1995 emphasised that Education alone holds the key to development.

Today's education has to face this problem of global tensions now more than ever as a world society struggles painfully to be born; education is at the heart of both personal and community development; its mission is to enable each of us, without exception to develop all our talents to the full and realize our creative potential including responsibility for our own lives and achievement of our personal aims.

Now it is also necessary to place renewed emphasis on the moral and cultural dimensions of education, enabling each person to grasp the individuality of other

people and to understand the world's erratic progression towards a certain unity; but this process must begin with self-understanding through an inner voyage whose milestones are Literacy and knowledge.

The operating Mantra today should be one of *Lifelong Education*. Therefore the concept of an education pursued throughout life, with all its advantages in terms of flexibility, diversity and availability at different times and in different places should command wide support. There is a need to rethink and broaden the notion of this very essential lifelong education. Not only must it adapt to changes in the nature of work, but it must also constitute a continuous process of forming whole human beings - their knowledge and aptitudes as well as the critical faculty and the ability to act. It should enable people to develop awareness of themselves and the environment and encourage them to play their social role at work and in the community.

As Tiruvalluvar the great Tamil poet envisaged two thousand years ago, it is "Knowledge alone that Empowers people" and as per this dictum let us all march towards this Learning Society to realize the dream of our Hon'ble Rashtrapathiji and Hon'ble Prime Minister to make India a Super Knowledge Power. It is our duty to take all with us in our Education journey.

I attended as Co-Leader of the Indian delegation led by Hon'ble Prof. Murli Manohar Joshi, the "Education for All" E-9 Conferences at Delhi and Cairo. The nations of the world here stressed to strengthen Adult Education, as it is a MUST in a democracy.

I am very happy to note the signal services rendered by the Indian Adult Education Association and I would like to place on record my sincere appreciation of their efforts to usher in a Learning Society. I thank the Association and its noted President Shri K.C. Choudhary for giving me this great opportunity to deliver the significant Dr. Zakhir Hussian Memorial Lecture.

Let us start a campaign here and now on the Adult Education front to solve the pending issues, our watch words being "**ADULT EDUCATION IS THE ANSWER**".

Education and Empowerment of Women Experience in India

Usha Ramkumar

Introduction

Women's empowerment begins with the awareness about their rights and capabilities, and the understanding as to how the socio-economic and political forces affect them. Empowerment as a concept encompasses their social upliftment, political decision-making and economic independence. Thus, the process of empowerment of women enables them to realize their full potential and empowers them in all spheres of life. The conservatives define empowerment as women's capacity to make the best of their own lives. From this point of view, a woman is empowered when she is literate, educated, and has productive skills, access to capital, and confidence in herself. From the radical point of view, this view of empowerment especially, economic empowerment or self reliance is woefully limited. According to this view, empowerment of women is not only concerned with the present society but beyond this. Women's participation in the developmental process (which is concerned with the process of social change) provides the opportunities for increased empowerment. This entails women increasing their level of control over the allocation of resources by identifying and avoiding the discriminatory practices, which stand in their way.

There are alternative perspectives on education for empowerment. Education and training leads to economic empowerment, social empowerment, legal empowerment and collective empowerment. Women's role as educator in family, community, in formal school systems and in public life is highly recognized by UNESCO (2000). However, the gender gaps have not narrowed down despite huge investments in Education For All. One of the queries made is that 'Education for Women's Empowerment or Schooling for Women's Subordination ?' (Longwe, 2000:19).

The objectives of this paper are:

- to discuss the concept of empowerment of women within a broad canvas of education;

- to highlight the significance of education as a tool for Women Empowerment;
- to present gender related educational statistics;
- to explain various intervention programmes offered by Central and State Governments and NGOs to empower women.
- to present a few case studies of success stories; and
- to suggest alternative strategies for empowerment of women.

The Concept of Women Empowerment

Women Empowerment refers to the self-determination and self-confidence that allows them to play an active role in society. The taxonomy of Empowerment of Women indicates the following characteristics among the empowered women:

- Courageous
- Self-reliant
- Economically independent
- Take decisions about age at marriage for girls, education of children and property
- Have awareness on human Rights
- Participate in political activities
- Have control over their body and assets
- Send her children (Boys and Girls) to school
- Create awareness among family members and neighbors about health and hygiene, conservation of natural resources
- Have lesser number of children and care for elderly persons
- Engage in gainful activities
- Develop savings habit
- Cooperate with group members and share their views
- Contribute to community welfare
- Manage time and finances
- Actively participate in educational programmes
- Disseminate information about innovations in science and technology
- Participate in social functions
- Practice basic human values
- Adopt eco-friendly practices

Education – A Tool for Empowerment of Women

Education is considered as a road to empowerment. In almost all the South Asian countries, education has been recognized as a lever for socio-economic development. It is also a harbinger of social change. Women's education is an indicator of educational development of a region. Reduction in gender disparities in education results in liberation of women and thus making them active participants in national development. Education, thus, is a tool for empowerment of women that identifies the innate potentials and channels them in the right directions.

Some Gender-related Educational Statistics

- Women constitute less than half the population of India.
- Sex ratio has been declining over decades. It was 972 for every 1000 men in 1901. It had declined to 927 for every 1000 men in 1991.
- Female literacy was only 39.2 per cent as against 62.7 per cent for males in 1991. The position has increased to 57.45% for females and 76.29% for males in the 2001 Census.
- Female work participation rate was 22.7 in 1991 out of which main workers constituted 16.03 per cent and marginal workers 6.24 per cent. Only 15 per cent of females were in the organized sector.
- Women constitute 70 per cent of the world's poor and two thirds of the world's illiterate population.
- Women occupy only 14 per cent of managerial and administrative positions and 8.9 per cent of Lok Sabha and 7.3 per cent of Rajya Sabha seats.
- Female literacy among Tribals was 18.19 per cent in 1991.
- GDI is only 0.410 and GEM is 0.125

Karnataka Scene

Table I : Literacy Rates in Karnataka

Gender	1961	1971	1981	1991	2001
Males	42.29	48.51	58.73	67.76	76.29
Females	16.7	24.56	33.17	44.34	57.45
Total	29.8	36.83	46.21	56.04	67.04

Source : Registrar General of India, Census 1991, 1971, 1981, 1991 and IAEA, 2002.

Primary Education

Table 2 : Enrolment of Boys and Girls in Primary Schools (Millions)

Gender	1980-81	1993-94	1997-98
Girls	2.15	3.49	3.9
Boys	2.84	4.09	4.32

Source: Official Statistics of CPI, Bangalore

Table 3: Percentage of Girls in High Schools

Year	1966-67	1977-78	1980-81	1990-91	1996-97	1997-98
%of Girls	26.07	34.78	36.4	38.4	43.28	43.15

The percentage of girls enrolled had increased in almost all the districts during this period. In 1997-98, the districts that recorded higher percentage of enrollment among girls were Bangalore N (51.82), Shimoga (50.08) and Kodagu (49.83). Districts with low percentage of girls students were Raichur (32.2) and Bellary (37.94). Nine out of 21 districts had enrolment of girls above 45% during 1997-98, and only two districts had above 50% girls enrolled at that time. The increase in percentage of girls enrolled in schools has been distinctly noticeable in Bidar, where it rose from 9.37 in 1966-67 to 42.8 in 1997-98. Tumkar and Raichur districts also registered marked progress in girls enrolment from 19.62% and 12.37% in 1966-67 to 44.02% and 32.2% in 1997-98 respectively. The ratio of boys and girls in terms of enrollment had declined during the period under review.

Interventions

Some of the important initiatives taken up in Karnataka that have had a positive impact on women empowerment include the following:

- National and State Level Commissions for Women have been set up.
- *Mahila Kosh* and *Stree Shakti* Programmes have been initiated.
- Through Grant-In-Aid, NGOs are encouraged to conduct programmes of Empowerment of Women.
- With financial assistance from external donor agencies, Empowerment of Women Programmes are being conducted.

- Task Force for Women and Child Development has been set up.
- Women policies are being formulated.
- Awards for Women are being given.
- Mass Literacy Campaigns are being organized in a large scale.
- Literacy-linked Women Development Programmes have yielded success stories.
- Women are encouraged to form Self-Help Groups.
- Women working in unorganized sectors are being collectively empowered.
- The District Primary Education Programme (DPEP) has consciously striven to enable girls to participate in Primary Schools.
- Literacy Campaigns for improving Female Adult Literacy Rates.
- Women and Youth Training Project to improve the literacy status of women in Agriculture related Technology.
- Awareness campaigns undertaken about Legal Rights, Women's Rights, Human Rights, Childs' Rights as well as Awareness about HIV and AIDS, Population Education, Health Education, Environmental Education, Education about saving schemes, Disaster Managements, and Rehabilitation programmes.
- Incentive schemes such as Mid Day Meals, free supply of text-books, uniforms, school bags, and science kits, and Attendance scholarships, Residential schools, Hostel facilities have been introduced at the primary and secondary stage of education.
- Skill Training and Vocational Training Programmes have been introduced to make girls and women become self-employed.
- Seed Money schemes have been introduced to make women entrepreneurs.
- Entrepreneurship Development programmes have been organized by Women and Child Development wings such as KWDC, Women Cell of industries and Commerce.
- Community Based Education as well as Community Rehabilitation Programmes have been encouraged.
- Development of Women and Children in Rural Areas (DWACRA) has been functioning in all areas.
- ICDS Programmes of Women and Children in rural areas, tribal pockets, urban slums.
- *Mahila Samakhya*-A Women Empowerment Project is functioning as a joint enterprise of government and NGOs.

Success Stories

Didi Banks : women in Rural Areas of Durg in Chattisgarh are way ahead of men as far as economic empowerment is concerned. The success of Didi Banks-Women Co-operative Banks has inspired men to start men's co-operative bank. What is remarkable about this venture is that these banks were started by Neo-Literates, conceived by *Zilla Saksharata Samiti* in District. It has 29,458 women members who have mobilized two crores of rupees. This venture had sidelined almost all money lenders.

Information Centres : In Pondicherry in a village named Pillyar Kuppam, nearly 200 women who were participating in Arivoli Iyyakkam-the literacy programme, have been trained in mushroom cultivation. They have exhibited that collective empowerment makes them self-reliant. Similarly, women own a plot of tamarind trees and have been successful in marketing the yield from the trees.

Pondicherry has a unique system of information center set up by Dr. M.S. Swaminathan Research Foundation (MSSRF) for women and men engaged in agriculture and non-agricultural activities. The major thrust is on enabling both men and women to have access to information center which has a Below Poverty List, information about agriculture, News, Training, Medical facilities, information about 177 government schemes and serves as a cell/center in case of emergency.

Self-Help Groups : In the Erode District of Tamil Nadu, Literacy-Linked Women Development programmes paved the way for formation of Self-Help as well as DWACRA Groups. The Neo-Literates, together with literate and educated women actively participated in development programmes and earned National Award for the district.

ASCENT, in Bangalore developed a Project Enterprise, which made women making Kolhapuri chappals in Atheni Village, reach the global market.

Training in Computers and IT : KWDC organized Computer Training for Women (urban poor). This programmes, initiated through KWDC (networking with computer centers), has been successful in empowering women in new vistas of Information Technology.

Entrepreneurship Development Programme : AWAKE located in the Industrial Estate, Bangalore, has been imparting Entrepreneurship Development Programmes

for women. Many women who have undergone these programmes have become successful entrepreneurs.

Experiments of GO-NGO : The *Mahila Samkhaya* (MS) Programme, operational in 5,000 villages in seven states, empowers women through education, information, and mobilization. Gender issues are discussed at village meetings. MS plays a facilitator role in these meetings.

Experiences of Donor Agency : ACTION-AID-INDIA supported many women's groups to promote economic empowerment of women as well organized CBR programme. Gender Audits are being conducted so as to politically empower women.

Collective Empowerment of Women : A study by NIAS has indicated that education of women has empowered them to actively participate in Gram Panchayats and other layers of Local Governance. Also, literacy and education have a major role in bringing about collective empowerment of women, as reflected in the study conducted by the Institute for Social and Economic Change (ISEC), Bangalore.

Suggestions

In what follows some suggestions by way of programmes and other initiatives for women empowerment are provided:

- Skill Training may be introduced at the primary stage, up to V standards.
- At the secondary stage, the adolescent girls may be permitted to opt for Home Economics, Home Science, Financial Accounting, Floriculture, Pottery and Ceramics, Computer Skills, Management of Early Child Care Education, Management of Telephone, Fax, E-mail, Information Center, Documentation Work, Tourism, Guidance and Counseling, Transport Management Booking Counters, Children's Clubs, Beautician Courses, Scientific Temper Development Courses, Advertising and Instruction Aid Preparation Units, Repair and maintenance Electronic Goods, Printing Technology, Marketing and Sales promotion units, Libraries and so on.
- As a corollary to this, there could be a separate directorate for planning, managing and monitoring and Accreditation (for issuing certificates of Eligibility and Aptitudes as well as skill attainment by Women). This could also link Literacy to Vocational Training Centres and act as a foundation for Continuing and Lifelong Education Programmes. Donor agencies such as ILO, UNDP

Finnish Development Corporation, Swedish Development Corporation, Action Aid, and ADB could be approached.

- There should be more emphasis on Training and Re-training as well as specialized Training Programmes for those who wish to join the mainstream ITI, Women Polytechnics, Job-oriented Courses at +2 Stage and General Education Course. Re-entry of those who have withdrawn from courses may be encouraged.
- At the Collegiate level, those who have opted for diversified curricular programme may be encouraged to pursue advance-training programmes through Distance Education mode.
- Colleges that are caring for education of women. Expansion of Professional Education colleges catering to the Women's needs in the state.
- Separate Women's University needs to be set up at the state level.
- Alternatively, Non-formal Training Courses may be initiated at all levels of education. This could be a supplementary as well as complimentary to those already existing. So also there should be a triangular approach to Education and Vocational Training namely, Mass media, Literacy Campaigns, Knowledge exploration, Library movement and Women development programmes.
- These should be supplemented by Educational and Vocational Guidance and Career Information Cells at the Educational Administration Units throughout the state.
- Gender related Information System should be set up.
- Vocational Rehabilitation Programme for women with disabilities should form an integral part of Community Rehabilitation programme.
- Women encountering disabilities due to natural calamities and disasters need to be vocationally rehabilitated.
- Self-Learning Packages should be developed to offer vocational development to offer vocational training to women prisoners.
- Childhood education should developed based on development norms.
- Minimum Levels of Learning packages should be developed for Early Childhood Education. Separate packages should be developed for Tribal Children in their own dialects.
- DPEP pattern should be followed while implementing childhood education in rural areas.
- *Anaganwadi* Workers should be covered with Triple Benefit Schemes such as Insurance, PF, and Medical facilities. They should be supplied Uniforms.

- AWWs need to be given advanced skill training including personality development, communication skills, managerial skills and information storing systems.
- AWWs should be encouraged to visit foreign countries under cultural exchange programmes to understand the different patterns of pre schools education.
- A comprehensive perspective plan for “school to work” should be developed for school children studying in Corporation Schools. Programmes such as Telemarketing, Tele-guide and tourism, hotel management and catering and such others need to be incorporated.
- Mobile libraries and schools kits should be made available to children of migrant workers.
- Mobile libraries and Kannada learning packages need to be introduced for those women whose mother tongue is not Kannada.
- Vocationalization of Education programme at +1 and +2 stages should be seriously taken care of. Gender stereotyping of courses need to be totally avoided.
- So also the gender differences in admission at all levels of education should be minimized.
- Gender bias in textbooks should be totally removed.
- Development of English should be encouraged at all levels of education for women besides strengthening their communication and creative writing skills.

Conclusion

Women’s empowerment through education has gained wider recognition in developing countries, especially in India. Education is considered as a lever in making women economically, socially and politically empowered. Education is a power engine to enable women participate in developmental programmes and be competitive and productive. A few success stories presented in this paper support this view as well as the experience across different States in India.

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Literacy and Livelihood in Urban Settings : An Experiment in Andhra Pradesh

C.Krishna Mohan Rao

Introduction

One of the grey areas of literacy movement in India is the lack of effective model for tackling illiteracy in urban settings. The Total Literacy Campaign (TLC), a major strategy followed at present by the National Literacy Mission (NLM) to achieve universal literacy in the specified 15-35 target age group, has not differentiated urban and rural areas in terms of approach and methodology. As a result, TLCs have not been able to show real impact in municipal areas of many successful TLC districts. The reasons for this are not far to seek. The mass mobilization strategies adopted in TLCs which are effective in rural areas, are ineffective in urban localities because of its heterogeneous character -a contrast to the homogenous community nature of the rural and tribal areas. Though the non-literates in urban areas live in a literate environment, they are not a part of it. These people who live mainly on manual labour and other petty jobs do not find the necessity of literacy in their day-to-day life. Literacy is not a priority for them because they perceive that it does not have any relation to their livelihood. It is a well known fact that economic advantages constitute an important motivational factor. It is perceived that livelihood comes from literacy (education), otherwise literacy and livelihood are two different, independent and isolated issues.¹

Development theorists as well as development planners have asserted that literacy does often mean higher income for the new literate both in urban and rural settings. In the rural setting, the new literate is able to make use of such economic institutions as the rural banks and marketing cooperatives as well as economic opportunities in the extension activities of different Ministries and related agencies. In the urban setting, literacy contributes to higher income, to safety on the job, and to the possibility of unionization to protect economic interests.²

But the literacy programmes in urban areas failed to establish linkage between literacy and livelihood. Therefore, the critical issue is to integrate both in a systematic and complimentary manner. The integration can be done in three ways.

- (i). Introducing literacy in day to day life of the non-literates.
- (ii). Introducing a new economic activity to the non-literates and imparting literacy skills to meet the educational needs arising out of that economic activity.
- (iii). Introducing literacy component to the people who are already in an activity by developing a programme to suit the needs of that activity.

A literacy programme was conceived and implemented in West Godavari district of Andhra Pradesh using the third approach. In the process of socio-economic and political development, the civil society is organizing itself into different associations to satisfy their developmental needs. The Government is also promoting such groups and associations like cooperatives, self-help groups, professional bodies, stakeholders associations, etc. One such group is the Women Self-Help Groups (WSHG).

Many changes have been taken place over the last few years in respect of women empowerment through various economic programmes. Development of Women and Children in Urban Areas (DWACUA) is one such important programme introduced by the Government for development of women. The main objective of this programme is to provide income-generating skills and activities to poor women and thereby bring about change in quality of life of women and children of the selected families. This programme also reflects the change in the policy from individual oriented schemes to group based programmes, which enhance bargaining power and decision making ability through collectivization. These groups have been introduced as a part of *Swarna Jayanti Shahar Rojgar Yojana* (SJSRY) in the urban areas of the country. Under this scheme, Neighborhood Groups (NHGs) and Neighborhood Committees (NHCs) were formed in slum areas of the municipalities and they organised the DWCUA groups. Not less than 10 women who are Below Poverty Line form into a group and organise any economic activity that includes savings and credit. They take up group based economic projects and the Government provides revolving fund and subsidy.

The DWCUA groups were selected as a unit to improve women literacy in the slum areas of the district. It was planned that the group would take initiative to educate their own group members. This programme, based on earlier an experience in rural areas in the same district named as *Akshara Mahila* (AM), was started from Oct 2, 2000 in West Godavari District. The programme was designed in such a way that literacy was made a part of group activity as thrift and savings.

Conceptualization of the Programme

Approach: Total Literacy Campaign (TLC) is basically a mass campaign with district as a unit. The *Akshara Mahila* programme followed a group based selective approach. The women in self-help groups are already organized as groups engaged in an economic activity. The same self-help spirit was extended to literacy to satisfy their functional needs. The programme was planned in such a way that the group would identify the learners from their own group, select the volunteers from the group members and decide the timings and place. The expenditure for volunteers training and teaching materials is met by the group members themselves. The *Zilla Saksharatha Samithi* (ZSS) provides only the learning materials.

Duration: The teaching-learning duration in TLC is for six months and it does take into account seasonal variations. Many learners are reluctant to attend literacy classes because of the long duration. Research and experience shows that it is difficult to sustain learners' and volunteers' motivation for long duration and short-term intensive programmes are more successful. So the programme was planned for three months.

Teaching-Learning Materials and Methods: Though TLC primers are based on the Improved Pace and Content of Learning (IPCL) approach, they are produced in analytical method of teaching which is commonly known as word or sentence method.³ This method can be used effectively only by highly qualified instructors, but availability of such volunteers is very limited. Further, most of the volunteers are trained in synthetic method in schools and this (IPCL) method is entirely new to them.

The primers used in the *Akshara Mahila* programme were prepared based on experience in teaching adults. Theoretically, synthetic method is followed in the primers and used traditional alphabetical sequence of Telugu for easy learning. As per the report published by National Literacy Mission, synthetic method, which is popular as letter method proved far superior to the word method in every aspect of learning. Reading and writing are separated, taking into consideration the cognitive skills of adults for fast learning. Group teaching methods were adopted for effective teaching and make it easy and interesting to the adult illiterates. The primers were experimented in a pilot centre and thoroughly revised to suit the learning needs of women group.

Cost: Generally in TLC, the cost per learner is in the range of Rs. 70-90 including the cost of environment building and the training of literacy instructors, and their trainers.

It was thought that the expenditure on awareness campaign would not be necessary as the people in organised groups realized the importance of literacy; the cost was reduced to that extent. Thus, the expenditure in this programme was the lowest when compared to any other literacy activity. Only learning material i.e. one reading book and one work book and a pencil was supplied to the learners in addition to the administrative and technical support by ZSS. All other expenditure like teaching aids, training, etc., was met by the group itself.

Differences between TLC and Group Based Approaches

Specification	Total Literacy Campaign	Group Based Approach
Unit	District	Group
Approach	Mass campaign	Selective
Mode of reaching people	Mass publicity campaign	Personal interaction
Duration of course	Six months (200 hours)	Three months (180 hours)
Primers	Uniform for all the people	Group specific
Method of teaching	Analytic (word/sentence)	Synthetic (alphabetic)
Cost per learner	Rs.70.00 to Rs.90.00	Rs. 25.00 to Rs.30.00

When the two approaches are compared, TLC is effective in awareness generation and mass mobilization, whereas, AMP's group based approach is more result oriented in terms of actual teaching and learning activity, cost and time. The former is useful in macro process while the latter is efficient in micro process of teaching and learning.

Operationalisation of the Programme

The West Godavari Zilla Sakharatha Samithi and Municipal authorities jointly identified the SHGs, interested in taking up this programme. Group leaders of selected SHGs were apprised about the programme at the meeting conducted at municipality level. Then the group leaders selected the volunteers and learners and also made arrangements for conduct of literacy classes. The municipal resource persons trained the volunteers for two days on motivational techniques and teaching methods. A system of weekly monitoring was introduced. Municipal Commissioners reviewed the progress of the programme every Monday with Municipal Literacy Organizers and Ward Coordinators. The District Collector/Chairperson of ZSS reviewed the progress every fortnight with Municipal Commissioners and Mandal Literacy Organisers (MLOs).

Response

Enthusiaum: A lot of enthusiasm was generated among the women and SHGs on this programme, quite similar to the environment building activities in the TLCs. Nearly 1850 groups were involved and 1727 volunteers participated in the programme by teaching 7,832 learners. The groups themselves had borne the cost for volunteers' training and teaching aids. Most of the groups prepared flashcards on their own. They also made arrangements for running the centres by providing lighting and other facilities. The short duration of the course and simple methods of teaching attracted the learners towards this programme. The learners were able to identify the alphabets from second day onwards and that gave them psychological satisfaction and motivation.

Adoption of Centres: Responding to the appeal made by the District Collector, individuals and organisations adopted Akshara Mahila Centres and provided the necessary support. They motivated the learners, monitored the classes, provided resource support and taught the lessons when the volunteer was absent. In some cases where retired teachers adopted the centres, they trained the volunteers and made the required arrangements for teaching the classes regularly and taught themselves when the volunteers were weak in teaching.

Donations: Large number of philanthropic individuals and organizations came forward and donated in cash and kind to the centres. For instance, Delta Paper Mill, Bhimavaram donated two and a half tons of paper for workbooks and Godavari Printers, Eluru printed the books free of cost. In a number of places, local persons provided teaching aids, lighting facilities, additional notebooks, etc.

Procedure for Assessment: Evaluation of learning outcomes was conducted in respect of all the learners who attended the Akshara Mahila Centres, according to the definition given by the Director of Census Operations and levels prescribed by the National Literacy Mission.

Evaluation by National Service Scheme

In order to get the correct picture of learning outcomes, Programme Officers of National Service Scheme, who were outside the implementing agency and who could independently assess the strengths and weaknesses, were asked to conduct the evaluation. They conducted the assessment in 144 centres and found that sixty five percent of learners had acquired literacy skills in the Akshara Mahila Programme. Sri Sanjeeva Rao, who led the team, observed that "as literacy programmes are

abstract in nature and do not yield results immediately, any literacy programme should not be considered a failure. The success of more than 60% in a short span of 90 days is really a wonder”.

The Akshara Mahila Programme gained momentum and headed towards elimination of illiteracy among the residual illiterate groups. The University of Hyderabad, which conducted the external evaluation of subsequent programmes, commented that “West Godavari model appears to be significant and offers an alternative approach to literacy at one third in the total cost – less than half in duration with innovations in teaching and learning methodology. It also proved that convergence of programmes at grass root level will multiply the effectiveness and reinforce each other”.

Impact of the Programme

Participation of a large number of women groups in literacy campaign and its cascading effect led to not only the formation of new groups but also increase in savings and corpus funds. The total corpus fund of the DWACUA groups had increased from nearly 5.2 crores rupees before the campaign to 5.6 crores rupees by the end of the campaign. It clearly indicates that women who participated in literacy campaign were able to develop other ways to supplement their income. Among the 830 neo-literate women who were interviewed, as many as 594 (64%) admitted that they earn more income because of the new knowledge and skill that they were able to acquire during literacy campaign.

Literacy campaign had actively promoted gender equality and empowered the women learners in decision-making about themselves, their families and their communities. It played a significant role in improving the status of women and they have begun to express their newly found self-confidence in having a say both within the family as well as in their community. Nearly 90 percent of the women participants who were interviewed after the campaign expressed the view that their status in the family has improved after their participation in literacy campaign.⁴

Another major impact of this programme is the effective convergence of literacy and skill development programmes for women – the two critical components of women empowerment. Neo-literates of *Akshara Mahila* Programme not only enrolled in Continuing Education Centres (CECs) but also started taking active interest in their management. CECs, once acted as reading rooms for men, have now become the focal points of women empowerment activities. Within a year after the launch of the programme, the management of CECs, in majority of centres (69 out of 80),

came into the hands of women self-help groups. They appointed active educated members of women self groups as *Preraks* of the centres. Because of the keen interest of these groups in skill development programmes, various extension departments/agencies, especially adult education and municipal administration departments found the CEC as an ideal platform for conducting such programmes. Nearly 400 skill development/vocational trainings and quality of life improvement programmes were organised in the 80 CECs in the year 2001-02.

As pointed out by Mathew "Akshara Mahila Programme experience shows, that taking up literacy with already organised groups, to meet a felt functional need, elicits better response. And where the literacy agenda is taken up among organised groups, basically women groups and where literacy is posited in a perspective of women empowerment, the response is even greater".⁵

Conclusion

Introducing literacy to people who are already engaged in an economic activity in a way which serves their needs was the best way to tackle adult illiteracy in the urban context. This was amply demonstrated by the experience the Akshara Mahila programme in West Godavari district in the urban areas. What came as an added advantage was the existence of the Women Self-Help Groups in the urban area, viz., the DWACUA. It was this experience that served as the torch bearer when the Akshar Mahila Programme was later up-sealed in the whole district from August 2000 and subsequently merged with the state-wide Akshar Sanskranti programme from October 2000. When scaled up, while the Akshar Sanranti became a second generation TLC, West Godavari's experience of using SHGs in the urban areas still remains as a shining example of an effective method of linking literacy with livelihood in urban settings.

Acknowledgment

The author would like to express his grateful thanks to Smt.Poonam Malakondaiah, IAS, the then Collector and District Magistrate, West Godavari.

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Management of Jan Shikshan Sansthan A Policy Framework

S. Nayana Tara

Preamble

The need for educating the masses was recognized during the pre-independence era itself. During the successive Five Year Plans, the strategy adopted was by making a provision for universalization of elementary education and adult literacy programmes. During the year 1978, the National Adult Education Programme was launched to put adult education on the education agenda. But this was not a successful one owing to the fact that it was traditional, honorarium-based, hierarchical and government-funded and controlled.

Poverty Eradication and Human Resource Development

With over a billion people, the challenge of raising the standard of living and enhancing the productive capabilities of its people is a daunting task for a developing country such as India. Social development is a high priority area for our country. An effective strategy for tackling the problems of poverty and development should simultaneously address demographic issues, enhanced health care and education, the rights of women, local community participation and strong governance. Integral to eradication of poverty issue is strengthening employment and income-generating programmes.

The government policy is aimed at improving the standard of living of vulnerable groups and to minimize the divergence with respect to the general population through the promotion of special facilities and programmes. Programmes aimed at strengthening and expansion of safety nets for the vulnerable groups have also been put in place. The Government is also committed to holistic empowerment of women. In this context, the Government has initiated several schemes.

The emphasis during the Ninth Five Year Plan was on maintaining the momentum of the adult education programme and making it more effective by clarifying the administrative and financing roles of the Centre, States, Zilla Saksharatha Samithis, panchayat raj institutions and NGOs. Hence, the focus was on decentralized and

disaggregated planning and implementation of literacy, post-literacy and continuing education programmes. The strategy for overcoming these problems was through devolution of powers from National Literacy Mission Authority to the State Literacy Mission Authority for financial sanction for various programmes.

Jan Shikshan Sansthas(JSS)

This scheme was started in 1988 to promote educational, vocational and occupational development of literates, neo-literates, semi-literates and non-literate persons. They act as Resource Support Agencies especially with regard to organising vocational training and skill development programmes. During the Ninth Five Year Plan, the scheme was strengthened with enhanced funding and a wider scope and area of operation. The focus of the scheme has shifted from industrial workers in the urban areas alone to include the disadvantaged in the rural areas too. Their role has been expanded to provide academic and technical support to Zilla Saksharatha Samithis (District Literacy Committees) to take up vocational and skill development programmes for neo-literates in both urban and rural areas. They have to also organize equivalency programmes through Open Learning Systems.

Thus, JSS represents an institutional framework for offering Non-formal, Adult and Continuing Education programmes to disadvantaged groups. The JSS have to organize training programmes to Key Resource Persons, Master Trainers and Trainees in vocational courses and also for neo-literates. The programmes have to be based on the polyvalent or multi-dimensional approach to adult education. The JSS function as district repository of vocational/technical skills in both urban and rural areas.

Objectives of JSS

The objectives underlying the JSS are:

- To improve the occupational skills and technical knowledge of the neo-literates and the trainees and to raise their efficiency and increase productive ability;
- To provide academic and technical resource support to Zilla Saksharatha Samithis in taking up vocational and skill development programmes for neo-literates in both urban and rural areas;
- To serve as nodal continuing education centres and coordinate, supervise and monitor 10 - 15 continuing education centres/nodal continuing education centres;

- To organize training and orientation courses for Key Resource Persons, Master Trainers on designing, development and implementation of skill development programmes under the Scheme of Continuing Education for neo-literates;
- To organize equivalency programmes through Open Learning System;
- To widen the range of knowledge and understanding of the social, economic and political systems in order to create critical awareness about the environment;
- To promote national goals such as secularism, national integration, population and development, women's equality, protection and conservation of environment.

In order to achieve these objectives, the organization and management of JSS is as outlined below.

Organisation and Management of JSS

The Jan Shikshan Sansthan are to function as registered voluntary organizations under the aegis of voluntary agencies of repute or universities. The affairs of JSS are managed by a Board of Management. An Executive Committee and a Staff Selection Committee assist the Board of Management. Services of locally qualified and experienced instructors/resource persons/experts to impart different skills are hired on a part-time/fixed honorarium basis. Each JSS should be registered independently under the Societies Registration Act of 1860 according to the Memorandum of Association and Bye-laws provided by the Government of India. This is with a view to enable them to function as autonomous institutions. The Head of JSS is a Director with a core staff who assist the Director in smooth administration of all activities of JSS.

The pattern of funding is as follows: A non-recurring grant of Rs.15 laks is given to JSS in A grade cities and Rs.10 lakhs for those in B and C category cities, in addition to a one-time building grant of Rs.20 Lakhs. The Recurring expenditure grant for those in A category is Rs.35 laks, for those in B category is Rs.30 lakhs and for those in Cataegory C is Rs.25 lakhs, per annum.

Although everything appears to be very well laid out in terms of objectives, organizational structure, management, etc., it was felt that an examination of

all these aspects and what impact JSS is having on neo-literates, a study was taken up in two states. One JSS each from the two states, Taran and Rupan (names changed) were taken up for case study. The objectives were to look at the extent of programme inputs in terms of infrastructure facilities in the JSS office as well as in the rural centres, resource availability (both human and financial), programme planning and implementation, etc. In addition, the purpose was also to study the kind of trades being offered, marketing of products, quality of products, seasonal variations in beneficiary attendance and a host of other parameters. They throw valuable insights on the nature of functioning as well as the way forward for JSS.

Objectives of the Study

The main objectives of the study are:

- To examine the nature and extent of programme inputs in terms of:
 - * Infrastructure facilities, including workspace, trade equipment, procurement of raw materials, and other basic facilities.
 - * Manpower availability (core staff as well as external resource persons), including processes of identification and recruitment of resource persons, service benefits offered, and performance assessment practices adopted.
 - * Financial resources including budget planning, timing of receipt of grants, appropriation practices, and accounting, audit and reporting procedures.
 - * Programme planning including identification and recruitment of beneficiaries, collaborating agencies, monitoring, and learning impact by way of skill up gradation and social awareness.
- To find out the manner in which training programmes are scheduled, including timing, sequencing and actual conduct. This would include the number of training courses conducted, trade-wise, and the socioeconomic profile of beneficiaries enrolled during the reference period.
- To assess the on-going activities including different training programmes being carried out, socio-economic profile of current learners at different centres, facilities available in these centres, actual mode of conduct of training including training methods adopted, level of interaction between trainer and learners, and sufficiency of raw materials and other training requirements.
- To examine the problems faced by learners as well as trainers in terms of absorptive capacity, perceived benefits of the training course, programme

inadequacies as felt by both the beneficiaries as well as trainers, and cognisance of life enrichment education content in the programme and its perceived usefulness.

- On the basis of these findings, the study seeks to make an overall assessment of the direction of the programme over the years and what suitable measures could be adopted to enhance its effectiveness so as to successfully accomplish the overall project goals and objectives.

Methodology

The study employed several tools and techniques for gathering the required information. These include:

- Study of Annual Progress Reports (APRs) and Quarterly Progress Reports (QPRs), Audited Statement of Accounts, and Plan of Action covering the reference period.
- Study of course materials including syllabi, handouts, etc., with regard to various training courses.
- Detailed interviews with core functionaries including Directors, Chairpersons, Programme Officers, Assistant Programme Officers and others. These interviews were conducted with the aid of interview schedule prepared for different levels of functionaries.
- Field visits to selected rural and urban training centers and personal observations to ascertain the manner in which training programmes were actually held. During these visits, detailed discussions were held with beneficiaries and trainers. Besides, informal discussions were held with village Pradhans and other opinion leaders to gather their views about the programme and its efficacy.
- Detailed discussions with the representatives of various collaborating agencies including NGOs, individual experts and officials of related departments to find out their roles in the programme. Besides these persons, informal talks were also held with District Collectors of the two districts covered in the study to assess the extent of their support to the programme.

Infrastructure Facilities

In both the JSS under consideration, as revealed from the study, the space available was adequate. Mostly the beneficiaries were women and the predominant trade taught was tailoring. The focus group discussion with the women beneficiaries revealed that they would like to learn other trades like machine embroidery, ceramic painting, catering, repair of electric appliances, cookery, etc. The infrastructure facilities in the rural centres are poor. Some were being run in open spaces, some were very congested. The beneficiaries come from very poor backgrounds. In many cases the programmes suffer from inadequate supply of raw materials and equipment. The quality of products made by the beneficiaries, leave a lot to be desired. All these factors affect the efficacy of the programmes.

Physical Progress

An attempt was made to describe the extent of progress achieved over the five years, that is, 1996-97 to 2000-2001. The details of the courses conducted in the years 1997-2000 in respect of States Taran and Rupan, are presented in the Tables 1 and 2.

It can be seen that the bulk of the beneficiaries are in the age group of 15-35 years and the educational level is above 8th Standard in both the States under consideration. The second highest group, belongs to illiterates in State, Rupan. It shows how the selection of beneficiaries is against the norm of catering to the neo-literates. Again in State Rupan, a majority of the beneficiaries belong to other castes, whereas the focus ought to be on Scheduled Caste and Scheduled Tribe.

In one of the states, an attempt was made to analyse the seasonal variations in attendance of beneficiaries in different trades, to see whether any policy decisions could be taken by JSS in this regard. The results are presented in the following figures 1-4. One of the interesting aspects of the beneficiary data over the past 5 years was that there was a distinct seasonal influence on the number of beneficiaries. These seasonal fluctuations are more pronounced for the dominant groups of the demographic characteristics. Quarter-wise data for these specific characteristics is presented in the figures. Figure 1 presents the data, quarter-wise, for all the beneficiaries.

Table 1
Details of the courses conducted in the years 1997-2000 (Taran)

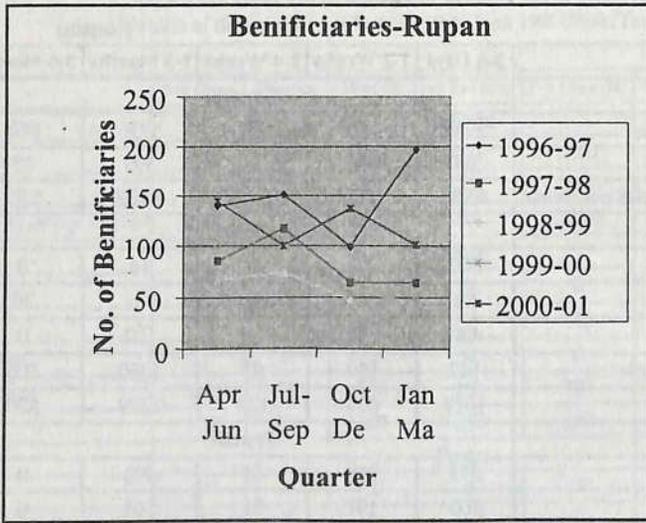
	3-6 Days	Weeks	Weeks	1-3 Months	3-6 Months	>6 Months	Total
	General						
No. of Beneficiaries	1840	327	590	493	2650	92	5992
No. of Courses	82	12	43	77	118	5	337
Average Beneficiaries per course	22.44	27.25	13.72	6.4	22.46	18.4	17.78
	Male						
Illiterates	0	0	0	0	0	0	0
Neo-Literates	0	0	64	7	115	2	188
Upto 8th Standard	27	0	0	0	0	0	27
Above 8th Standard	168	99	158	255	193	0	873
All	195	99	222	262	308	2	1088
	Female						
Illiterates	33	4	89	6	374	19	525
Neo-Literates	0	0	0	0	0	0	0
Upto 8th Standard	224	19	0	2	168	0	413
Above 8th Standard	1388	205	279	223	1800	71	3966
All	1645	228	368	231	2342	90	4904
	Income Categories						
Category - I	1190	127	359	272	1891	67	3906
Category - II	474	153	103	115	445	24	1314
Category - III	176	47	128	106	314	1	772
All	1840	327	590	493	2650	92	5992
	Employment Categories						
Employed	242	0	53	31	281	0	607
Wage Earners	95	0	10	8	38	0	151
Self Employed	482	99	165	105	618	8	1477
Unemployed	1021	228	209	336	1261	63	3118
All	1840	327	437	480	2198	71	5353
	Age Distribution						
Less than 15 years	0	0	0	2	8	0	10
15 to 35 years	1591	309	549	471	2528	92	5540
More than 35 years	249	18	41	20	114	0	442
All	1840	327	590	493	2650	92	5992
	Caste Categories						
Scheduled Caste	642	97	130	109	731	20	1729
Scheduled Tribe	62	8	12	3	42	0	127
Other Backward Caste	848	156	253	305	1324	52	2938
Other Caste	288	66	195	76	553	20	1198
All	1840	327	590	493	2650	92	5992

Table 2
Details of the courses conducted in the years 1997-2000

(Rupan)

	3-6 Days	1-2 Weeks	2-4 Weeks	1-3 Months	3-6 Months	Total
	General					
No. of Beneficiaries	2983	3828	922	5736	660	14129
No. of Courses	68	243	81	399	67	858
Average Beneficiaries per course	43.87	15.75	11.38	14.38	9.85	16.47
	Male					
Illiterates	360	0	0	14	0	374
Neo-Literates	80	0	0	3	20	103
Upto 8 th Standard	440	78	30	102	0	650
Above 8th Standard	147	559	93	1260	506	2565
All	1027	637	123	1379	526	3692
	Female					
Illiterates	575	218	61	493	0	1347
Neo-Literates	200	191	51	563	0	1005
Upto 8 th Standard	717	692	142	1374	0	2925
Above 8th Standard	464	2090	545	1927	134	5160
All	1956	3191	799	4357	134	10437
	Income Categories					
Category - I	2576	2095	426	3533	290	8920
Category - II	200	281	54	640	18	1193
Category - III	207	1452	442	1563	352	4016
All	2983	3828	922	5736	660	14129
	Employment Categories					
Employed	373	173	25	122	10	703
Wage Earners	896	140	15	200	0	1251
Self Employed	620	1513	328	2342	252	5055
Unemployed	1094	2002	554	3072	398	7120
All	2983	3828	922	5736	660	14129
	Age Distribution					
Less than 15 years	485	120	23	138	0	766
15 to 35 years	2000	3604	880	5368	657	12509
More than 35 years	498	104	19	230	3	854
All	2983	3828	922	5736	660	14129
	Caste Categories					
Scheduled Caste	805	244	87	669	31	1836
Scheduled Tribe	323	117	22	238	18	718
Other Backward Caste	172	222	24	396	42	856
Other Caste	1683	3245	789	4433	569	10719
All	2983	3828	922	5736	660	14129

Figure 1



It can be seen from the above figure that there was a distinct drop in the number of beneficiaries during the October-December quarter. The only exception to this trend appears to be during the year 2000-01.

Similarly, Figure 2 presents the quarterwise data for female beneficiaries. Women constituted a large proportion of the beneficiaries, and the consistent drop in the number of female beneficiaries during the October-December quarter could have influenced the overall trend. As a matter of fact, the drop in this quarter among the women beneficiaries was more pronounced.

Figure 2

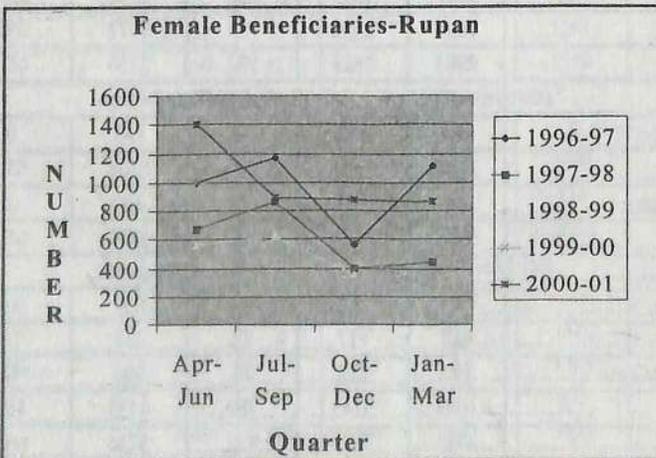
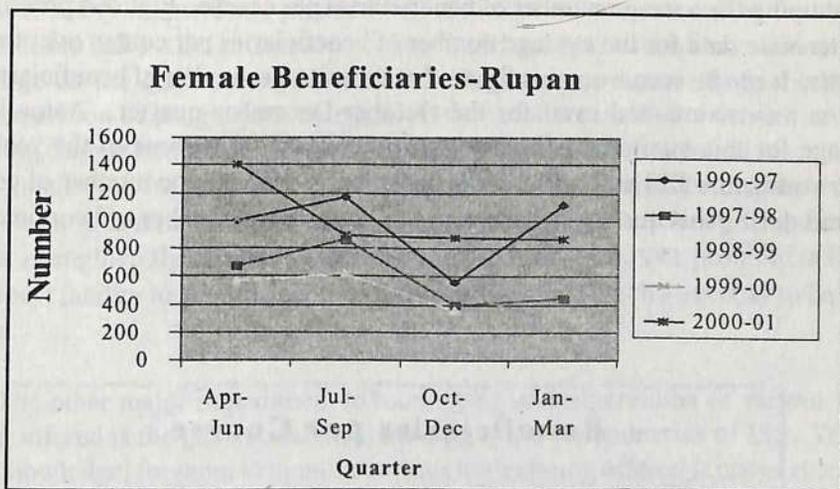
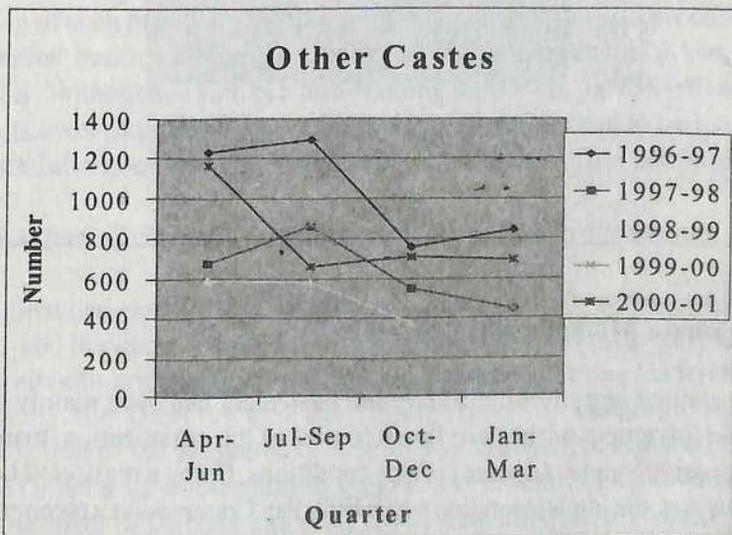


Figure 3



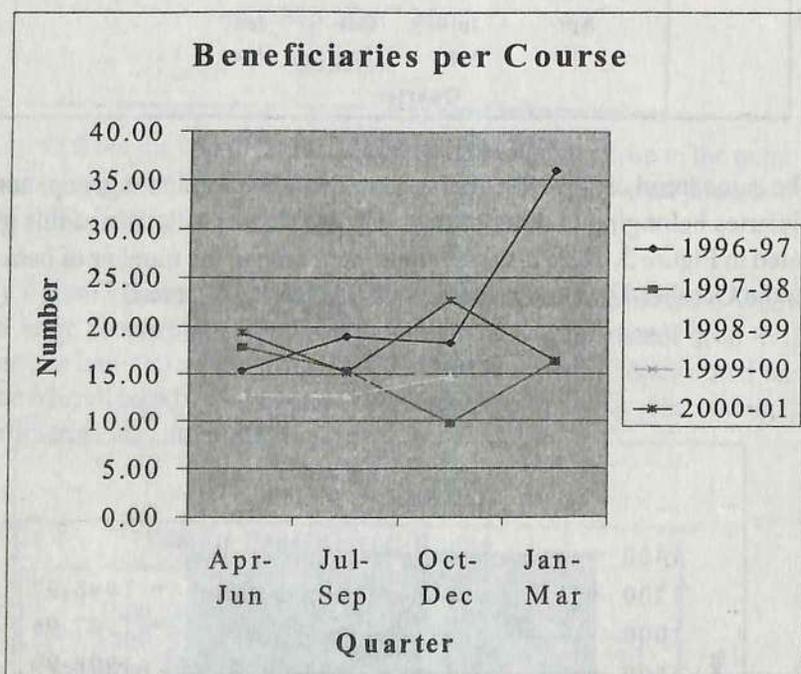
The same trend can be observed among the other dominant group, namely the beneficiaries belonging to other castes. The quarter-wise details of this group are presented in Figure 4. Here also, the significant drop in the number of beneficiaries during the October-December quarter can be clearly observed.

Figure 4



Interestingly, the JSS authorities appear to be aware of this trend. They had actually reduced the number of courses during this particular quarter, thereby maintaining the average number of beneficiaries per course. Figure 4 presents the quarter-wise data for the average number of beneficiaries per course over the past 5 years. It can be seen from this figure that the average number of beneficiaries per course was maintained even for the October-December quarter. Actually, the average for this quarter was higher than other quarters in some of the years. In other words, the JSS authorities have consciously reduced the number of courses offered during this quarter so as to maintain the average number of beneficiaries.

Figure 5



Programme Management

The sustained activity of JSS over the past years has been mainly due to the dedicated involvement of the core functionaries of the organization, many of them have been working under adverse service conditions. Being a registered body under the Society's Act, the implementation of the Fifth Pay Commission's recommendations

has brought with it many uncertainties in the service conditions of the staff members in terms of various service benefits that are enjoyed by those in regular government service. Many respondents pleaded that remedial measures need to be urgently instituted to redress the situation. Needless to add, such uncertainties would certainly impinge on the quality of work output in the long run especially in the light of the expansion of programme activities in the rural areas. With a large number of training centers being opened all over the district, with too few functionaries in the JSS, monitoring such centers in far off places is very difficult. On the other hand, if they had a robust monitoring mechanism in place, with the help of ZSS, then they could strengthen the monitoring of training centers. The other problem is lack of transport facility to visit the centers. So an appropriate mechanism has to be put in place.

The other major impediment to monitoring and supervision of various trades being offered is the lack of technical training to the functionaries of JSS. Without this knowledge, for them to monitor various trades being offered is not of much use. There is an urgent need to appoint one person with a technical background who can be entrusted with the task of selecting the right resource persons to teach particular trades, find out the latest things that need to be included in the syllabus in consultation with experts, take up demand analysis studies regarding various trades to be offered from time to time and so on. Even the Directors of JSS have expressed their felt need in terms of a Technical person for JSS.

A person with the technical knowledge must also look into the quality of training being offered in terms of current requirements as also the quality of the products. Marketing of such products made by the beneficiaries, trying to procure placement for them after training or helping them to become entrepreneurs is also a huge task for the JSS. Without this kind of a post-training follow-up, the JSS will not be able to achieve its avowed goals. There are other issues which need to be looked into for the successful implementation of JSS programmes, which are discussed below.

Factors Affecting Smooth Implementation of JSS Programmes

The financial outlay is limited and even that gets cut at times due to various reasons. The budget is released in three installments and invariably it is delayed, affecting smooth implementation of the programme. A strong leadership has to be provided by the Director and the Chairperson for effective and efficient implementation of the programme. One of the JSS visited, reported not having a full-time Director for a considerable period. The absence of a full-time Director or frequent turnover of Director and programme functionaries, affects the programme

adversely. In addition, the JSS to function in an efficient and effective manner requires a Director and other Programme Functionaries who are trained in Management. They have to organize various training programmes in different trades, identify beneficiaries, monitor and supervise programmes, identify resource persons and arrange for their training and so on, which require managerial skills.

The post-training follow-up of beneficiaries is lacking and is a point of concern. There is no effort at ensuring the quality of the products made by the beneficiaries. There is no tie-up with any agency for marketing of the products. This could be a motivating factor for beneficiaries to learn the trade well. There is a need for taking up a demand assessment survey before offering trades. All this will be possible if the managerial capabilities of the Director and programme functionaries are developed.

The field visits and discussions with various project functionaries as well as trainees revealed that much needs to be done in the area of life-enrichment education activities. This is perhaps due to placing more emphasis on the vocational training component of the programme. For instance, during the visits to one center in one of the States, it was found that none of the learners were able to read a sentence though they were able to identify alphabets. Furthermore, it was noticed that out of twenty learners in this centre, six were dropouts and the remaining were neo-literates. The Director said that every effort would be made to effectively incorporate the life-enrichment education component. In this respect, the Director felt that Programme Officers and other functionaries have to be trained in mobilizing beneficiaries to form Self-Help Groups.

Conclusions and Recommendations

In the light of the findings, some recommendations that could enhance the quality of performance of JSS are as follows:

1. As JSS's coverage is no longer confined to the urban areas, but extends to the rural areas also, there is an urgent need to institute a more effective monitoring mechanism to ensure smooth functioning of training programmes in the rural areas. In this respect, there is a need for appointing suitable number of trained and experienced field supervisors who would keep a constant tab on the progress of activities at the peripheral levels.

2. There is an urgent need to create computerised databases of beneficiaries and common formats in which to collect the data across different JSS in the country,

must be put in place. This will enable administrators and policy framers to undertake different types of analysis to aid decision-making.

3. A post of Technical Officer needs to be created to ensure that the quality of training imparted is of a satisfactory level. The modalities of appointing such a person has to be worked out in accordance with the training needs, trade profile and with adequate scope for identifying new, more appropriate and beneficial trades.

4. Financial flow, which is timely and adequate, is highly essential. Instead of giving the budgetary allocation in three installments, a one-time release or two installments can be contemplated.

5. It is essential that the service conditions of the project functionaries be made more attractive in terms of monetary compensation, job security and other service benefits.

6. While the space and facilities for training is adequate in the office complex of JSS, there is an urgent need to improve the same so far as other centers are concerned. This problem is most visible in rural areas where one could observe the courses being conducted in the open space, with the trainer handling the session with one sewing machine. Similarly in specific courses such as Refrigeration and Air Conditioning, TV repair, no adequate kits are provided. Such equipment should be provided in adequate quantities to ensure quality of training imparted.

7. The analysis has revealed that there are seasonal variations in enrollment pattern of learners. It is essential that such variations need to be taken into account while targeting appropriate beneficiaries for specific trades.

8. It is absolutely essential to see that the quality of products made by the trainees is of superior standard. This would entail instituting a strict regime of quality assurance at every level of production. This has to be accomplished by close involvement of concerned resource persons and external technicians/experts who are knowledgeable in the field.

9. It is crucial that the entire programme of JSS should ultimately be instrumental in elevating the living standards of its target population. In this respect it is of paramount importance to ensure proper rehabilitation of its trainees by way of timely placement in gainful employment and assisting in self-employment opportunities. In this respect, the possibility of enlisting the support of various government and non-government agencies can be explored.

10. As a corollary to the above, JSS must work towards developing a stable market network to facilitate the trainees to sell their products in a beneficial manner. This is especially important in the light of the existing fierce competition in the market where the trainees would stand to lose due to a variety of market forces. Perhaps as a beginning, it would be worthwhile for JSS to organize trade fairs/exhibitions where the products are exhibited and publicized effectively.

11. There is an urgent need for intensifying the life-enrichment education activity, which appears to have received lesser priority vis-à-vis vocational training.

12. With its expansion into rural areas, there is an important need for JSS functionaries to engage themselves in assessing the felt needs of the rural populations, which may be quite different from that of those in urban areas. In this respect, the field functionaries need focused training in identifying the vocational needs of rural population in relation to their livelihood options and social opportunities.

Way Forward

In the light of the various recommendations presented, there is a need to discuss ways and means to attain the goal and to see how one can utilize the recommendations. These aspects are discussed in this section.

Some of the JSS are pretty vibrant institutions which impart skills that are market-led e.g. screen printing, machine made leaf plates with aluminium foil, etc. However there is need to expand the capacity of the JSSs, identify alternatives like Rural Polytechnics and outreach programmes, experiment with mobile training units, identify village/ block based trainers and NGOs.

In the overall analysis, this programme is also about Human Resource Development, which is of utmost importance for the country. The economic upliftment of the individuals and their empowerment will lead to improvement in quality of life of people as well as economic and other development of the country at large. Towards this end, the investment in human resource development of the functionaries of JSS and allied organizations like ZSS, CE, etc., is of critical importance.

All these allied organizations must be networked for bringing about synergy in their efforts. Currently there is not much networking and generally they function as parallel structures. It has to be understood that they all have a common core function of providing literacy, training in vocational skills, empowerment etc., among the

disadvantaged groups. Convergence of services will go a long way in providing services of quality.

Training of functionaries of these organizations to enable them to discharge their responsibilities in an efficient and effective manner, is the need of the hour. With the expanded scope of JSS offering training in rural areas, we find that the functionaries are ill-equipped with the necessary skills. They also need training in attitude change in addition to management training. Monitoring is not riding rough shod over people but dealing with a variety of human beings that calls for the right kind of attitudes. Especially while dealing with literates and neo-literates, they need to exercise a lot of patience and need a good positive disposition. They also lack the capacity to undertake needs analysis surveys, survey of demands in various trades as also knowledge of locally available natural resources, identification of resource persons and creating computerized data-bases. They need to also learn the concept of quality as applicable to all areas of their operation and basics of marketing.

The next step in human resource development that needs to be addressed by JSS is that of training the resource persons in various training technologies, teaching methods suitable to the clientele being addressed, motivation of beneficiaries, survey of market demand and marketing, quality parameters, etc.

The Directors of JSS also need to be trained in managerial skills, basics of accounting, institutional development, quality paradigms, demand assessment and supply, and marketing. All the functionaries mentioned thus far, should be provided training in written and oral communication as this holds the key to good management.

A suitable policy taking into account all the above-mentioned facts must be evolved to see that an important initiative like JSS will be a successful one.

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Continuing Education Programme : The Way for Empowering Rural People

Sujit Kumar Paul

Introduction

In the early years after independence in India, there was an intense debate among social workers in rural areas about the relative importance of education and economic development. Some held that education would solve all problems and once they were educated, they would devise ways and means to improve their style of life. Others argued that it was no use teaching hungry masses, and education would take care of itself when the people's standard of living improved. However, this controversy proved to be futile, as the realization dawned that both these processes were complementary and could go on side by side.

In India, the important schemes included in the programme of expansion of education amongst the rural people are the opening of various types of schools including technical and vocational, award of scholarship and stipends, provision of hostel facilities, books, stationary grants, boarding grants, mid-day meals, uniform and other assistance to the students at various levels. In addition to these schemes, reservation of seats and relaxation in criteria for admission to the technical and other educational institutions under the control of Central and State governments have also been provided for the students belonging to the backward community. Recently, special efforts were made to include women in the development process, improve their literacy status, and quality of life through the literacy movement especially the Continuing Education Programme.

After independence, the adult education programme was included in the Five Year Plans. However, the efforts made by the Central and State Governments for eradication of illiteracy proved ineffective, as against the size of the illiterate adult population. New ways of eradication of illiteracy were, therefore, explored.

National Literacy Mission (NLM) was launched for this purpose on 5th May, 1988 by the Government of India. The aim was to impart functional literacy to 100 million non-literate persons in the 15-35 age group by the end of 1997, which was the terminal year of the 8th Five Year Plan.

Background

Literacy is a basic step towards Adult Education, which is the process of lifelong learning. After experimenting with successive and alternative models of adult literacy programmes, the NLM adopted "Mass campaign approach for total literacy" as its principal strategy for eradication of illiteracy. Total literacy campaigns (TLCs) to provide basic literacy skills to the illiterate population, have been launched in most parts of the country. With the successful implementation of the TLCs in several districts all over the country, a situation was fast emerging whereby millions of illiterates were acquiring basic literacy skills and joining the class of neo-literates each year.

Without a meaningful post-literacy programme, many of these newly literate persons may replace into the old world of illiteracy. NLM, therefore, felt it essential to develop systematic post-literacy programmes as a part of continuing education. With this end in view, post-literacy campaigns (PLCs) were launched in the districts that completed the initial phase of imparting basic literacy skills through TLCs.

In articulating the rationale for a scheme of Continuing Education Programme, the National Literacy Mission argued that TLCs have resulted in a positive change in the attitude, a new confidence among the learners to upgrade their skills and adopt it for individual development, and eventually for social action. The enthusiasm and confidence generated among the learners in the districts which have successfully completed both the TLC as well as the PLC phases, clearly points towards the need to sustain the educational process and to provide learning opportunities on a continuing basis. The access to the world of letters and skills acquired by the neo-literates need to be further reinforced and widened so as to enable them to fully play the crucial role for their own personal, social and economic upliftment and for the development of the country. In the face of persistent social and economic problems, application and utilization of literacy skills acquired by the neo-literates often remains a difficult proposition. The literacy process have to be so continued as to result in release of creative energies of the people, which must be sustained to enable the people to realize their potential, to help themselves and achieve self-reliance. Hence, the crucial importance of creating satisfactory arrangements for continuing education of all learners is required.

The study

In the present research work an attempt has been made to study the extent and nature of adoption of continuing education programme and its impact on the lifestyle

of the rural people. The prospects and potentialities have also been studied. Specific attention has been given to study the socio-economic empowerment of rural people through this programme.

Keeping these objectives of the study in mind, intensive empirical field investigation was undertaken in the command area villages of Rural Extension Centre (REC) of Visva-Bharati University. Of the 27 Community Learning Centres (CLCs), 4 have been selected purposefully. A format for collection of data, was carefully prepared and information was collected during field visits as well as interviews with stakeholders.

The Programme

The Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India have sanctioned a project "Innovative Community Learning – Going Beyond" for the command area villages of REC.

For implementing the Project, several meetings were held with the members of the village development societies, members of the Gram Panchayat, Panchayat Samities, Zilla Parishad, State level technical experts and the faculty members of Visva-Bharati.

Out of 43 villages, 25 villages were selected for setting up the Community Learning Centres (CLCs) and 2 villages were selected for setting up Nodal Community Learning Centres (NCLCs). Mass meetings, group meetings, and discussions were held to motivate and to ensure the participation of the common people of the villages in the centres. A total of 27 *Preraks* (Male – 26, Female – 1) and 27 Assistant *Preraks* (Male- 2, Female-25) are actively engaged to run the centres. The *Preraks* and Assistant *Preraks* used to run the Continuing Education Centres with the active support of the Village Development Societies.

The beneficiaries of the CLCs include:

- (i) Neo –Literates;
- (ii) Semi- Literates;
- (iii) School dropouts; and
- (iv) all other members of the community.

Table - 1
Neo- Literates, Semi-Literates and School Dropouts
Attending the CLCs

9-14 Age Group

SC		ST		Others		Total
M	F	M	F	M	F	
189	183	63	61	146	114	756

15-35 Age Group

SC		ST		Others		Total
M	F	M	F	M	F	
856	570	390	284	674	677	3451

36-50 Age Group

SC		ST		Others		Total
M	F	M	F	M	F	
328	187	143	93	439	409	1599

Total Males 3228

Total Females 2578

Total 5806

Continuing Education Programme and it's Impact:
Some Empirical Documents

The basic objective of the Project is to empower the villagers specially the women through education as conceived by Tagore and with that end in view to set up the Continuing Education Centre to serve as nerve centers for lifelong learning.

With the objective of assessing the impact of what has so far been achieved by the Project since October, 2001, certain parameters were identified such as : Organizational Structure and its viability; Participation of target groups and the community involvement; Extent of utilization of resources given and mobilization of local resources; Activities carried out; and Achievements.

Organizational Structure and its viability

It appears that the organizational structure introduced and followed was fully viable and could operate quite effectively for upward and downward flow of

information. This definitely improved the efficacy of working. The centres are directly under the control of Rural Extension Centre, Visva-Bharati. The programme is being implemented through active cooperation of the Village Development Societies. The Nodal Centres supervise and cooperate with the CLCs. The *Preraks* and Assistant *Preraks* run the CLCs.

Participation of target groups and involvement of community

Though the target group consists of all beyond literacy and primary education, the beneficiaries include pass-outs of primary schools and NFE Programmes and almost all other members of the community interested in lifelong learning. Some centers are also to run sub-centers simply for literacy as well. This type of participation is also quite in tune with Tagore's concept of empowerment of villagers by offering them opportunities for lifelong learning. The participants may be divided into two broad categories: (1) learners and (2) participants in other activities including the use of Library, and their demographic profile is as under:

Table-2

Learners and Participants in CLCs

Caste	Male	Female	Total
General	6	9	15
S.C.	41	47	88
S.T.	29	34	63
Muslim	18	31	49
Total	94	121	215

The significant feature about the participants' profile is that female participation is quite impressive. The participation of Muslims, Scheduled Caste (S.C.) and Scheduled Tribe (S.T.) is also significant. Nearly 146 members participate in regular lending and borrowing of library books. What is encouraging is the fact that the stock of only 46 titles given under the Project has been much enriched by Raja Rammohun Roy Library Foundation in almost all the Centers. Mobilization of external resources is definitely a significant plus point.

Participation of a large number of members of the community as a whole where the center is located deserves special mention. Besides games and sports, large number of participants in the training / orientation programme, cultural activities like staging of dramas etc., discussion programmes indicate involvement of the community.

Utilization of resources and mobilization

Except the kerosene lanterns (because most of the club houses have electric lamps), all the other resources given by the REC are almost fully utilized, not speak of the bicycle alone, which obviously is quite high in demand for use. Play materials - footballs, Cricket balls, bats, wickets and caroms, Teaching Learning Materials (TLM) such as maps, charts, black boards, chalk and dusters require repairs and sometimes because of their frequent use. The women members are also using their play materials regularly. Black and white Television sets have been supplied particularly with a view to enabling the members of the centers to listen to / view educational programmes. The *Preraks* and Assistant *Preraks* keep the reading and some other essential materials in the steel almirah supplied to them.

Activities of CLCs

The Department of Rural Extension Centre (REC) is one of the oldest departments under Palli Samgathana Vibhaga, Visva-Bharati. It has been actively engaged in improving the condition of the villagers since its inception. Over the years the centre has been giving emphasis on extension work. The area of operation of the department is now spread over 43 villages under 8 Gram Panchayats in 2 Blocks of Bolpur-Sriniketan and Illambazar. A total 39 Village Development Societies (VDS), 5 Mohila Samities and 1 Health Society are organised and motivated to organise the reconstruction activities of the department in the villages. All the extension programmes of the department are being implemented through active co-operation of Village Development Societies. The CLCs of the command area villages of REC are running under direct supervision and active involvement of the VDSs.

Various types of programmes are being implemented through the CLCs. The literacy programme of those villages has been strengthened by a network of 36 rural libraries. The Librarians and Asstt. Librarians have been working voluntarily and supporting the CLCs. The status of the libraries during the last year could be seen below.

Brati organisation (children scout) is also implementing with the support of the CLCs. Rural boys and girls between 6 and 14 years of age are mobilised into groups and motivated for welfare activities. During the last year there were 12 such Brati Groups of which 6 are male and 6 are female groups comprising 170 boys (SC - 61, OBC - 20 Gen - 89) and 120 girls (SC- 67, OBC - 06, Gen - 47) spread over 12 villages. For successful implementation of the programme, a 6-day training programme was organised for the Brati leaders in two phases.

Table - 3
Status of Libraries

Number of Books	60,725	
Number of enrolled Readers	2929	i) M - 1781 ii) F - 1148
Number of Readers (Using Reading Rooms only)	772	i) M - 501 ii) F - 271
Number of Neo Literate Readers	547	i) M - 318 ii) F - 229
Number of Readers	4248	i) M - 2600 ii) F - 1648
Number of Books issued and returns	19,187	

As a part of Women Empowerment and Community Empowerment Programmes, another special programme, viz Self-Help Group (SHG) has also been taken up. The Brati Groups with the active support of the CLCs conducted the following programmes during the year.

Table - 4
Brati Group Programmes during 2003

		Days	Villages	Boys	Girls	Total
1	Shramdan (Social service)	26	12	300	250	550
2	Drawing	22	11	260	190	450
3	Cultural Programme	22	11	250	230	480
4	Craft Making	10	11	140	120	260
5	Leaves collection	-	10	140	110	250
6	Excursion & Picnic	11	11	150	120	270

As a part of Continuing Education, self-oriented-cum-employment generation training programme, awareness and sensitisation programmes are also conducted as per the needs of the community for the development of the beneficiaries. The detailed information regarding training, awareness and sensitisation programme is given below:

Table - 5
Self- Help Groups at a Glance

Total Groups	38
Male Groups	4
Female Groups	29
Mixed Groups	5
Total No. of Group Members	389 (M -52, F- 337)
SC	181 (M - 09, F -172)
ST	122 (M - 25, F - 97)
OBC	14 (M - 06, F - 08)
General	52 (M - 12, F - 40)
Muslim	20 (F - 20)
Total family covered	375
Total Savings	Rs. 3,54,296/-
Total Emergency Fund (in Hand)	Rs. 5,388/-
Total Loan	Rs. 3,41,875/-
Total Repayment	Rs. 2,08,175/-
No. of Groups taken loans	29
No of members taken loans	254
No. of Groups taken Loan from Bank	9
No. of members taken Loans from Bank	25
Total loan from Bank	1,31,000/-
Total repayment to Bank	33,600/-

Institute of Community Studies

Besides holding discussions on relevant topics related to elementary principles of health and hygiene by experts, prevention of AIDS, Pollution, child nutrition, fish cultivation, irrigation facilities, cultural programmes of various types have also been organized such as staging of dramas, recitation, drawing, Santali dance and songs, dance with bamboo sticks (Raibeshe), and Kirtan with Kholes is very much appreciated. Quiz contests, handwriting contests, essay competition, etc., also deserve mention. In addition to the teaching-learning activities and literacy programmes in the sub-centers, vocational training programmes also appear to have been undertaken. Most of the centers reported that activities were confined within the evening hours from 4 p.m. to 8 p.m. Morning shifts on Sundays and holidays are also organized. In a nutshell, the following activities are carried out by the centres:

Table - 6
Short Term Training/Awareness Programme

Sl. No	Subject	Duration (Days)	Village	Participants			Villages Covered	Collaborative Agencies
				M	F	Total		
1	Batik	15	Sriniketan		6	6	1	Silpasadan
2	Batik	15	Lohagar	-	15	15	1	-
3	Vermicompost	1	Supur	185	98	283	8	PSB, Visva-Bharati
4	Crop Planning	1	Supur	59	-	59	1	PSB, Visva-Bharati
5	Safe Drinking Water	1	Rammagar	30	22	52	1	-
6	Safe Drinking Water	1	Bhadurpur	19	16	35	1	-
7	Safe Drinking Water	1	Binuria	15	25	40	1	-
8	Safe Drinking Water	1	Monoharp	30	10	40	1	-
9	Safe Drinking Water	1	Supur	20	30	50	1	-
10	Health and Nutrition of Mother and Child	1	Supur	-	51	51	1	-
11	Pisciculture	5	Ballavpur	14	-	14	10	RKVK, Visva-Bharati
12	Health Awareness	1	Gopalnaga	55	98	153	1	-
13	Disability Awareness and Sensitisation Programme	2	Sriniketan	44	23	67	23	NIOH, Kolkata
14	Role of Women in Rural Development	1	Supur	12	52	64	3	SSDA & Elmhirst

Campaign: Pulse polio; Self-Help Groups (SHGs); Blood donation; Evils of liquor consumption, AIDS, etc.

Group discussion / Awareness programme: Immunisation, Eradication of Illiteracy, Population Education, Women's rights, Health and nutrition among women and children; Health awareness; low cost sanitation; SHGs; AIDS; necessity of iodine; Enlistment of names in the voter list; Library; Panchayat; Gram Sabha; Environment pollution; Safe drinking water; Drug addiction; leprosy; grafting and so on.

Celebration of Important Days: Literacy Day; Women's Day; Children's Day; Library Day; Republic Day; Netaji Birth Day, Tagore's Birth Day, Independence Day, etc.

Educational and cultural Programmes/competitions: Recitation; Dictation, Santhali Dance; Hand writing; Song; Drama; Painting; Essay; Music; Folk songs; Folk music; Folk dance; Wall magazine; Quiz, etc.

Sports & Games: Football; Volleyball; Athletics; Ha-du-du, Carom, Flying disk, Ludo, Chess, Baga duly, Skipping, Chinese Checker, etc.

Training: Vegetable cultivation; Kitchen gardening; Cutting & tailoring; Kantha stitch, Poultry farming, Pisciculture, Improved agricultural technology, Seed preservation, etc.

Achievement

From the above facts and figures, it could be seen that within a very short period, remarkable achievements have taken place through the continuing education programme. So far as learning competencies are concerned, the achievements of the learners appeared to be satisfactory. Many of the learners below the age of 15 years actually were found to have achieved the basic competencies. Participation in the games and sports and other cultural activities definitely promoted an atmosphere of amity and cooperation and encouragement. Vocational training programmes, though of short duration, proved to be useful as stated by the members who participated in them. Journals and newspapers subscribed should be more relevant to the needs of the community members. Participation in the discussion was quite encouraging and topics selected have been found to be quite need based. One of the important strategies followed is to promote and sustain learning opportunities among women. The centres organize several self-oriented-cum-employment generation training programmes, awareness programmes, group discussions for different groups in different locations as per the needs of the community. The members took part in all the activities including the training programme and group discussion, which helped them to tackle the problems in their lives and their work. Through their participation in such type of activities, the members, specially the women members, realized that they have the knowledge and capacity and that they are able to be creative if they take initiative. Most of the members have started the income generation activities after completion of the training programme. The members are now also involved in many social development activities. The centres also produce good quality leaders for social development among the women. The primary strength of the programme is that its foundations are based on poor people's own resources and their active participation.

Conclusion

The enthusiasm that the centers have so far been able to generate within so short a period is quite remarkable and definitely creditable to the organizers. But the important point is that sustaining the enthusiasm lies at the core of success in the long run. Continuity should be the key word. With this end in view, periodic training / orientation of the *Preraks* and Assistant *Preraks*, supply of materials and

their replacement, and repairs should be carried out. Female participation is particularly encouraging. Some of the handicrafts prepared by the members particularly the female members deserve rewards. Arrangements for marketing for sale in the urban areas may be considered though they are outside the original scheme of work. Introduction of the management information system will promote functional efficiency. The sustainability of developments for rural masses must be to motivate people to get involved in community action and to ensure people's participation in the development process. If the enthusiasm can be sustained, the project will definitely attain the desired goal so intensely cherished since the day Togore created Sriniketan. The social and economic impact of the community education programme has been a tremendous enhancement of confidence among the poor people that they can do something to solve their own problem and to improve their quality of life.

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Books in Nodal/CE Centres : A Study

R.Rajan

Introduction

The aim of the Continuing Education programme is to create an enabling environment which provides an opportunity for lifelong learning for all. The special focus of this programme is on non-literates and those who have had little or no formal education. Library in the Continuing Education Centre (CEC) is one of the most important components of the scheme. A vibrant, live and active library is the key to a successful CE Centre.

User friendly CE materials and its effective management are the two factors that make the library successful in its objectives of lifelong learning for all. The CE materials are developed by the State Resource Centres, National Book Trust, NGOs, individual writers and private publishers and are supplied to the CECs on the recommendation and selection of State Book Screening Committee (SBSC) and Selection-cum-Purchase Committee (SCPC) at the district level respectively.

No comprehensive effort has so far been made to study the CE materials as against the prescribed norms set by National Literacy Mission (NLM). With this end in view, the present study was undertaken.

Objectives

The study sought to :

- review the areas and concepts informing the CE materials as developed by the publishers at present and the form of presentation followed by them.
- find out how far the CE materials published by various publishers adhered to the prescribed quality/norms at different grades in terms of text length, print size, words, sentences and paragraph size.
- identify the needs and requirements of the beneficiaries with regard to CE materials in future.

Continuing Education Programme in Tamil Nadu

In Tamil Nadu, the Total Literacy Campaign was launched first in the year 1991 in Sivaganga, Virudhunagar and Pudukkottai districts. Soon afterwards TLCs were taken up in all the districts in Tamil Nadu in a phased manner. Similarly, Post-Literacy Programme (PLP) was launched in the year 1993 where the TLC was completed. The main objective of PLP is to enable the neo-literates to learn the application of skills as problem solving tool so that learning becomes relevant to living and working in their day today life. PLP is regarded as the preparatory stage for CE Programme.

CE Programme was first launched in nine districts during the year 1998. Due to administrative reasons, second instalment for the first year of the programme was sanctioned only in the year 2000-01. Meanwhile, CE programme was sanctioned for another nine districts during the year 2001-02 and then another five districts in the year 2002-03. As of now, out of 29 districts, in 23 districts the CE programme is being implemented at the various stages. Of these, two districts namely, Madurai and Pudukkottai districts were selected for the present study.

CE Programme in Pudukkottai and Madurai Districts

Pudukkottai and Madurai districts had launched the CE Programme in June 1998. 441 CE centres and 63 Nodal CE centres in Pudukkottai, and 35 Nodal CE and 240 CE centres in Madurai were opened during that year. Even though the programme gained momentum during the implementation of the programme, Madurai had not received the second instalment of the grant for the first year of CE even till date. In case of Pudukkottai, they got the second instalment of the first year of CE Programme in the year 2000-01, but they are yet receive the sanction for the second year of CE programme. In Pudukkottai district, resources are being mobilised from various other development departments and the programme is sustained. But in Madurai, it lost momentum, and only a few centres are being run and that too, on voluntary basis by Preraks/Nodal Preraks.

Methodology Adopted for the Study

For the purpose of data collection, two CE centres each from Madurai and Pudukkottai districts were randomly selected namely, Goripalayam and Harvipattay CE centres in Madurai district and Thathani and Thozhuvangadu CE centres in Pudukkottai district. To find out the quality of the CE books and to assess how far the materials adhered to the prescribed norms, 100 CE books were selected using

simple random sampling method and the materials were collected from one CE centre in each district. CE materials were not selected from all the four sample CE centres since the CE materials supplied in a district are the same in all its CE centres. Thus, 200 CE books, in total, were collected from both the districts and of that, 12 CE books were found to be the same in both the districts. So, the final sample size of CE materials stood at 188. To discern their future needs and requirements, focus group discussions were organised among the beneficiaries in all the four sample CE centres.

Tool for analysis of the CE materials : A research tool was prepared especially for the purpose of analyzing the quality of each CE material considered. A set of criteria was evolved and a three point scale was constructed. Each criterion was well defined and explained. In addition, a need was felt for knowing some basic details about the CE materials such as the name of the book, area of specialization, concept of the material, the name of the publisher, price of the material and so on. Provisions were also made in the tool for recording all the required details.

Methods of Data Collection and Analysis : Descriptive analytical and empirical method was followed for analyzing the CE materials. Focus group discussion method was followed to elucidate the needs and requirements of the beneficiaries. The collected data were analyzed using simple frequency analysis and averages in the form of two-way and three-way cross tables.

Scope of the Study : The present study will be of great help to the SBSC, SCPC and various publishers to develop materials according to needs of different sections of the population. Also, it will enable them to find out and understand the limitations and lacunae of the materials and to develop the materials according to the prescribed norms and the policy guidelines on production, selection and purchase of neo-literate materials for continuing education centres.

Limitations of the Study : Since the same books were purchased in all the districts, the same process was followed for all the districts, the study covered only two districts, namely, Madurai and Pudukkottai, for a random study.

Findings and Conclusions

About 83.50 percent of the CE books were supplied by private publishers and the remaining by the State Resource Centre.

36 percent of CE books were found to belong to the level of Grade VII, 27 percent of CE books, to the level of Grade IV, and 17 percent of books, equal to

Grade V. Only 16 percent of the CE books were found to be of the level of Grades I, II, III.

While 40 percent of the CE books were found to be in the area of Culture and Recreation, 21 percent in employment and vocational development and 19 percent of the books were found in health and hygiene.

27 percent of the CE books deal with the concept of general knowledge, and 21 percent on income generation activities.

The State Resource Centre was found to give equal importance to all the areas and concepts, while private publishers were found to concentrate more on income generation, general knowledge and Indian system of medicines.

About 45 percent of the CE books have followed essay form of presentation and 17 percent, the story form of presentation. While the SRC books were found to have followed mainly the story form of presentation, private publishers followed mostly the essay form.

About 98 percent of the CE books have used only black and white colours and the results did not show any significant variation based on the publishers.

Majority (78.50%) of the CE books were of crown quarto size. While all books published by the SRC were of Demi Octavo size, almost all the books published by private publishers were of crown quarto size except for 5 percent of books, which were of Demi quarto size.

Of the 188 sample CE books, 66 percent were found to have appropriate text length in accordance with the prescribed norms. About 55 percent of the CE books have not followed the appropriate point size as prescribed for different grades. Only 27 percent of the books have used appropriate point size.

About 67 percent of the books have used appropriate words, 64 percent have used somewhat appropriate sentences and 44 percent have somewhat followed the norms on the use of paragraphs.

While all the books published by the SRC have used appropriate text length, point size, words, sentences and paragraphs, all the materials that have used somewhat appropriate and inappropriate text length, point size, words,

sentences and paragraphs were found to have been published by private publishers.

About 66 percent of the CE books have used inappropriate illustrations and only 15 percent have used appropriate illustrations. Even among 31 books published by the SRC, only 18 were found to have used appropriate illustrations. Of the 157 books published by private publishers, 119 books have used inappropriate illustrations and hardly they contained any pictures.

Most of the beneficiaries in Madurai and Pudukkottai districts wanted awareness related books, business and income generating activities.

Women beneficiaries wanted women development related books and on women issues.

School drop-outs, mainly women, wanted books on general knowledge and on child care.

Most of the neo-literates were interested in big books with big point size and with a lot of message content.

The beneficiaries were not concerned about the size of the book but about the ideas and message conveyed by the materials.

Most of the beneficiaries felt that the CE books were not up to their needs because their needs were not assessed and were not taken into consideration by the authorities before purchasing books for them.

The youth were found to be interested in business related as well as self-interest and life improvement related books.

Some Suggestions

- While State Book Screening Committee (SBSC) screens and selects books for ZSS, the books developed and published by the SRC may be selected as far as possible.
- The ZSS that is supposed to develop local need based books should assess the needs of the beneficiaries and develop materials accordingly. The ZSS should fulfill its responsibility in this regard.

- The adult education departments in Universities, which are supposed to undertake research on Continuing Education should conduct more research studies.
- The ZSS should adhere to the established and prescribed norms while constituting the District Level Book Selection Committee (SCPC) and 2 representatives from neo-literates should be included so as to represent their views and requirements.
- The private publishers and individual writers should strictly adhere to the Continuing Education books policy guidelines in terms of text length, point size, words, sentences and paragraphs.
- Both private publishers and the SRC should follow the prescribed norms while using illustrations in the CE books.
- All those who develop CE books should give equal importance to socially relevant topics and issues.
- A proper mechanism should be created to assess the needs and requirements of the CE beneficiaries and it should be reviewed regularly.
- Private publishers and individual writers should use any one of the forms of presentation and avoid following essay form of presentation without illustrations.
- All those who develop CE books should, as much as possible, use different colours and should not stick to only black and white.

A W A R D S

- BEST RESEARCH STUDY**
- BEST EVALUATION REPORT**
- BEST DOCTORAL THESIS**
- BEST PUBLICATION**
- BEST INNOVATIVE FIELD PROGRAMME**

The International Institute of adult and Lifelong Education (IIALE) is an autonomous, nonprofit academic Institute set up by the Indian Adult Education Association (one of the premier professional organization registered in 1939) at its premises in December 2002, with a view to developing adult education as a distinct professional field of practice and discipline of study. In order to recognize and encourage excellence in research and publications in the field of adult education, the following annual awards have been instituted by the IIALE. The awards are in the form of shields and certificates which will be presented to the recipients at the Annual Conference of the Indian Adult Education Association.

The awardees will be invited to attend the Annual Conference for which they will be paid T.A. (by second class AC train journey) and local hospitality. The awardees are expected to make a brief presentation about the award winning research/publication/program at the conference.

The IIALE invites applications from different institutions, universities, NGOs and individuals. The interested persons may submit two copies of the research report, thesis or publications or brief details of innovative programme

- Each entry should be accompanied by a certificate from the author stating that the work is original and undertaken during the last five years (1998-2003).*
- The research, evaluation and publications should be related to adult education.*
- The submitted entries will not be returned.*
- There is no entry fee and application form.*
- The last date for the receipt of application is July 31, 2004.*
- The entries will be carefully evaluated by a High Level Committee and the decision of the committee shall be final.*

Two copies of entries should be submitted to Prof. S.Y. Shah, *Honorary Director, International Institute of Adult and Lifelong Education, IAEA House, 17-B, IP Estate, New Delhi - 110002 by registered post.*

(R.N. Mahlawat)
Registrar

Analysis of Literacy Situation in India – 2001

Prem Chand

Education leads to Human Resource Development. Adult Literacy Rate and Enrolment Ratio at Primary and Secondary Education levels are now important components of Human Development Index (HDI) being compiled at international and national levels. India was placed under Low Human Development Category in 1980s. Its ranking during 1990s moved to Medium HDI category (<0.5). With HDI of 0.590 in 2001, India is still ranked 127th among the 175 countries for which HDI has been reported for 2001 in the Human Development Report for 2003. Literacy situation in the country is affected by the efforts made in the areas of primary education and adult literacy and is also determined by change in population. Variation and impact of these factors on the literacy situation of India over the last five decades has been analyzed in this paper.

Populations Dynamics:

Population of the country has been growing fast. Total population which was 361 millions in 1951 has grown to 1028 millions by 2001¹. The following table indicates absolute increase in population and growth rate of population from 1951 to 2001.

Table 1 : Growth of Total Population in India during 1951–2001
(in millions)

Year	Total Population	Absolute increase	Decadal Growth Rate
1951	361	-	-
1961	439	78	21.64
1971	548	109	24.8
1981	683	137	24.66
1991	846	161	23.86
2001	1029	183	21.56
Decadal average		133	23.3

Source : For 1951 to 1991 :

Prem Chand, *Statistical Database for Literacy—Provisional Population and Literacy—2001*, p.2. For 2001, Data collected from R.G. Office.

The above table indicates that the population of the country has been growing at over 20% decadal growth rate during the last five decades. During the last decades, viz., 1991–2001, there has been a slight decline in the growth rate from 23.86% during 1981–91 to 21.56% during 1991–2001. In terms of absolute increase there was an average increase of over 133 million persons per decade during the last five decades. As a result of high growth rate of population, number of persons to be catered by the educational system has been increasing over the years. This has resulted in the increasing educational facilities falling short of the requirement.

During the decades 1951–61, 1961–71 and 1971–81, literacy rates were calculated for the population aged 5 years and above. From 1981 onwards, literacy rate has been calculated with reference to the population in the age group of 7 years and above. The following table indicates the decadal increase in population of 5 years and above during 1951–81 and age group 7 years and above during 1981–2001.

Table 2 : 5 and 7 years plus Population Growth 1951–2001

(in millions)

Census year	Age Group	Population	Absolute increase in population	Decadal growth rate
1951	5 years and above	301.93	-	-
1961	5 years and above	372.84	70.91	23.5
1971	5 years and above	468.60	85.76	25.7
1981	5 years and above	581.78	113.18	24.2
1981	7 years and above	541.04		
1991	7 years and above	688.16	146.12	27.2
2001	7 years and above	865.01	176.85	25.7
Decadal average			118.56	25.3

Source :For 1951 to 1991, Prem Chand, *op.cit.*, 2001, p.5. For 2001, Data collected from R.G.Office.

The above table shows how the population in the age group relevant to calculating the literacy situation in the country has been growing at a faster rate. The above data shows that besides making the existing non-literates literate, the education system was burdened with additional people who were also to be made literate. To achieve full literacy, efforts have to be made to provide educational facilities to ensure that not only the existing illiterates become literate but also the additional population joining the already illiterates are taken care of by the educational system. So the pressure of increasing population has been affecting adversely the literacy situation in the country.

Primary Education

Primary Education in India comprises of classes I to V and corresponds to the children population in the 6 to 11 age group². Number of primary schools which provide educational facilities for the children of the age group 6 to 11 was 210 thousands in 1951, and it has gone up to 639 thousands by 2001 as may be seen from the following table :

Table 3 : Growth of Primary Schools in India 1951–2001

(000s)

Year	Number of Primary schools	Additional Schools
1951	210	-
1961	330	120
1971	408	78
1981	494	86
1991	561	67
2001	639	78
Decadal Average		86

Source : MHRD, *Selected Educational Statistics, 2001-2002*, p.10.

The above data indicates that the number of primary schools increased in the country at an average of 8.6 thousand schools per year. Number of primary schools increased by about three times during 1951–2001.

Enrollment in classes I to V increased from 19.2 millions in 1951 to 113.8 millions in 2001. This shows that the enrollment during this period increased by about 6 times. The following table indicates the enrollment in classes I to V, index of increase in enrollment and gross enrollment ratio at the primary stage of education.

The table 4 data indicates that the enrollment in Classes I - V increased at an average decadal rate of 18.92 millions. During the last decade the increase was of the order of 16.4 millions. Despite this rapid increase in absolute enrollment, the gross enrollment ratio³ did not reach 100. Continuous increase in population of the age group of 6–11 hampered increase in GER particularly during 1971-81 and 1981–91. The net enrollment ratio⁴ is still lower as some over age and under age children also study in classes I to V. This shows that we need to increase educational facilities

Table 4 : Growth of Primary Education in India – 1951–2001

Year	Enrollment in classes I to V (in millions)	Increase in Enrolment (in millions)	Index of increase in enrollment	Gross enrollment ratio (GER)	Decadal increase in GER
1951	19.2	-	100	42.6	-
1961	35.0	15.8	182	62.4	19.8
1971	57.0	22.0	297	78.6	16.2
1981	73.8	16.8	384	81.5	2.9
1991	97.4	23.6	507	84.6*	3.1
2001	113.8	16.4	593	95.7	11.1
Decadal Increase		18.92			10.6

* Taken for 1993, as the enrollment ratio of 100.1 indicated for 1990-91 in *Selected Educational Statistics 2000-01* was based on pre-census estimates of population for 1991. Source : MHRD, *op.cit.*, p.21;70.

at primary stage of education to ensure that all children of the age group 6 to 11 become literate before they enter the higher age group as illiterates. There is a direct correlation between the gross enrollment ratio at primary stage and the literacy rate of age group 10-14. The literates of primary education system influence the literacy rate of this age group during the next decade as may be seen from the following table.

Table 5 : Relation between Primary Education & Literacy Rate, 10-14 yrs

Year	Gross Enrollment Ratio - primary stage	Index of Growth	Literacy Rate - age group 10 to 14	Index of Growth
1951	42.6	100	22.9	-
1961	62.4	146	42.3	100
1971	78.6	185	49.6	117
1981	80.5	189	56.4	133
1991	84.6	199	68.8	163
2001	95.7	225	85*	201

* estimated⁵

Source : For GER, MHRD, *op.cit.*, p.70. For Literacy Rate, Prem Chand, *op.cit.*, 2001, p.58 and Census Reports.

The above table indicates that increase in GER at primary stage was reflected in the increase in literacy rate of age group 10-14 in the next decade. The co-relation between the two series is direct but is not perfect. While the index of

growth in case of GER increased from 100 in 1951 to 199 in 1991 over a period of 4 decades, during the four decades 1961 to 2001 index of growth in respect of literacy rate of age group 10–14 increased from 100 to 201. At this rate, it is estimated that the index of literacy rate of the age group 10–14 may go upto 225 (index of GER in 2001) by the year 2011. That will mean the literacy rate of about 95 percent for age group 10–14 in 2011.

At the primary stage of education, the dropout rate of children from schooling system has been very high in India. It was 64.9 percent in 1961. Despite serious efforts made to reduce the dropout rate, it came down to 40.7 in 2000–01 and is still around 39 percent. If we want to achieve the goal of providing Education for All by the year 2015 as envisaged by the international community at the World Education Forum at Dakar in 2000, we need to emphasize quality in basic education as well as access to it. The Dakar goals of (i) Expanding and improving comprehensive early childhood care and education and (ii) Ensuring that by 2015 all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality, form part of the strategy of “Sarva Siksha Abhiyan” which has been launched in the country.

It is normally assumed that those children who complete class III and join Class IV would have acquired atleast census level of literacy. Enrollment in Class IV in 1961 was 5 millions. It rose to about 20 millions by 2001. The following table indicates increase in enrollment in Class IV during the last four decades :

Table 6 : Progress of Enrolment in Class IV during 1961–2001.

Year	(in million)	
	Enrollment in Class IV	Decadal Increase
1961	5.0	-
1971	7.9	2.9
1981	11.6	3.7
1991	16.1	4.5
2001	19.7	3.6

Source : Compiled from MHRD, *Selected Educational Statistics* for the relevant years.

The above table indicates that contribution of primary education to literacy has increased by four times during 1961- 2001. But still there is a large dropout of children from Class I to Class II, Class III and Class IV. The following table indicates class-wise progression from Class I in 1998 to Class IV in 2001.

Table 7 : Progression Rate from Class I-IV, 1998-2001

	Enrollment in millions	Dropout Rate from Class I
Class I of 1998	30.86	-
Class II of 1999	24.04	22.1
Class III of 2000	21.83	29.3
Class IV of 2001	19.69	36.2

Source : Compiled from MHRD, *Selected Educational Statistics* for relevant years.

The above data indicates that the drop out rate between Class I to II itself is very high. It needs to be checked. Those children who dropout before Class IV continue to flow into the rank of illiterates. The earlier programme of Non-Formal Education for the unenrolled and dropped out children of age group 9-14 which has been revised as the Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) made operational from April 2001 as part of SSA is trying to take care of the educational needs of these children. Enrollment in Class I which reached the peak level of 31.10 millions in 1999-2000 has started declining. It was 30.5 millions in 2000-2001 and 29.70 millions in 2001-2002. There is urgent need to retain all of Class I entrants till they acquire literacy level either in schools or alternatively to ensure their coverage under EGS and AIE scheme so that the annual output of literates from the schooling system can be raised from the present level of 20 million to the level of Class I enrollment, viz., 30.86 million.

Literacy Situation – Age group 7 and above

As a result of increasing educational efforts, the number of literates in the country increased by more than 10 times during 1951-2001, from 55 millions to 561 millions as can be seen in the table 8. It can be observed that the number of literates has been growing upwards from one decade to another with the result that it went upto about 200 millions during the last decade. Against the average annual increase of 10.2 million literates over the last five decades, the increase during the last decade works out to 20 million per year, whereas the average annual increase in population of the 7 plus age group during the same fully absorbed decade was 17.68 million. This shows that the educational effort has fully absorbed the absolute increase in population and has for the first time resulted in decline in the number of illiterates in the country. During the earlier decades, the increase in number of literates fell short of the increase in population of the corresponding age group.

Table 8 : Increase in Number of Literates during 1951–2001

Census year	Age Group	Literates (in millions)	Decadal Growth	
			Absolute	Percentage
1951	5 and above	55.30	-	-
1961	5 and above	105.52	50.22	98.8
1971	5 and above	161.41	55.89	53.0
1981*	5 and above	241.03	79.62	49.3
1981*	7 and above	235.73	-	-
1991**	7 and above	359.28	123.55	52.4
2001	7 and above	560.72	201.44 ⁺	56.1
Mean decadal growth			102.14	61.9

* Exclude Assam where 1981 census was not held.

** Excludes J & K where 1991 census was not held.

+ By adding estimates of literates for Jammu & Kashmir for 1991, increase in number of literates during 1991 – 2001 comes down to about 200 millions.

Source : For 1951–1991, Prem Chand, *op.cit.*, 2001, p.4.

For 2001, information collected from R.G. Office.

Number of illiterates in the country increased over the years upto 1991 and started falling after that, as may be seen from the following table.

Table 9 : Number of Illiterates in India during 1951–2001

Census year	Age Group	Number of Illiterates (in millions)	Decadal Growth	
			Absolute	Percentage
1951	5 and above	246.63	-	-
1961	5 and above	267.32	20.69	8.4
1971	5 and above	307.19	40.87	15.3
1981*	5 and above	340.75	33.56	10.9
1981*	7 and above	305.31	-	-
1991**	7 and above	328.88	13.57	4.4
2001	7 and above	304.20	-24.68 ⁺	-7.5
Mean decadal growth			16.82	6.3

* Exclude Assam where 1981 census was not held.

** Exclude Jammu & Kashmir where 1991 census was not held.

+ After adding estimate of illiterates for Jammu & Kashmir for 1991, decrease in the number of illiterates during 1991–2001 comes to about 26 millions.

Source : For 1951 to 1991, Prem Chand, *Statistical Database for Literacy-Provisional Population and Literacy-2001*, p.5. For 2001, information collected from R.G. Office.

As evident above, the number of illiterates continued to increase during 1951-1991 i.e till such time the educational efforts were not adequate to meet the demand for education of the increased population. It was only during the decade 1991-2001, that the number of illiterates started declining when the additional number of literates during the period exceeded the corresponding increase in population of age group 7 and over.

The literacy rate in the country has improved from 18.33% in 1951 to 64.82% in 2001 as may be seen from the following table :

Table 10 : Growth of Literacy Rate in India, 1951-2001

Census year	Age Group	Literacy %	Decadal Growth
1951	5 and above	18.33	-
1961	5 and above	28.30	9.97
1971	5 and above	34.45	6.15
1981	5 and above	41.43	6.98
1981	7 and above	43.57	-
1991	7 and above	52.21	8.64
2001	7 and above	64.83	12.62
Mean decadal growth			8.87

Source : For 1951 to 1991, Prem Chand, *Statistical Database for Literacy-Provisional Population and Literacy-2001*, p.6. For 2001, information collected from R.G. Office.

It can be seen from the table that the literacy rate increased at an average of below 9% during the last 5 decades. However the increase during the last decade viz. 1991-2001 was much higher as compared to the previous decades.

Gender and Spatial Disparity in Literacy Rates

Gender disparity in the literacy rate was 18.30% in 1951 when the male literacy rate was 27.16% and the female literacy rate was 8.86%. The disparity continued to increase till 1981 when it rose to 26.62 (male literacy rate 56.38% and female literacy rate 29.76%). The disparity started declining from 1991 when it came down to 24.84%. In 2001 the disparity has come down to 21.59% as the male

literacy rate in 2001 was 75.26% and female literacy rate was 53.67%. The difference between the male and female literacy rates is still very high and needs to be narrowed. Urban-rural differential in literacy rates has also been very high. In 1961, while urban literacy rate was 54.43%, in rural areas, it was only 24.42%, giving a gap of 30.01 percentage points. The rural-urban literacy differential started declining after 1981. It was 28.39% in 1991 and 21.19% in 2000-01. Literacy rate among the States / Union Territories ranged from 90.86% in Kerala to 47% in Bihar. Difference between the highest and the lowest literacy State / UT is of the order of about 43.86 percentage points. Literacy rate of Bihar has improved by about 10 percentage points during the last decade 1991-2001. At this rate, it may take Bihar about 5 decades to reach the present level of Kerala. More than 63% of the illiterates of the country reside in the 9 low literacy states, as may be seen from the following table.

Table 11 : Illiteracy Situation in 9 Low Literacy States-2001

S. No.	Name of the State	Number of Illiterates (in millions)	% to total	Literacy rate
1	Uttar Pradesh	58.85	19.3	56.27
2	Bihar	35.08	11.5	47.00
3	Jharkhand	10.21	3.4	53.56
4	Madhya Pradesh	17.97	5.9	63.74
5	Chhatisgarh	6.11	2.0	64.66
6	Rajasthan	18.15	6.0	60.41
	Total I	146.37	48.1	56.36
II	Other States			
7	Andhra Pradesh	26.10	8.6	60.47
8	Orissa	11.61	3.8	63.08
9	Assam	8.14	2.7	63.25
	Total II	45.85	15.1	61.67
	Total I & II	192.22	63.2	57.76
	Total India	304.20	100.0	64.83

Source : Information collected from R.G Office.

The above data indicates that of the 304 million illiterates in the country, 192 million forming 63.2 percent of the total were in 9 States of Uttar Pradesh, Bihar, Jharkhand, Madhya Pradesh, Rajasthan, Chhatisgarh, Andhra Pradesh, Orissa and Assam. These states need special attention in terms of improving primary education and adult literacy programmes particularly for women and girls. On the basis of female literacy rates in 2001, 45 districts with a female literacy rate of below 30 percent have been identified which fall in the States / UTs of Arunachal (2), Bihar (15), Chhatisgarh (1), Jharkhand (5), Jammu & Kashmir (3), Madhya Pradesh (2),

Orissa (7), Rajasthan (2) and Uttar Pradesh (8). NLM initiated special programme of literacy for women in Uttar Pradesh, Bihar, Orissa, etc.

Adult Literacy

In the short run, literacy rate of the adult population aged 15 years and above is influenced by adult literacy programmes. Primary education also contributes to the improvement of adult literacy in the long run. Adult literacy rates in the country improved from 19.3 percent in 1951 to 48.54 percent by 1991–2001. Census data on literacy rates by age groups is not yet available. National Family Health Survey NFHS indicated a literacy rate of 58.46 percent for adult population aged 15 years and above for 1998–99. On the basis of the trend analysis, a literacy rate of 61 percent has been estimated for 2001. The following table depicts progress of adult literacy during the last four decades.

Table 12 : Progress of Adult Literacy in India : 1951–2001

Year	Adult Population (in million)	No. of Adult Literates (in million)	No. of Adult illiterates (in million)	Adult Literacy Rate
1961	258.85	71.85	187.00	27.76
1971	317.82	108.31	209.51	34.08
1981	401.85	164.03	237.82	40.82
1991	526.20	255.42	270.78	48.54
1998-99-NFHS-2				58.46
2001(estimated)	675	412	263	61

Source: For 1961–1991, Prem Chand, *Statistical Database for Literacy-Provisional Population and Literacy-2001*, p.17. For 1998–99 : International Institute for Population Sciences, *National Family Health Survey (NFHS-2) 1998–99*, Bombay, 2000. For 2001, information collected from R.G. Office.

Adult literacy rate during 1951–91 increased by about 28 percentage points giving a decadal average increase of 7 percentage points. During 1981–91 this increase was about 8 percentage points. NFHS₂ survey however indicated that the increase in adult literacy rate during 1991–99 i.e. in about 8 years time was by 10 percentage points. The likely increase during the decade 1991–2001 in respect of adult literacy is estimated at 12 percentage points from 48.5 percent in 1991 to 61% in 2001. The above data also indicates that the number of adult literates has gone up from about 72 million in 1961 to about 412 million in 2001. Average decadal increase during the last four decades works out to 85 million per decade. The estimated

increase in the number of adult literates during 1991–2001 comes to 157 million giving an average annual increase of 15.7 million during 1991–2001 as against the average annual increase of 9.1 million during 1981–91. It implies that additional efforts were made during 1991–2001 in the field of adult literacy to raise the annual increase during 1991–2001 by more than 6 million as compared to the average annual increase during the last decade.

Number of adult illiterates which continued to increase during 1961–91, is estimated to have started declining during the decade 1991–2001. Number of adult illiterates which increased from 181 millions in 1961 to 271 million in 1991 is estimated to have declined by about 8 million for the first time during 1991–2001. During this period increase in the population of the age group 15 and over (149 million) fell short of the increase in the number of adult literates (157) by 8 million.

Adult Education Programmes

A number of programmes taken up in the field of Adult Education before launching of National Literacy Mission (NLM) in May 1988 could not be very successful due to several deficiencies and constraints. Size of the problem of adult illiteracy in India continued to be very large. Number of adult illiterates grew from 187 million in 1961 to 271 million by 1991. The National Literacy Mission decided to give priority to the most productive and reproductive age group of the adult population namely age group 15–35. The initial objective of NLM was to impart functional literacy to 80 million illiterate persons of the age group 15–35. Functional Literacy according to NLM means : (i) achieving self reliance in literacy and numeracy; (ii) becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organization and participation in the process of development, (iii) acquiring skills to improve the economic status and general well-being, (iv) imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norm, etc.

The NLM on the model of Ernakulam Literacy Campaign of 1990, adopted Total Literacy Campaign (TLC) approach as its principal strategy to eradicate illiteracy from different parts of the country. The TLC has several positive characteristics - area specific, time bound, participative, volunteer based, cost effective and outcome oriented. Zila Saksharta Samitis were set up under the chairmanship of the District Collector in different districts of the country as independent and autonomous body having due representation of all sections of the society to implement TLC. TLCs were expanded to different districts on the basis of proposals received from them and critically examined by Project Approval Committee / Executive Committee of

NLM. With implementation of TLC in different parts of the country, it was felt necessary to consolidate, sustain and enhance the fragile level of literacy of the neo-literates. TLCs were, therefore, followed by Post Literacy Programme (PLP) in the district after completion of TCL. Two phases of the literacy programme, the first phase of basic literacy and the second phase of consolidation and retention have now been treated as one integrated project to ensure smooth progression/transition from one phase to the other. After a post-literacy stage the neo-literates are provided the facility of continuing their education through Continuing Education Programme. The continuing education programme provides a learning continuum to the efforts of TLC and PLP in the country. The main avenue providing further learning opportunity to neo-literates is through a continuing education centre. A (CEC). serves as :

- i. Library and reading room
- ii. Teaching learning centre for the residual non-literates and neo-literates
- iii. Vocational training centre
- iv. Extension centre of all development departments
- v. Discussion forum for sharing ideas and solving problems
- vi. A composite information centre
- vii. Cultural centre
- viii. Sports centre

Under the continuing education programme, different types of programmes are organized : alternative education, equivalent to existing formal, general and vocational education, the income generation to facilitate participants to acquire vocational skills and to take up income generating activities, quality of life improvement, to provide knowledge, attitude and skills to raise their standard of living and individual interest promotion. Out of a total of 600 districts in the country, 594 districts have been covered by the NLM under the literacy programmes. Total Literacy Campaigns have covered all these districts. Some districts are still at TLC stage, while many others have advanced to Post Literacy and Continuing Education (239 districts) stages. The Management Information System set up by the NLM to monitor the literacy programmes indicated that over 100 million persons have been made literate through these literacy programmes since the inception of NLM in 1988. This data is based on the reports received by NLM from the State Governments. For the purpose of this report, State Governments take all those persons who complete primer III of TLC as literate. In this connection, it seems essential to take into account the results of the External Evaluation Reports conducted by external evaluation agencies. These reports have indicated that all persons who complete Primer III and are given test by them during the evaluation study are not able to achieve the NLM norm of literacy. The achievement level has been found to be

widely varying. To that extent, the above data has to be discounted in working out the number of persons made literate through the adult literacy programmes. Another factor which has to be taken into account to assess the adult literacy effort is the fact that all the persons made literate through the adult literacy programmes do not necessarily belong to the age group of 15–35 and not even to the adult population of age group 15 and over. Many literacy campaigns particularly in the educationally backward States covered drop out children of the age group 9–14 also.

Conclusion

Literacy situation in India at the time of its independence was very bleak. Literacy rate in 1951 for age group 5 and above population was only 18%. Hardly one out of five persons of the country was literate. Our educational efforts since 1951 have resulted in improvement and over the decades literacy rate has gone up to 65% by 2001. Human Development Index which was in Low HDI Category till 1980s has improved and now our country is ranked among the Medium HDI Category. The literacy situation is mainly affected by growth of population, increase in primary education and adult literacy programmes taken up to eradicate illiteracy. During the last 5 decades, total population of the country has increased tremendously from 361 millions in 1951 to 1029 millions in 2001. The growth rate of population has started increasing at a declining growth rate since the last decade. The impact of growth of population has been felt in terms of increasing the number of absolute illiterates in the country. It rose from 247 millions in 1951 to 329 millions in 1991. During the last decade the number of illiterates has started declining. Efforts made in raising the primary education during the last 5 decades are tremendous. Number of primary schools has gone up from 210 thousands in 1951 to 639 thousands in 2001. Enrollment in classes I to V increased from 19.2 million in 1951 to 113.8 millions in 2001. Thus the growth in enrollment in classes I to V is six times during the last 5 decades. Intake in class I of the formal schools in the country has reached a level of 30 millions per year. But of these only about 20 million children reach class IV. Primary stage has a dropout rate of around 39% from Class I to Class V. It is over 20% from Class I to Class II itself. National Literacy Mission initiated total literacy campaigns in the country. The literacy campaigns spread from one corner to the other corner rapidly. By now almost all the 600 districts of the country have been covered by literacy campaigns. The combined effort of the primary education and the literacy campaigns being organized by Sarva Shiksha Abhiyan and National Literacy Mission is creating its impact on the literacy situation of the country. For the first time these efforts have shown a trend of raising the level of literacy by about 13 percentage points during one decade as compared to about 8 percentage points during the earlier decades and that the number of illiterates has started declining as a result of the out

put of educational efforts overtaking increase in population. It is estimated that India will achieve the target of having a sustainable literacy level of 75% by the end of tenth five plan in 2007.

Notes

1. The Provisional Census 2001 results indicated a total population of the country as 1027 millions. It included estimates for earthquake affected areas of Gujarat and flood affected areas of Kinnaur district of Himachal Pradesh. In Kinnaur district population enumeration was conducted later with reference date as 1st June 2001. Population enumeration in flood affected areas of Kachchh district, Maurui, Maliya – Miana and Wankaner Talukas of Rajkot district and Jodiya Taluka of Jamnagar district was conducted with reference date of 1st March 2002. The final population data except for Manipur State is now available. Statement I giving final population data including provisional data for Manipur and Statement II giving final population, literates and literacy rates for population aged 7 years and above for India and states (including provisional for Manipur) are appended.

2. Corresponding age group for enrollment in Classes I–V is written as 6–11 years in educational publications. However as per census data it comprises of 5 years, viz., 6, 7, 8, 9 and 10 i.e., 6–10 years corresponding to Classes I, II, III, IV and V.

$$3. \text{ Gross Enrolment Ratio} = \frac{\text{No. of learners enrolled in classes I-V}}{\text{No. of Children of age group 6-10}} \times 100$$

$$4. \text{ Gross Enrolment Ratio} = \frac{\text{No. of 6-10 age learners enrolled in classes I-V}}{\text{No. of Children of age group 6-10}} \times 100$$

5. National Family Health Survey 2 indicated a literacy rate of 81.8 percent for age group 10–14 for the year 1998–99. On the basis of trend analysis, the literacy rate for age group 10–14 for 2001 works out to 85 percent.

Statement - I
Statewise and Genderwise distribution of Population of All Age groups in All Areas, Rural Areas and Urban Areas

S.N.	State/Uts	All Areas			Rural Areas			Urban Areas		
		Persons	Male	Female	Persons	Male	Female	Persons	Male	Female
1	INDIA*	1028832	532268	496564	742718	381717	361011	286114	150551	135563
1	ANDHRA PRADESH	76210	38527	37683	55401	27937	27464	20809	10590	10219
2	ARUNACHAL PRADESH	1098	580	518	870	455	415	228	125	103
3	ASSAM	26656	13777	12878	23216	11940	11276	3439	1837	1602
4	BIHAR	82999	43244	39755	74317	38595	35722	8682	4649	4033
5	CHHATTISGARH	20834	10474	10360	16648	8307	8341	4186	2167	2019
6	GOA	1348	687	660	677	341	337	671	347	324
7	GUJARAT	50671	26386	24285	31741	16318	15423	18930	10068	8862
8	HARYANA	21145	11364	9781	15029	8053	6976	6115	3311	2804
9	HIMACHAL PRADESH	6078	3088	2990	5482	2756	2726	596	332	264
10	JAMMU & KASHMIR	10144	5361	4783	7627	3978	3649	2517	1383	1133
11	JHARKHAND	26946	13885	13061	20952	10680	10272	5994	3205	2788
12	KARNATAKA	52851	26899	25952	34889	17649	17240	17962	9250	8712
13	KERALA	31841	15469	16373	23574	11451	12123	8267	4017	4250
14	MADHYA PRADESH	60348	31444	28904	44381	23031	21350	15967	8413	7555
15	MAHARASHTRA	96879	50401	46478	55778	28459	27319	41101	21942	19159
16	MANIPUR*	2389	1207	1181	1818	923	895	570	284	287
17	MEGHALAYA	2319	1176	1143	1865	947	918	454	229	225
18	MIZORAM	889	459	429	448	233	215	441	226	215
19	NAGALAND	1990	1047	943	1647	860	798	343	187	155
20	ORISSA	36805	18661	18144	31287	15749	15538	5517	2912	2606
21	PUNJAB	24359	12985	11374	16096	8517	7580	8263	4468	3794
22	RAJASTHAN	56507	29420	27087	43293	22427	20866	13214	6993	6221
23	SIKKIM	541	288	252	481	256	225	60	33	27
24	TAMIL NADU	62406	31401	31005	34922	17531	17390	27484	13869	13615
25	TRIPURA	3199	1642	1557	2653	1364	1290	546	279	267
26	UTTAR PRADESH	166198	87565	78633	131658	69157	62501	34540	18408	16132
27	UTTARANCHAL	8489	4326	4163	6310	3145	3166	2179	1181	998
28	WEST BENGAL	80176	41466	38710	57749	29616	28133	22427	11850	10577
29	ANDAMAN & NICOBAR ISLANDS	356	193	163	240	129	111	116	64	52
30	CHANDIGARH	901	507	394	92	57	35	809	450	358
31	DADRA & NAGAR HAVELI	220	122	99	170	92	78	50	30	21
32	DELHI	13851	7607	6243	945	522	423	12906	7085	5821
33	DAMAN & DIU	158	93	66	101	64	37	57	29	28
34	LAKSHADWEEP	61	31	30	34	17	16	27	14	13
35	PONDICHERRY	974	487	487	326	164	162	649	323	325

* State/UT wise final census data collected from Registrar General of India New Delhi. Data in respect of Manipur is still provisional.

Statement - II
Statewise Final Population, Literates and Literacy Rates by sex for age group 7 and above - 2001 (Figures in 000s)

S.N.	State/U.T.	Population			Literates			Literacy Rate		
		Persons	Male	Female	Persons	Male	Female	Persons	Males	Female
1	2	3	4	5	6	7	8	9	10	11
	India*	865008	447268	417741	560807	336596	224211	64.83	75.26	53.67
1	Andhra Pradesh	66038	33340	32698	39934	23445	16490	60.47	70.32	50.43
2	Arunachal Pradesh	892	475	417	485	303	182	54.34	63.83	43.53
3	Assam	22157	11488	10670	14015	8189	5827	63.25	71.28	54.61
4	Bihar	66192	34591	31601	31110	20644	10465	47.00	59.68	33.12
5	Chhatisgarh	17279	8674	8605	11173	6711	4462	64.66	77.38	51.85
6	Goa	1202	612	590	986	541	445	82.01	88.42	75.37
7	Gujarat	43139	22385	20753	29828	17833	11994	69.14	79.66	57.80
8	Haryana	17809	9530	8279	12094	7480	4613	67.91	78.49	55.73
9	Himachal Pradesh	5285	2670	2615	4042	2278	1763	76.48	85.35	67.42
10	Jammu & Kashmir	8658	4596	4062	4807	3061	1747	55.52	66.60	43.00
11	Jharkhand	21989	11363	10626	11777	7647	4130	53.56	67.30	38.87
12	Karnataka	45668	23208	22461	30435	17661	12774	66.64	76.10	56.87
13	Kerala	28048	13534	14515	25486	12754	12732	90.86	94.24	87.72
14	Madhya Pradesh	49566	25864	23702	31593	19672	11920	63.74	76.06	50.29
15	Maharashtra	83208	43254	39953	63966	37185	26781	76.88	85.97	67.03
16	Manipur*	2076	1048	1028	1430	816	614	68.87	77.87	59.70
17	Meghalaya	1851	939	912	1158	614	544	62.56	65.43	59.61
18	Mizoram	745	386	359	661	350	311	88.80	90.72	86.75
19	Nagaland	1700	900	801	1132	640	492	66.59	71.16	61.46
20	Orissa	31446	15916	15530	19837	11992	7845	63.08	75.35	50.51
21	Punjab	21187	11221	9966	14757	8442	6315	69.65	75.23	63.36
22	Rajasthan	45856	23840	22016	27702	18047	9655	60.41	75.70	43.85
23	Sikkim	463	249	214	318	189	129	68.81	76.04	60.41
24	Tamil Nadu	55171	27675	27495	40525	22810	17715	73.45	82.42	64.43
25	Tripura	2763	1420	1343	2022	1151	871	73.19	81.02	64.91
26	Uttar Pradesh	134573	71056	63517	75719	48901	26818	56.27	68.82	42.22
27	Uttaranchal	7129	3613	3516	5106	3009	2097	71.62	83.28	59.63
28	West Bengal	68762	35642	33120	47196	27452	19744	68.64	77.02	59.61
29	Andaman & Nicobar Islands	311	170	141	253	147	106	81.30	86.33	75.24
30	Chandigarh	785	444	341	643	383	261	81.94	86.14	76.47
31	Dadra & Nagar Haveli	180	101	79	104	72	32	57.63	71.18	40.23
32	Delhi	11834	6528	5306	9665	5701	3964	81.67	87.33	74.71
33	Damn & Diu	138	82	56	108	71	37	78.18	86.76	65.61
34	Lakshadweep	52	26	25	45	25	20	86.66	92.53	80.47
35	Pondicherry	857	427	430	696	379	318	81.24	88.62	73.90

Source: State/UT wise final census data collected from Registrar General of India New Delhi. Data in respect of Manipur is still provisional

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Nehru and Tagore Literacy Awards

Recommendations Invited

The Indian Adult Education Association (IAEA) invites recommendations for 2004 Nehru and Tagore Literacy Awards for outstanding contribution towards promotion of literacy, adult education and continuing education by an individual or an institution.

The Nehru Literacy Award instituted in 1968, recognizes the services of individuals or institutions who have done meritorious work in promotion of literacy and adult education in the country. The Tagore Literacy Award instituted in 1987, recognises those individuals or institutions who have made a significant contribution towards promotion of adult education among women, creating awareness among them and improving their social and economics status.

The awardees will be selected from a panel of names recommended by NLMA, DAE, NIEPA, NCERT, UGC, TLC/PL/CE District. State Education Departments, State Resource Centres, Universities, Members of IAEA and other educational bodies of national level.

The following types of work will be considered for the Awards :

1. Literacy work among non-literates,
2. Post-Literacy and Continuing Education work for neo-literates.
3. Continuing Education and Extension work,
4. Organisational work, and
5. New teaching devices and improved teaching materials developed

In assessing the merits of individuals for the awards, the extent to which new initiatives have been taken and the extent to which the work done can be taken as model for replication will be taken into consideration. The individual or institution recommended for the Award must have already put up at least five years of continuous work in the field of adult and continuing education.

Thirty individuals and three institutions have received Nehru Literacy Award upto now. The institutions which have received the Award are Karnataka State Adult Education Council (1970), Bombay City Social Education Committee (1983), and National Literacy Mission (1999).

One male, thirteen women adult educators and one institution - Janata Kalyan Samiti - have been honoured with Tagore Literacy Award since 1987. Each award carries a plaque, a shawl, a citation and Rs. 21,000 in cash.

Last date for receipt of recommendations on prescribed proforma for Nehru and Tagore Awards is August 25, 2004. (Form for making recommendations is given at pp 7 of this Newsletter)

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International Symposium Series Report

A. Mathew

Under the International Symposium Series, the International Institute of Adult and Lifelong Education organized a Lecture on "Science, Technology and Society (STS) Programme for Aborigines: Insights from Canada and Implications for India" on April 22, 2004 at IAEA House. The Lecture was delivered by Prof. R.M. Kalra, Curriculum Consultant, STS Project, Canada. Dr. L. Mishra, Former Advisor UNDP and Emeritus Professor, IIALE Chaired the Session.

Shri K.C. Choudhary, President, IAEA and Chancellor, IIALE welcomed the gathering and introduced the speaker, Prof. R.M. Kalra. Shri Choudhary informed that although not physically located at the IIALE as its Emeritus Professor, Prof. Kalra has been promoting its name and interest by dedicating to IIALE, the many different projects and studies he conducted in Canada. The STS Programme is a case in point. Shri Choudhary also welcomed Dr. L. Mishra and other distinguished guests who responded to IIALE's invitation for the Lecture like Prof. Amrik Singh, Prof. N.K. Ambasht, Dr. Anita Dighe and others.

So as to set the tone for the Lecture, in his prefatory remarks as Chairperson, Dr. L. Mishra defined and elaborated in some details the basic components implicit in the topic for the lecture. These, in his view, included, human society, role of Science and Technology (S&T) in human progress, the suffering of indigenous people due to globalization and the measures needed to protect and promote their rights and interests.

Dr. Mishra pointed out how society, as it evolved, is not a homogenous unit, but consists of many divergent layers like caste, creed, nationality, race, language and political ideologies and also the differences and iniquities on account of gender, life-style and upbringing, as observed among children. The State as the agent of the society has a role to provide a legal framework and institutional mechanism, whereby rather than wiping out the differences, it could address and redress the grievances of the disadvantaged, as the indigenous people – what Dr. Mishra called "the role of harmonizing rather than homogenizing".

Science and Technology, Dr. Mishra said, are meant for the benefit of the common man and the society, and we need to harness the findings of S&T progress for the improvement of the deprived. This was the purpose behind the launching of the five Technology Missions by the late Prime Minister, Rajiv Gandhi, pertaining to Literacy, Drinking Water, Oil Seeds, Immunization and Telecommunication, to cover the whole country. The success of these Missions, and especially the Literacy Mission, undoubtedly lessened the burden of the common adult people when they attempted to learn literacy at an advanced age.

Adverting to the indigenous people, Dr. Mishra reminded that they are the children of nature, simple, hospitable, guileless. But in a knowledge based society, as new technologies replace traditional knowledge, as economic structures change under structural adjustment and affect their livelihoods, the indigenous peoples became the most directly and acutely affected victims. All the mega projects like extractive industries, hydroelectric projects and massive plantations have invariably led to their displacement, loss of livelihood and led to migration and disintegration of their families, sufferings, exploitation, and violation of human rights. This tale of suffering has been the lot of the indigenous people all over the world as brought in an ILO study by the World Commission on the social dimensions of globalization, covering some 175 countries.

Touching on what needs to be done to protect and promote the rights and interests of these indigenous people, Dr. Mishra underlined the need to make their consent as pre-condition before taking up any mega projects in areas inhabited by them and plans for their subsequent rehabilitation and clear rules and legal frameworks governing globalization to protect the rights of indigenous people.

Expressing his gratitude to IIALE for the opportunity and the distinguished participants, many of whom have been his former colleagues and fellow professionals, Prof. Kalra explained his study about the students of the indigenous population of British Columbia. Prof. Kalra highlighted the abysmally low (38%) transition and graduation rate after Grade 8 up to completion of Graduation among the aboriginal students, as against 78% among the general students. Presenting a copy of the study to K.C.Choudhary as "dedicated to IIALE", Prof. Kalra informed about the Canadian Government's concern over the low performance of the aboriginal students and also the efforts undertaken to introduce a new curriculum that integrated science and technology, aimed at improving their academic performance and also their life condition. Prof. Kalra informed that the approach adopted towards developing the science education at secondary and higher secondary levels aimed to understand and draw heavily from the indigenous people's own heritage and value system which

has a rich scientific tradition, as evident in their practices of dyes and natural dying, production of yarn and thread, their houses and way of life, their traditional medicine, etc. The STS Project was precisely an attempt towards that end and Dr. Kalra explained the prototype Science Curriculum developed for the purpose with its twin dimensions viz., illustration of aboriginal scientific knowledge and correlating it with the modern S&T. He also elaborated the different elements of scientific components of the Environment and the scientific principles embedded in the knowledge system and practices of aborigines, as well as the suggestions made in the curriculum for teachers training for imparting the new science curriculum.

In the discussion that followed the lecture, Dr. Mishra sought clarifications regarding (i) whether the school architecture is suitable to life style and environment of the indigenous population; (ii) if teachers are from non-aboriginal general community or from among aboriginals, and whether teacher absenteeism is rampant as in India; and (iii) as a result of STS Project whether the quality of life of the indigenous people really improved. Dr. Kalra explained that at least in respect of teachers, there is a full-fledged aboriginal teacher education institution and lot of incentives for serving in schools located in the aboriginal areas. Dr. Ambasht, recalled how the India Government's integration approach adopted towards the tribes did not really help education of the tribal children as borne out from the steam-rolling effect of mainstream education on their knowledge base. It is in this regard that the STS Project that aimed at understanding the indigenous knowledge of the aborigines and its integration with modern science and technology, as seen in the S&T Project's science curriculum at the school level, is very welcome, and needs to be adopted in India context too. The attempt at integration of the tribals, as seen in Indian education pursuit, has led to the alienation and loss of the tribal children to their community. This Project which seeks to understand the scientific knowledge system of the aborigines is itself an education to the society, and in that respect, is very praiseworthy.

In formal Vote of Thanks, Dr. S.Y. Shah, Hony. Director, IIALE, said that the response to IIALE's invitation for this Lecture and the participation showed the interest among people for serious discussions on topics relating to different dimensions of Adult and Lifelong Education. Given this kind of response, and while thanking the Speaker and Dr. Mishra and other distinguished guests, Dr. Shah assured that IIALE would make sincere efforts to organize such lectures on regular basis in future.

INDIAN JOURNAL OF ADULT EDUCATION

FORM-IV

1. Place of Publication Indian Adult Education Association
17-B, Indraprastha Estate
New Delhi - 110002
2. Periodicity of Publication Quarterly
3. Printer's Name R.N. Mahlawat
Nationality Indian
Address 17-B, Indraprastha Estate
New Delhi - 110002
4. Publisher's Name R.N. Mahlawat
Nationality Indian
Address 17-B, Indraprastha Estate
New Delhi - 110002
5. Editor's Name K.C. Choudhary
Nationality Indian
Address 17-B, Indraprastha Estate
New Delhi - 110002
6. Name and address of individuals who own the newspaper and partners or shareholders, holding more than one per cent of the total capital Indian Adult Education Association
17-B, Indraprastha Estate
New Delhi - 110002

I, R.N. Mahlawat, hereby declare that the particulars given above are true to the best of my knowledge and belief.

Dated :
New Delhi

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Signature of Publisher

IAEA BOOKS IN ENGLISH

		Rs.	US \$
1.	<i>Studies in Indian Adult Education</i> by SY Shah (1999)	150.00	15.00
2.	<i>Literacy—Positive Indicators.</i> compiled & edited by Kamala Rana (1997)	75.00	7.00
3.	<i>Turning Experiences into Learning—Cases in Adult Education</i> Rajani R Shirur & C Villi (1997)	60.00	7.00
4.	<i>Total Literacy by 2000</i> edited by KC Choudhary & JL Sachdeva (1995)	40.00	5.00
5.	<i>Directory of Adult Education Institutions in India</i> (1993)	30.00	5.00
6.	<i>Development of Human Interests</i> by Dharm Vir (1993)	40.00	4.00
7.	<i>A B C of Non-Formal Education</i> by KS Pillai (1993)	40.00	4.00
8.	<i>Approaches to Total Literacy</i> edited by BB Mohanty & JL Sachdeva (1992)	30.00	4.00
9.	<i>Each One Teach One—Laubach's Materials and Methods</i> edited by SY Shah (1991)	75.00	9.00
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20.	<i>Adult Education in South-East Asia</i> by BS Garg (1987)	10.00	2.00
21.	<i>Popularising Science and Technology Through Adult Education</i> edited by JL Sachdeva (1987)	10.00	2.00
22.	<i>History of Adult Education in India</i> by SC Dutta (1986)	50.00	8.00
23.	<i>Role of Adult Education and Mass Media for Civic Education</i> edited by JC Saxena & JL Sachdeva (1986)	50.00	8.00
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26.	<i>University Adult Education</i> edited by SC Dutt & JK Friesen (1985)	25.00	5.00
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29.	<i>Development Work Among Rural Women: A guide Book</i> by Krishna Bai Nimbkar (1985)	10.00	2.00
30.	<i>Adult Education Research in India</i> by Salamatulla & SD Bareth (1984)	40.00	7.00
31.	<i>Towards a Comprehensive Adult Education Programme</i> edited by SR Mohsini, JL Sachdeva & Asha Vohra (1983)	30.00	7.00
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BS Garg

The Indian Adult Education 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.

President

KC Choudhary

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 outstanding contribution to the promotion of Adult Education and women's Literacy in the country respectively. It has also instituted the Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of eminence.

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Indian Journal of Adult Education

- * Continuing Education : An Assessment
- * Distance Education in India: Emerging Challenges and Trends in the New Millennium
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Published every quarter by the Indian Adult Education Association (IAEA), 17-B, Indraprastha Estate, New Delhi - 110 002. Phones: 23379282, 23378436, 23379306
Fax: 91-11-23378206.

Contents of IJAE are indexed in Current Index to Journals in Education, New York; Content Pages in Education, Oxfordshire, England and Guide to Indian Periodical Literature, Gurgaon (Haryana),; and microfilmed by University Microfilms International, Ann Arbor, Michigan, USA.

ISSN 0019-5006

Subscription: Inland Rs. 250.00 p.a., and
Overseas US\$ 60.00 p.a.

Printed and Published by Dr. Madan Singh, General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110002.

Printed at Prabhat Publicity, 2622, Kucha Chelan, Darya Ganj, New Delhi - 110 002.

Hony. Executive Editor : S. Y. Shah

Editor : K. C. Choudhary

For Limited Circulation

@Indian Adult Education Association, 1939

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 interest in current experiments in the field.

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INDIAN JOURNAL OF ADULT EDUCATION

Vol. No. 65, Nos. 3-4

July-December 2004

Editor's Note

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EDITOR'S NOTE

An archer stands erect and draws back his bow, directing the path of his arrow to the target. Does this seem to suggest how the mass literacy campaign programmes should be aimed at in our present context? These and other related questions are addressed in this issue. Reviewing the current literacy trends in Tamil Nadu, R. Rajan concludes that female literacy has direct check against population rise. Drop-out (B.Ed.) teacher-trainees can serve as nodal Preraks, observes M. Vijaya Kumari Amma, as a forward step toward reviving CECs.

Attitudes towards girl child has been continuously changing with the literacy programmes in West Bengal, reports Nivedita Bhowmik Kundu.

Reviewing the achievements of continuing education centres in Andhra Pradesh, Adi Narayana Reddy and Uma Devi recommend 20 useful suggestions for improvement.

Evaluating Jana Vikas Cenres, Harish Singh Chouhan and Ram Rajesh Mishra together offer their suggestions for effective post-literacy campaigns.

Stressing the need for people's participation in community education programmes, BK Sahoo opinions that income-generating programmes by experts should also be included.

A Sundararajan, an international traveler, lecturer and author, summarises the global efforts to empower women reviewing the last 100 years.

Hoping these presentations cover the major views on current trends in literacy, we solícite your comments and suggestions thereof.

Continuing Education : An Assessment

P. Adinarayana Reddy

D. Uma Devi

Recognizing the parallel growth between literacy and socio-economic development, the Government of India has been implementing a number of schemes/ programmes for spreading literacy among the masses. However, these took momentum only after the launching of the National Literacy Mission. The success of the Ernakulam TLC experiment had sparked off nationwide eradication of illiteracy movement. As a result of this spur, in all the districts, Total Literacy Campaign was launched. Subsequently, Post-Literacy Programmes were launched to strengthen the fragile literacy acquired. In order to create educative environment and opportunities for using the literacy in their day-to-day life of the neo-literates, the scheme of Continuing Education was launched. It was aimed to accelerate the developmental pace of the community through peoples' participation in implementation of the development programmes. Further, it was intended to create more opportunities for Equivalency Programmes, Income Generating programmes, Quality of Life Improvement Programmes and Individual Interest Programmes.

With the above objectives, the Continuing Education Centres were established at the community level. The centres were manned by Preraks, who were expected to organize the various activities. Necessary financial grants were provided to these centres. These schemes had been in operation for the last five years, in different phases in different states.

The success of these schemes largely depended upon neo-literates. With the perspective of accelerating community development, the performance of the scheme duly identifying its deficiencies at the field level and its rectification are reassessed. In addition to this, the infrastructural facilities, community support performance of the Prerak, problems faced by the Prerak, etc; are reviewed. Further, there is a need to assess the entire

scheme in a more comprehensive manner. Hence the present study was formulated with the following objectives.

Objectives of the Study

1. To evaluate the functioning of the Scheme of Continuing Education in South India.
2. To study the functioning of Continuing Education Centres in terms of its functions.
3. To identify the Infrastructure and Academic Facilities available in the Continuing Education Centres.
4. To assess the performance of the Preraks and to understand their problems in discharging their duties.
5. To identify the training needs of the functionaries of the Continuing Education Centres.
6. To elicit the opinion and suggestions of the administrators, community and functionaries at various levels for effective functioning of the Continuing Education Centres.

The study was spread in the states of Andhra Pradesh and Kerala. For selection of the sample three districts from each state were selected randomly. From each district, 100 Preraks, two hundred neo-literates and two hundred community members were selected randomly. Further, functionaries at various levels were also interviewed for suggestions for the future programmes.

With these objectives of the study, an interview guide was prepared to elicit the opinion of the programme functionaries. A schedule to assess the performance of CEC's, and the Prerak, a check list to identify the infrastructure and physical facilities available in the centre, and a scale to measure training need and problems of the Preraks were also developed. These tools, thus developed, were administered to the selected sample and gathered the data. The collected data were analyzed and the findings of the study are listed hereunder :

1. The scheme of Continuing Education Programme was sanctioned to Andhra Pradesh in 4 phases, i.e., 8, 8, 4, and one district respectively. Further proposals for 2 districts are pending with the Govt. of India. The scheme is in operation in 21 districts with 2277 NCEC's and 17797 CEC's. Out of this, 1924 NCEC's and 15246

CEC's are functioning effectively. The programme caters to the needs of 52.23 lakhs beneficiaries and among them 27.57 lakhs and 24.66 lakhs of them are men and women respectively. Community wise, 8.49 and 20.6 lakhs belonging to SC and ST respectively have benefitted. The scheme has generated a Rs. 557.85 lakhs of corpus fund and collected fees to the tune of Rs. 52.19 lakhs. Further 38.52 lakhs of them enrolled as members in the centres. The Government of India has sanctioned Rs. 4450.13 lakhs, released Rs. 2799 lakhs and Rs. 2445.08 lakhs incurred as expenditure under the programme.

2. The innovative features of the programme are raising of corpus fund, collection of membership fee, launching of Akshara Sankranthi Programme for eradication of residual illiteracy, election to the Continuing Education Centres Committee, and formation of core groups at various levels for sustenance of the programme and for effective implementation of the programme.
3. Kerala, with highest percentage of literacy, was the first state in the country to experiment with literacy promotion and showed a way for the rest of the country to adopt campaign approach. All the districts in the State had higher literacy than the national average. The continuing education programme was launched on 2nd October, 1998 and scheme is functioning in all the districts with 500 NCEC's and 3500 CEC's catering to the needs of 69.15 lakhs, among them 32.75 lakhs are men and women respectively are getting benefitted out of the programme. Activities and programmes organised at centre level concentrated on equality programmes, vocational training programmes, quality of life improvement, and individual interest promotion programmes. Further in order to improve the integration among different sections of the society, the family, community and neighbourhood circles, literacy peace corps were established.
4. The profile of the Preraks shows that the majority of them are women, middle aged, SC/ST with Inter/PUC qualification, miscellaneous occupations, high income, nuclear families, married, with two or more children and experienced more than 3 years.
5. The profile of the community members selected for study shows that the majority of them are women, less than 35 years, forward

- castes, with less than SSC qualifications, labourers, high income, married, and having one child.
6. The background of the participants of the programme shows that the majority of them are middle aged, backward castes, labourers, middle income, nuclear families, married, have one child, one year of exposure to adult education, men and women represented equally.
 7. Infrastructural and other facilities available in these continuing education centres show that majority of these centres were functioning in the public buildings such as schools, temples, panchayat buildings and some operated in Preraks' houses. The accommodation provided to these centres were not satisfactory. Only one fourth of them are functioning in pucca buildings and rest of them are located in huts, thatched houses, and Dhabas. Majority of these centres had two or more rooms. However, more than one third of them had two or more rooms, one third of them had only single room accommodation, and another one - third of them had electric lightnings, while the rest of them depended upon petromax lights and kerosine lamps for lighting purpose. The continuing education centres are ill equipped with poor furniture and audio-visual aids.
 8. The functioning of the centres shows that the centres are organised during evening and late evenings every day on all working days. Further a committee was constituted with 8 to 12 members, which meets about 6 times every year.
 9. Interview with a large number of illiterates revealed that the majority of CE Centres organised literacy classes. But enrolment of illiterates was low in comparison with the number of illiterates. The centre's programmes were organised ranging from 4 to 6 days every week, usually in the evenings. The reading materials were adequately available in the centres. For the benefit of the neo-literates, post-literacy centres were organised.
 10. More than half of the centres did not have separate reading room, and one third of the centres were not receiving the newspapers and even those that received newspapers were getting receiving only one paper. There were some centres which did not receive any newspaper for the past 3 months. The libraries are kept open in

- evenings for all the community. Most of the participants are women. One third of the centres did not have book-keeping facility, but most have facility for circulation of books. Books were utilised effectively. Further the books supplied to the libraries were reported to be relevant to the participants.
11. Most of the centres were organising Charcha Mandals, holding one or two meetings every month. The topics discussed were on Environment, Agriculture, Development programmes, Education, Health, Loans and Subsidies. Community participation was too moderate or meagre. The implementations of the decisions of the Charcha Mandal were also scanty, due to problems, notwithstanding frequent special meetings for discussions on these issues.
 12. The Continuing Education Centres have been conducting the extension lectures on Vocational Training, Animal husbandry, Environment, Bank loans, High Yielding varieties, Agriculture, etc. On an average, three lectures were arranged every month. The beneficiaries were able to recollect the names of the Resource Persons and felt that the lectures were practical and useful to them. Further 40 per cent of the participants and community had exposure visits to other areas of interest.
 13. Most of the centres were functioning regularly that had adequate sports materials for Caroms, Chess, Badminton, Volley Ball, Shuttle, Foot Ball, Hand Ball etc. The community participation in some of the centres were appreciable in these games. The sports and games events were promoting the social integration among different sections of the society.
 14. Forty-two per cent of the centres did not organise the vocational training programmes. Others were conducting training in Dress making, Candle making, Detergent powder making, Vanity Bags, Toys, Sweets and Pickles making, etc.
 15. Several centres were conducting the cultural and recreational programmes like light-music, singing of literacy songs, folk songs, performing dance, enacting Drama, Mimicry, Drawing Rangoli, etc. Nearly half of the centres could not organise any activity like these functions.

16. Three fourths of the centres could organise any entertainment programme in the centres for the benefit of the participants as well as the community.
17. Only a few centres were equipped with Radio and TV for promoting literacy. Majority of the centres have information on developmental programmes. However only half of the centres were providing the need based information. More than three-fourths of the centres used the teaching and learning materials, incorporated with the information on developmental programmes. One fourth of the participants felt that materials were moderately useful and one third of them felt they were highly useful.
18. The Preraks were mainly women, belong to Backward Cases, had education upto Graduation and above, miscellaneous occupations, but come under Middle income, belong to Nuclear families, and were Unmarried. Preraks who had more than two years experience were found to be more effective.
19. The Preraks needed training on identification and usage of the local resources --- motivating the participants in developmental programmes, organising the activities in the centre and outside the centre, practical demonstration of preparing blueprint of future activities. It is felt that the duration of that training should be enhanced.
20. The problems of the Preraks were manifold --- lack of encouragement from the community, lack of interest among the participants, lack of regular salary, motivating the educated for the community service, irregular participation of the learners, no suitable reading materials, inadequate number of books, seasonal work and migration, lack of cooperation from development departments, political interference, lack of audio-visual aids, inadequate training and inadequate sports and games materials.
21. The suggestions for improvement of the programmes are numerous - mainly related to environment building, training, and administrative measures of developmental departments.
22. The impact of the programme on formal education as perceived by the functionaries were found to be more in the area of enrolment.

and reduced rate of drop-outs. The parents have realised the importance of education and there was a sea change in their attitude towards their daughters' education. Further, the participation of the neo-literate parents in the village education committee and care of their children have increased.

23. The target specific programmes like, equivalency programmes, quality of life improvement programme, individual interest promotion programmes, future oriented programmes were non-existent except in a few cases.
24. Over delayed release of the grants by the Govt. of India to the States had affected the programme so much that the tempo generated in the early phases of the programme had vanished. The timely intervention of programme administrators at higher levels was transparent.

Recommendations

1. The number of nodal continuing education centres and continuing education centres should be increased so as to cover larger sections of neo-literates.
2. In view of the vital functions of the Preraks, their minimum qualification should be raised to Graduation. However in case of Tribal and other backward areas it should be Intermediate.
3. The programme administration should provide adequate physical facilities like building, furniture, books, sports materials, etc., to all continuing education centres.
4. The library should have continued supply of newspapers during the programme period. The library room (separate in the continuing education centre) should be accessible to all readers -- both in mornings and evenings.
5. For eradication of residual illiteracy, intensive literacy drives should be organised.
6. The centres should choose and purchase suitable books for its library,

on the recommendations of centers management committee.

7. The Preraks should be skilled to conduct group discussions by allocating more time for the same during their training programme.
8. The District authority should instruct all the development departments to utilise the continuing education centres as their platform for dissemination of information, selection of target to elicit the participation in the Programme implementation.
9. The quality and quantity of sports equipments supplied and organisation of games and sports were found to be meagre. Hence the good quality and adequate sports and games materials should be provided to the centres based the local needs and potentiality. Frequent sports meets should be held to promote integration among different sections of the society.
10. The centres should organise at least two vocational training programmes every year to increase the human resources and to create new socio-economic developments.
11. The centres should identify the local talents for organising cultural and recreational programmes regularly.
12. The centres should discharge the function of Media centre as a single window for information at community level.
13. The training curriculum of the preraks should be restructured to equip them to discharge their functions effectively.
14. The impact of the scheme should be for promotion of universal enrolment and retention of the children in the formal schools, and convergence among all providers of education.
15. The schemes of continuing education, rural libraries are Sarva Shiksha Abiyan should be brought under single umbrella to create one learning society.
16. The grants should be released regularly without any delay under any

pretext. Profracted delay in release of the grants had caused serious damage to the programmes.

17. The SLMA and SRC should coordinate in the training, monitoring, and evaluation at various levels for effective functioning of the centre.
18. The JSS should coordinate with ZSS and organise the Vocational Training Programmes for the benefit of the neo-literates. The Commercial Banks, BC Finance Corporations, SC/ST Finance Corporation, Women Finance Corporation, JSS and ZSS should work together to provide financial assistance to the trained neo-literates to start their own ventures.
19. Special efforts should be initiated to organise the target specific programmes, Equalency, Quality of life Improvement, and Individual Interest Promotion Programmes, to attract all sections of the society.
20. Govt. of India, (NLM) and Directorate of Adult Education, MHRD should monitor the performance of the scheme regularly to identify the deficiencies for rectification and successful aspect for replication.
21. The NLM and Directorate of Adult Education MHRD, should monitor the performance of the scheme regularly to identify the deficiencies and take measures to improve the programme and successful aspects, if found suitable, to be replicated.

Distance Education in India : Emerging Challenges and Trends in the New Millennium

A. K. Sharma

Introduction

For the first time in India the correspondence courses at the academic level were launched by the University of Delhi in 1962, on an experimental basis. At that time the main objectives of starting these correspondence courses were following :

- A. To provide an efficient and less expensive method of education at higher level of education in the context of national development.
- B. To offer facilities of proper higher education to all qualified and willing persons, who had missed the regular university courses due to unavoidable personal, especially economic, reasons or their inability to get admission to a regular collegiate course.
- C. To add more opportunities for academic pursuits for common citizens to improve their standard of knowledge, by acquiring learning through correspondence instruction without disturbing their present employment.

During the third five year plan period (1960-65) the demand for higher education rose high so much that the conventional university systems and other institutions of higher education in the country were facing a lot of pressure on the available seats. This pressure on higher education was expressed by the higher education commission through the following survey:

"If the present rate of expansion (10 per cent every year) is assumed to continue for next 20 years, the total enrolment in higher education would be between 10 and 8 millions by 1985-86. At this escalation of scale, the need for higher educational institutions will be rising more than twice." But spurred by the egalitarian ideals of providing educational opportunities for the wide spectrum of the populace could not be covered — even to provide those

who had potential to take up higher education studies. This was a challenge to the conventional educational systems of India. In fact the existing educational system had reached a point of saturation beyond which it could not be stretched without damaging both the system and the economy of the country.

This led the Planning Commission to take note of the wide-spread success of the correspondence courses launched by the University of Delhi and recommended the adoption of these courses at the university level so as to open the doors of higher studies for all those who opted for it. Such an encouragement in fact triggered the growth and expansion of correspondence courses in India. The U. G. C. set out guidelines for opening correspondence courses in universities all over India and came forward to offer liberal financial assistance to universities willing to adopt the UGC guidelines for opening correspondence courses. After these developments, many universities started establishing institutes of correspondence courses and continuing education .

Ever since national independence, there has been an increasingly steady demand for higher education everywhere. This led to the creation of several new colleges and universities, notwithstanding meagre resources and facilities available. As the formal or traditional institutions could not cope with the influx of millions of new learners, distance education emerged as an alternative or additional channel. It seeks to share and lessen the growing burden of the formal system. Distance Education has gained recognition in a big way in all developed and developing countries worldwide as a new phase in the evolution of mass education. In the light of above discussion, the present paper studies the following aspects:

- I. Concept of distance education;
- II. Extent and growth of distance education in India;
- III. Trend in enrolment; and
- IV. Challenges remaining Distance Education (DE) is of latest origin, as a non-conventional (non-formal) mode of education. It has been in practice for over the past 150 years in various forms of correspondence education. The term correspondence, however, refers to the mode of delivering the learning materials to learners. Here print is the only medium of instruction and the printed lessons are the only sources for the students to learn. With the development of electronic media, the correspondence institutes supplement the study material with radio

broadcasts and videotapes. With these new advances, the correspondence education is renamed as Distance Education. Thus, Distance Education is distinct, because of its teaching methodology.

V.C. Kulandaiswamy in his article, "Open University" in (ed.) *Higher Education Reform in India* by Suma Chatnis and Phillip G. Altbach, (Sage, 1993, p.366) has observed that Distance Education is neither a supplement nor a mere alternative to the conventional system, but a marked phase in the evolution of mass education. Its advantage lies in the fact that in every situation, it is much more easier to transport knowledge to the people than transport the people to the place of learning.

According to Hilary Parraton "Distance Education means an education process in which a significant proportion of teaching is conducted by some one removed in space and/or time from the learner".

To quote Michael Moore, "Distance teaching may be defined as the family of instructional methods in which teaching behaviors are executed apart from learning behaviors, including those that in continuous situations would be performed in the learner's presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices".

Tony Doddes defines Distance Education as a set of techniques of teaching and learning or any channels of communication which applies to almost any set of educational goals, and which enable learning to take place where teachers and students are, for the most part, at a distance from each other in space or time.

Electronic media (or multimedia), self-instructional materials, two-way communication and students support services, which are four major components of distance education system, have immense significance for distance education.

This system of education can help in diffusion of education and equalization of educational opportunity. Millions of people all over the world are able to fulfill their academic aspirations and satisfy unfulfilled desires of knowledge through this system.

II. Extent and Growth of Distance Education in India

Distance Education, a new stage in the evolution of education, is becoming more popular in most of the developed and developing countries of the world. The spread of education through this mode is irrespective of population, economy, size, etc.

R.C. Sharma in his article "Distance Education in Global Perspective" has mentioned that in eight regions having 106 countries, there are 1026 institutions of distance education system offering 31,752 courses, the highest being in Europe (26) with 387 institutions. (Table 1). In Asia alone, ten per cent of these institutions are imparting education through distance mode (Table 2). A number of distance education institutions have sprung up in many countries of Asia, Africa and Latin America. Thus, this worldwide coverage of distance education presents an impressive picture, which is accepted now the most modern system of education in the present world. This system has grown in both size and diversity especially during the last three decades. In the words of Shri K. Murali Manohar Joshi, "At present, over 300 Distance Education Universities in 60 countries are found to be offering about 10,000 different courses to its learners. Out of about 50 institutions operating at the university level in India, except about ten institutions the remaining are found to be offering exclusively correspondence system of education, while not venturing to get themselves converted into Distance Education Centers." In USA, distance learning institutions alone delivers approximately 90,000 courses through colleges and universities.

After independence, India faced the colossal problems of educating teeming millions of students at all levels. Although a large number of institutions were set up to cope with the ever-increasing demands, it was not possible to provide adequate facilities of education in the formal system. In India, at present, open and distance learning systems exhibit a three-tier structure, with departments of distance education at the university level, the state level open universities in different states and the National Open University (IGNOU) at Delhi.

IGNOU provides professional, academic and awareness oriented education through the open and distance modes of learning. The University caters to its 6,00,000 students through a network of 34 regional centres and 530 study centres using the latest information and communication technologies. The success of this project inspired other universities to take

up instructions through the distance education mode. Punjabi University, Patiala, (1968) was the second university in India to set up a full-fledged directorate of correspondence courses and this was the first institute in India to introduce regional language as the medium of instruction along with English medium. Distance Education did not make much headway during the sixties. The seventies witnessed the horizontal as well as vertical spread of Distance Education. During 1970-80, 19 more universities started Institutes/Directorates of Correspondence Education, which provided a major thrust to Distance Education in the country. During the sixties only undergraduate courses were started, whereas it was only in the 70's that Institutes/Directorates of Correspondence courses commenced post-graduate and diploma/certificate courses as well. In the 1980's Distance Education had begun to spread further. Not only did more and more universities continue to open correspondence education units, but also a few autonomous institutions of the level of university have been established in this decade.

The first state level open university was established in Andhra Pradesh in 1982 and a second national open university (IGNOU) in November, 1985 at Delhi. By the end of 1999, the 'system' in India consisted of 10 Open Universities exclusively devoted to Distance Education and about 62 Institutes/Directorates of Distance Education attached to traditional universities. Among the 10 Universities, the Andhra Pradesh Open University (1982), Indira Gandhi National Open University (1985), Kota Open University (1987) and Yashwant Rao Chavan Maharashtra Open University (1989) have made genuine progress. Six state open universities in Bihar, Gujarat, Karnataka, and Madhya Pradesh, West Bengal and Uttar Pradesh have been of recent origin. These Open Universities and Distance Education institutes provide traditional courses along with professional courses.

III. Trend in Enrolment

Table 3 shows a comparative picture of total enrolment in higher education in India both in the formal and in the informal systems of education for the period 1975-76 to 1988-89. It is evident from the table that the total enrolment in higher education in 1975-76 was 2,490,319 out of which 2.6 per cent students were enrolled in distance education and the rest 97.4 per cent in the formal system. In 1988-89, total enrolment in higher education was 4,402,165 out of which 10.3 per cent students were enrolled in distance education and the rest 89.7 per cent in university departments and colleges

(formal system). Thus, the shape accretion of distance education in total enrolment for higher education has gone up to 10 percent in 1988-89 from 2.6 per-cent in 1975-76, recording an increase of nearly four times during a period of fourteen years. This may be partly because of the National Policy on Education (NPE) 1986; the government intends to keep enrolment in formal education restricted. It had therefore stopped encouraging the starting of more colleges and universities. As against it, the NPE urged to encourage the expansion of distance education. During 1982-83 to 1988-89, the enrolment in universities grew by 4 percent, whereas in distance education it grew by 16 per cent. According to IGNOU Vice-Chancellor, Shri H.P. Diskshu, "Open University enrolment is expected to increase by 20 per cent and number of such universities by seven in the next five years. Further, it is expected that enrolment in the system will increase to 40 per cent and number of Open Universities in India from present 10 to 17". This is going to be a big challenge to the innovative system of Distance Education.

The distribution of distance education institutions in the country was highly uneven (Table 4) in 1988. Of the total distance education institutions, 71 per cent were spread in northern and southern regions. The pattern of distribution of enrolment shows uneven concentration across the regions. Out of the total students enrolled in various Distance Education institutions in the country in 1988-89, the southern, northern, central and western regions accounted for 66.5 per cent, 27.2 per cent, 4.6 per cent and 1.7 per cent respectively.

In 1988-89, the enrolment of female students in distance education was 41 per cent as against 30 per cent in conventional universities. With respect to course enrolment of students in Distance Education in India for the year 1988-89, it revealed that 60 per cent of students opted for undergraduate courses, 21 per cent for post-graduate courses and the rest 19 per cent for professional and diploma/certificate courses. Thus distance education by virtue of its openness, flexibility and multi-media teaching learning methodology seems destined to play a pivotal role in the future by restructuring the delivery system of education and by making education relevant to the needs of learners.

IV. Challenges

We have seen that development and expansion of Distance Education is a worldwide phenomenon, and its popularity is due to its openness,

flexibility, productivity, wider access, multimedia teaching and wide range of course openings relevant to the social needs. Distance Education has not only ushered a forerunner in an era of globalization, but is emerging as an effective tool in providing wide access to higher education. Presently higher education is in a state of crisis. It is hampered by several problems -- degradation in quality and standard of education, increase in number of educated unemployed, lack of resources, increasing cost, fast changing technology and so on. Some of these major problems, coupled with recent resource crunch, have contributed to the prevalent chaotic situation of higher education in the country. The twenty-first century, being primarily an information age, is further going to mount new challenges. To survive in such an information society the educational institutions must increase efficiency, improve quality, reduce cost and introduce need based and job-oriented courses. The institutes of higher education should brace up to meet the challenges of the emerging age.

The conventional system alone cannot solve these problems of higher education. To some extent distance and open learning systems can meet some of these challenges through better planning and effective implementation. Tremendous efforts are needed to rectify the situation.

Following are some of the major challenges facing the distance education in the new millennium:

1. Lack of Accessibility

The conventional education system has reached a saturation point. Moreover, our financial resources do not allow any further expansion of this system. Distance Education has reduced the pressure on the government to establish additional conventional universities. Further, our education system has hardly done anything for people living below poverty-line and people living in remote areas. The percentage share of education for Scheduled Castes and Scheduled Tribes is low as compared to the total, reflecting inequality. Many persons are highly motivated, academically talented, but are unable to go for higher education due mainly to social, economic and geographical constraints. The distance education is capable of taking in-service persons, dropouts, retired personnel, women, persons who are unable to join formal education. Thus, distance education has assumed immense significance due to its potential for increasing accessibility, for promoting equality of educational opportunities and taking

education to the doorstep of neglected or poorly served segments of population who live in remote areas.

2. Deterioration in Quality

Increasing access and decrease in quality have been major issues confronting higher education in India. We have provided mass education at lower levels without adequate emphasis on quality. The quality of education at lower levels directly affects higher education. Because of lack of flexibility in conventional system, and other constraints arising from lack of financial resources, inadequate infrastructure, unplanned expansion, undue political interference and so on, it is not easy to overcome the problem of quality.

Beyond all cavil and criticisms distance education has earned credibility all over the world and catching the consensus view: we must not relax on our oars, because there is a vast future scope for expansion of distance education. Quality will have to be our motto if we want distance education to become a really effective and parallel system of imparting good education. We must find resources to invest in quality improvement programmes, because there can be no improvement in the quality of lives without proper education of the masses. Distance Education system by improving course material, by adopting multimedia approach, by organizing effective support services, etc., can help in improving the quality of higher education system.

3. Lack of Relevance

Another challenge facing our education system is lack of relevance of our course material to the changing needs of the society. In the wake of globalization most of our course materials have become outdated. Distance Education provides an opportunity to diversify courses to make education relevant to the needs of learners and society. Because of the changing nature of jobs, which now require continuous renewal, and updating of knowledge and skills, we must enrich and update our courses continuously for persons engaged in different vocations/professions. The emergence of political will to transform education and to make it more relevant to the needs of the individual and the community is of great importance.

4. Growing Unemployment

Another challenge facing the country is growing unemployment. Since

independence, India has built the third largest tertiary educational system in the world and yet, a sizeable number of the educated are unemployed. Further, every year we are adding to the numbers of unemployed and under-employed graduates. Thus mounting number of graduate unemployed pose a serious drag on our developmental process. In 1992, the total number of applications in the live register of employment exchange was 36.8 million. The distance education mode can provide courses and programmes, which should be need-based, employment-oriented and should help in self-employment generation.

Career orientation to education, therefore, seems to be a top priority of the National Policy of Education, 1986, updated in 1992. In 1999-2000, IGNOU launched five such new programmes i.e. Master's in Tourism Management, Bachelor's degree in Education, Bachelor's degree in Information and Technology, Advanced Diploma in Information and Technology and Certificate in Participatory Programmed Planning.

Distance Education can be used as an effective tool of development of rural India. We can introduce general and specialized programmes as per their requirement and make available the educational facilities to rural people. By introducing courses like forest and wild life management, agro-services, floriculture, horticulture, dairy farming, dairy technology etc., according to the need of the region, employment opportunities can be generated. Vocational orientation of education may enable the youth to gain skills, techniques and knowledge in line with the technological developments to become more employable and find job or go in for self-employment.

5. Lack of Financial Resources

Another challenge facing our education system is severe financial crunch. Recently drastic cuts have been imposed on grants for institutions of higher learning. The relative priority given to higher education in allocation of resources in the Five Year Plans nose-dived from 25 per cent in the Fourth Five Year Plan to 7 per cent in the Eighth Five Year Plan. The Government has asked these institutions to raise their own resources and be self-supporting in the forthcoming years. Accommodating the growing population for higher studies has become a challenging task. To meet this challenge self-financing education seems to be flexible solution. Distance Education system can partially help in overcoming this crisis by starting self-financing courses like B. Ed, M. Ed, IT. etc.

6. Shift in educational delivery system

Another biggest challenge facing higher education is in the field of information and technology. The revolution in information technology with tremendous explosion of knowledge has led to a change in teaching-learning process. With new revolution in every kind of technology, particularly communication technology, it has been found necessary to train the students in a manner that would enable them to keep pace with modern global requirements. The revolution in information technology has widened the scope of distance education. By integrating media with course structure, distance education increases enormously the productivity in education. The Internet technology and the networks will be powerful tools for delivering educational services. The coming of satellites into the communication area has almost revolutionized the education delivery system. Thus, value-oriented education will emerge.

Internet has significantly modified the concept of distance. The world has come closer with the advent of tele-communication media viz. computer conferencing, audio graphics, and video-conferencing are available to distance educators. Realizing the potential of internet-based education IGNOU began to offer internet-based courses like CIC, BCA, MCA, BIT, and ADIT in January 1999. Web courses are exciting and, if designed properly, can provide valuable and active learning experiences. The distance education institutes will have to accept the new and dynamic role of "Knowledge generator" if they want to meet the challenges of globalization.

Conclusion

Standing on the turn of the new millennium, there is a call for redefining the objectives of education. Imparting education with the aid of multimedia facilities and computers has become the need of the hour. Since independence, a vast network of educational infrastructure has been created to meet the growing demand for education. From the 80's, distance education methodologies have been extensively used to provide educational opportunities to large number. In spite of the great strides in the field of education, several challenges still persist. They are:

How to provide education to all?

How to reach the unreachable sections.

How to make education socially relevant and individually useful?

How to generate the necessary resources for education?
How to use technology for mass education and training?

Distance Education is considered an appropriate response to many of these challenges. This system in India has tremendous scope to meet these challenges by optimizing the inherent potentialities of the system. Distance Education institutes should supplement the efforts of traditional universities in promoting excellent higher education. The planners, policy-makers and decision-makers will have to be conscious to favour the role of distance

Table 1

**Strength of Distance Institutions
in the World**

S. No.	Item	No.
1	No. of Regions	8
2	No. of Countries	106
3	No. of Institutions	1026

Table 2

**Broad Regions with the Countries and Institutions
Operating through Distance Education Mode**

Broad Regions	No. of Countries	No. of Institutions
Africa	34	157
Asia	19	107
Australia	5	70
Middle East	2	2
Europe	26	387
North America	3	242
Caribbean	5	7
Latin America	12	54
Total	106	1026

Table 3

**Total Enrolment in Higher Education in India and share of
University Departments and Colleges (formal system) and
Distance Education
(Universities and Institutions)**

Year	Institutions University Departments and Colleges	Distance Education Universities and Institutions	Total Enrolment
1975-76	2,426,109(97.4)	64,210(2.6)	2,490,319(100.0)
1976-77	2,431,563(96.8)	79,716(3.2)	2,511,281(100.0)
1977-78	2,564,972(95.6)	119,163(4.4)	2,684,135(100.0)
1978-79	2,618,228(95.1)	133,459(4.9)	2,750,687(100.0)
1979-80	2,648,579(95.1)	136,699(4.9)	2,785,287(100.0)
1980-81	2,752,437(54.3)	166,428(5.7)	2,918,863(100.0)
1981-82	2,952,066(93.8)	193,691(6.2)	3,145,757(100.0)
1982-83	3,133,093(94.1)	197,555(5.9)	3,330,648(100.0)
1983-84	3,307,649	N.A.	--
1984-85	3,404,096	N.A.	--
1985-86	3,570,879(91.0)	355,090(9.0)	3,925,987(100.0)
1986-87	3,681,870(91.1)	357,791(8.9)	4,039,661(100.0)
1987-88	3,814,417(89.4)	402,720(10.6)	4,217,137(100.0)
1988-89	3,947,922(89.7)	454,243(10.3)	4,402,165(100.0)
Annual Growth			
Rate of Enrolment			
1975-76 to 1982-83	3.7	17.4	4.2
1982-83 to 1988-89	3.9	16.2	4.7

Note: Figures in parentheses indicate the percentage of total enrolment.

education in higher education development. Distance Education methods also will be more extensively used by conventional systems as a supplement to enrich their own teaching learning practices.

In the words of Prof. V.S. Parsad, Pro Vice-Chancellor of IGNOU, "The system of distance education was aimed at the democratization of society and it would replace formal education in India in the next century, as every fifth student in India was already getting education through correspondence". Distance Education as dual mode of teaching Open and distance learning is the wave of the future. Even internationally known Universities like Harvard, Yale and Cambridge have been forced to go into distance education in order to survive.

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Literacy and Women's Empowerment in West Bengal

Nivedita Bhowmik Kundu

2001 was announced as the year of Women Empowerment. Despite this the year was announced, the Indian women reels under the control of the male in family from womb to tomb. When she is a child, she is under the control of her father. At her later age after her marriage, she is controlled by her husband and at the old age, by her son. This has reduced her self-confidence and will to make independent initiative. Women are said to be the main pillars of a family, but they never even think or dream that this can be true in any real sense. They are also denied education, whereby they become victims of inferiority complex. The fact is that the Indian Renaissance of the 19th Century opened the way to the middle class women only. Hardly any poor woman did have access to education. They were not even made aware of the utility of education or what it meant to the life of an individual.

The Census Report gives a clear glimpse of the lack of balance in the literacy figures of males and females in various States of India.

Literacy Rate in India

Year	Person (%)	Males (%)	Females (%)
1961	28.31	40.40	15.34
1971	34.35	45.95	21.97
1981	43.36	56.37	29.75
1991	52.11	63.86	39.42
2001	65.49	75.86	54.28

In comparison, the similar figures in West Bengal are as follows :-

Literacy Rate in West Bengal

Year	Person (%)	Male (%)	Female (%)
1961	29.28	41.58	16.98
1971	33.30	42.81	22.42
1981	48.64	59.93	36.07
1991	57.70	69.81	45.56

Total Literacy Campaign

Total Literacy Campaign (TLC) was launched in West Bengal in 1990 and it is still continuing. Alongwith continuing Education and Post Literacy Campaign (PLC) in some, all West Bengal districts are now participating in the TLC campaign to make the districts fully literate.

Literacy scenario in the districts

	TLC	PLC	CE
No. of Districts	18	11	7

The concept of the literacy programme has been accepted as a means of bringing about change in the knowledge, skills, attitudes and behaviour of the learners. It can be said that literacy programmes aim at improving the quality of life of the learners by imparting 3R's skills alongwith providing various opportunities for obtaining occupational skills. This creates confidence among them which is the first step towards their empowerment.

The Census Report of 2001 in respect of literacy rate in West Bengal

Year	Person (%)	Male (%)	Female (%)	Rate of increase
2001	69.22	77.58	60.22	14.66

Participation in TLC : Some characteristic data

In Midnapore district, TLC was launched in 1990 and a study (study - 3) conducted in the district between October and December, 1994 revealed that female learners showed more keenness and interest in the programme

than their male counterparts. They were also not only serious and conscientious about acquisition of skills in the 3R's but were, to a large extent, able to apply their knowledge in their day to day activities.

A study among Muslim minority women (Study-I) revealed that in urban areas, 67% of them joined the TLC Centres encouraged by their husbands and 36% in rural areas were similarly encouraged by their husbands to join the centres, although most of their husbands were reportedly illiterates.

Achievements in 3R's

It is also the women who were totally distressed at the closure of the centres, because they felt that education helped them to gain self-confidence and a better status in the society. They could read whatever they liked, although they did not always read properly.

They had learnt to keep accounts correctly, which they felt could help them control the earnings of their families. These skills also heightened their self-perception and esteem.

Female learners who were found to achieve 3R's skill at the centre, helped their children in their learning of letters. They were now more eager to send their children to school and, at the same time, they found that the children were making mistakes in preparing lessons, they helped correcting them. Females learners who could help their children in education, were contented to do it, although a few learners lacked confidence in this regard. They were hesitant to do it because they thought they were not sufficiently equipped.

Attitude towards the girl child.

Literacy programmes endowed the learners with the improvement of their awareness levels. They now began believing in gender equality. In this respect, some learners said that they considered and treated equally the male and the female children, as they thought that they were both gifts of God. Mothers, they affirmed, must give adequate education to both the male and the female children. While serving food, they should not discriminate on the basis of gender. However, being a female child should not discourage them from taking contraceptive measures. Though the female learners' attitude towards the girl child is reportedly changed, yet a study reveals that

expansion of family caused by successive births of girls still took place in society. In the case of three or four daughters born one after another, the family still hankered for a son. Dowry for a daughter's marriage has long been a problem for our society and has been primary responsible for the deep apathy towards the girls. But more and more learners are beginning to feel that dowry considerations are becoming less and less important now.

It may be stated that the sense of gender equality has developed from the lessons in the Primers in which this particular societal aspect has received ample emphasis.

Learners' attitude towards girl-child (Study-2)

Wanting more children	Equal opportunity for the girls and boys	Consider male and female child equal	Families having more children	Husbands' hankering for son	Dowry for male child
14%	54%	22%	4%	4%	5%

Attitude towards child marriage

Female learners appear to be convinced by the message that girls should not be married at an early age, despite the fact dowry demands are lower for younger girls than for older ones.

Opinions on Age at Marriage for Girls (Study - 6)

Age below 18 years	Age below 22 but above 18 years	Age below 25 but above 22 years	Above 25 years	Total
55%	24%	10%	7%	2159

Learners seemed to be rationalistic and could articulate their thoughts rationally and coherently. One report (Report No. 2) shows that a neo-literate family tried to arrange their daughter's marriage at a tender age selling a tree planted by the Forest Department on the barren and vested land in front of their dwelling house. A few neo-literates protested against the action, but the family did not pay any heed to it. The neo literates then brought the matter

to the Panchayat's notice and the Panchayat rushed forward to stop the family from selling the tree. These neo-literate wanted to make the family understand, inter-alia, that child marriage should not take place. Though the approved age of marriage is 18, yet they went on with wedding preparations when the girl was in her early teens. The neo-literates also warned the family that motherhood at that tender age was dangerous. The writer (Researcher of this report) fortunately was an eyewitness to this whole episode. She investigated the matter with the Panchyat members and other neighbours about the truth of the statement. It was reported that their attitude had really changed. But it was also acknowledged that they seldom follow the minimum age of marriage recommended by the Government and often proceed to arrange marriage after their daughters attain puberty.

Attitude about the size of family.

A study shows another interesting feature about the changing attitude towards the ideal family size. Though the Primers focus on problems of large families, they do not clearly enunciate the advantages of a small one. Yet the learners from their own experience could articulate the advantages of a small family as compared to the disadvantages of a large one. This shows that the Primers could help people think and arrive at logical conclusions on their own. 54% of them learned the use of contraceptives from health workers. Their awareness on mother childcare is acquired from both the health workers and primers. Messages were properly delivered and grasped but still in actual practice, society needs a lot.

Family Planning measures adopted (Study-3)

Ligation	Vasectomy	Pill	Condom	CopperD	Laproscopy	No Measures taken
10%	2%	12 %	3%	2%	1%	70%

From this study it is revealed that 58% of the interviewed learners concurred with the Primer's message that there should be more than 2 years gap between marriage and having the first child. Many felt that this was better for the mother's health and it also reduce expenses on childcare and nutrition. Some of them were also putting this into practice through family planning measures.

Learners' concept of spacing of birth (Study-4)

One year gap	Two years gap	More than two years gap
8%	29%	58%

Relation among members of the family

Literacy programmes also helped to forge good family relationships. Learners said that they received moral support from the mothers-in-law in all household work. They also cited lessons from the primers which they thought changed their attitude towards dowry, polygamy, big family, illiteracy etc. Women now worked together and shared their food together.

The Pradhan of Anchar G.P. of Bankura district felt that literacy has bridged the gap between the couple and other family members. She stated that earlier she had to be constantly engaged on removing the misunderstandings and maladjustments in the family. Literacy, however, helped them to change their attitudes and behaviour patterns which automatically minimised the family disputes. This was also revealed through a group discussion with the neighbours and other family members.

Health awareness

Learners said that diarrhoeal deaths had decreased as a result of literacy programme. Female learners become quickly conscious about the quality of drinking water. Before the programme was launched, they had been used to drink water from the canals, rivers and ponds, but during the investigation they admitted that they learnt from the TLC Centre about water sanitation and this saved them from the attacks of various diseases as well as premature and sudden death. In this context, one important point should be mentioned that the BDO, Block-I, Bankura (Study No. 2) observed that TLC's benefit could be assessed by the arrest of diarrhoeal death of the total block. So, he concluded, it was one of the effects of TLC.

Besides diarrhoea, the female learners had little awareness regarding other diseases like cholera, typhoid, jaundice etc. Another study (Study No. 1) however shows that about 1,000 minority women in North 24- Parganas made a rule to use only purified tube-well water for drinking by their family.

Immunisation

Out of the 157 villages studied (Study No. 3) people in 48 villages still had no easy access to immunisation facilities or improved health care, resulting higher rate of child mortality.

A report on the immunisation of village children (Study No. 3)

Immunized	Non-immunized	No. of Respondents
46%	54%	2159

Awareness on water-borne diseases (Study-4)

Diarrhoeal	Cholera	Typhoid	Jaundice
86%	5%	1%	0%

Nutrition

Female learners have also changed their attitude towards nutrition. In the minority community rich and non-vegetarian food was popular and prevalent. People then thought that all nutrition they could get was to be found in fish, meat/beef and milk. But as a result of the TLC, 91% female learners began to realise that vegetable also contained many kinds of vitamins and nutritions. They had changed their food habits and started consuming large amounts of vegetables.

Adoption of Vegetarian nutrition (Study No. 3)

Fresh meat, milk etc	Vegetables, fruits etc.
3%	91%

Superstition

Female learners now preferred medical treatment instead of visiting religious healers like Ojhas or moulvis in their neighbourhood. Almost all learners went to private practitioners for medical treatment and medicine. A

few years back, they went unsuspectingly to ojhas and moulvis. They then were credulous to distrust medical practitioners. Everyone admitted that they usually went to an Ojha in case of snakebites. Even some literate persons also believed that Ojha's totka (magic potion) is more effective than the doctors treatment in this particular case.

Method of treatment (Study No. 4)

Doctor	Ojha	Moulvi
99%	1%	Nil

Environmental Sanitation

Female learners were totally ignorant about environmental sanitation. They even did not clean their courtyards and houses earlier. Most women kept their food uncovered. Houseflies, the carriers of diseases, always perch on uncovered food and the eating habit was found very unhygienic. Hens and ducks moved everywhere in the house and even in the kitchen, littering, defecating all around. But a particular change has set in all around that now almost all women clean the floor everyday and wash their utensils neatly. They also keep their household, the kitchen and dining area in particular clean.

Status in the family/ society.

Women learners accepted that on achieving status as literate they are now commanding respect from everyone in their family and among neighbours. They could take part in the family decision-making process and their planning is also being accepted. They wished to read more. Female learners ask for books on myths, legends and religion. Some of them wanted various types of books of stories written in simple language. Learners did not have enough time on their hands, so they could study as many books as they want. They had a feeling of frustration for not having the time for studying more at home. Learners felt that they should learn more to preserve and further their attitudinal change and lifted status and heightened moral made them very much reluctant to revert into illiteracy.

It is an open secret that minority women we more oppressed by the orthodoxism of the dominating and conservative males of their society. But

a study among minority women (Study No. 1) reveals that literate wives are treated with deference. They admitted that their husbands loved them more now and helped them in household work. They reported that polygamy has been reducing. TLC has opened up their eyes and become the stepping stone of their empowerment. Talaq is not longer very popular in their life and society. Only about 10% women were deserted by their husbands now. Some minority learners wanted a law passed against these practices of their society. They feared that even at their old age they might be given talaq. They expressed their views in favour of joining the movement against the talaq practice hopefully with the consent of their husbands.

Women in politics and organizational management

In general, women in our society do not join in active politics. Even when their husbands were active party members, they never involve in political matters. Their votes are often influenced by their husbands' dictates. These women even after being selected and elected, initially preferred their land and home to organisation and politics.

However, of the total reservation of one-third seats has now allowed women greater opportunities of participation in politics and administration at the grassroot levels. Many women panchayat members were illiterate to start with, but joined literacy centres later and became literates.

Educational level of Panchayat Members (Study No. 7)

Neoliterate	Below S.F.	H.S.	Graduate
9%	51%	17%	23%

Panchayat activities of elected women members (Study No. 7)

Literacy	Women/Child	Family dispute	Development	None
34%	51%	92%	14%	8%

The female members were involved with varied activities like literacy promotion, women and child welfare, intervening in family disputes and local development activities, while keeping up with household work. But gradually they began receiving support and appreciation from their families mainly

from their husbands. Some of them have been volunteer teachers and gave up the work due to the present pressure. This experience, however, brought them success in their promotion of literacy. Mounting pressure mainly from female neighbours drew women out and made them intervene in their family disputes. As they did so they began to understand their roles and responsibilities towards the people better. Most of them worked from dawn to dusk in organising people for the betterment of their life and canvassing for their political programmes. Women's involvement in direct politics and literacy programme has helped them to form their own and independent political opinion. A journalistic survey foregrounds the fact that women now enjoy having their voting rights and freely cast their votes, without being influenced by their husbands, could think, plan and dream around the activities of Panchayat. A small study shows that 83% urban women were aware about the activities of municipalities.

We can, in conclusion, obviously claim a remarkable success of literacy in the matter of women's empowerment. A change is clearly visible in all works of life. Application of knowledge and awareness obtained in literacy programmes are noticed to be practised in the daily lives of the rural women. A new environment has been created in West Bengal in favour of women's empowerment.

This article has been prepared with the help of the following research studies :

1. The effect of TLC among the women of the minority community in rural and urban areas.
2. The effect of TLC on learner's perspective and life style.
3. Impact of Population Education messages during the TLC programme in Howrah district.
4. Impact of Population Education messages in TLC in Midnapore district.
5. 25 successful case-history of neo-literates.
6. A study to find the behavioural changes of the women neo-literates.
7. Panchayat Raj and Women Empowerment.
8. The impact study to see the behavioural change of the villagers of 24-Parganas district.
9. The Role of folk media in Adult Education (Published in Literacy Mission).

10. Evaluative study on the achievement in learning of the learners of Kulpi Block in South 24 Parganas.
11. Evaluative study on the achievement and practice in learning of the female adult learners of Experimental Centres in Calcutta.
12. The use of video cassette for Direct Literacy Instruction.
13. A Pilot study on Learners' Ability to retain, literacy skills.
14. A pilot study on Role of Volunteer Teachers.
15. A study of factors obstructing and limiting total literacy programme.
16. A study on the role and effectiveness of different communication media used for the campaign.
17. To identify the causes of lack of motivation of the remaining illiterates for taking the advantage of on-going literacy programme.
18. Literacy as the weapon of Women empowerment.

All of these studies have been done by Dr. Nivedita Bhowmik Kundu and are available with the SRC, West Bengal.

This Report has been done under the guidance of Dr. Pabitra Sarkar.

Impact of Literacy Programmes on Development in Tamil Nadu — A Perspective

R. Rajan

Definition of Literacy

The Definition of Literacy varies from country to country depending upon its existing social and educational patterns and upon different needs of urban and rural life. Literacy has been commonly accepted as a skill through which an individual possesses mastery over symbols in written form or able to code or decode written messages that is knowledge and ability to read and write. However, literacy goes much beyond this accepted definition. The International Liaison Committee for Literacy has explained, "Literacy is not the simple reading of a word or set of associated symbols of sounds, but an act of critical understanding of any situation in the World" (UNESCO 1972).

Literacy Trends in Tamil Nadu

Despite massive efforts to spread all over Tamil Nadu during the last five decades after Independence, the progress has been not at an expected level.

Literacy Scenario in Tamil Nadu - 1951 - 2001

Year	Total	Male	Female
1951	20.85	31.73	10.06
1961	31.41	44.54	18.17
1971	39.46	51.78	26.36
1981	46.76	58.26	34.99
1991	63.72	74.88	52.59
2001	73.47	82.33	64.55

No doubt there has been an increase in literacy profile of the Tamil Nadu

from 20.85% in 1951 to 73.47% in 2001. The female literacy is relatively lower although it has improved from 10.06% in 1951 to 64.55% in 2001. While the male literacy rate in 2001 was 82.33%, female literacy rate was 64.55% and lower by 17.78%. There are wide variations among the districts and also between rural and urban areas.

Literacy - A Tool of Communication

Communication is vital for the survival of an orderly and civilised society. Communication could be oral or written and both. The oral culture may not be effective. Hence print medium of communication becomes necessary.

Literacy - A Tool of Planning

Planning is not only statistical assessment of resources, but also optimum utilisation and mobilisation of resources. It has been designed to enable people to think critically reflect and internalise their preferences, needs and priorities, understand the relative importance and merits of various options available so that they are able to exercise the right option and right decision in the right manner at the right time. Then they will balance their requirements with scarcity of resources, convert resources into opportunities and opportunity into strength. Viewed from this context, literacy becomes an important adjunct to planning.

Literacy - A Tool of Participation.

People need not only the benefits of planned progress, but also to participate in the entire planning. This requires an in-depth understanding of the entire plan progress, functioning of the various civic/local governing bodies who formulated and implement the plan, the ability to articulate and question, if necessary, the prosperity and wisdom of the relevant decisions and decision-making process. Access to literacy alone will facilitate this Participatory process.

Literacy - A Tool of conscientisation and Empowerment

Literacy would enable to reflect critically on the existential reality of the situation in which they have been helplessly placed and the generative sources of advantages and disadvantages, which affect their strengths and weaknesses vis-a-vis the strength and weaknesses of the various forces

working for and against them, would equip them with such skills as would enable to overcome the disadvantages and stand on a foundation of individual and collective self-reliance.

Literacy - A Tool of Information

This is the era of knowledge explosion and people should be functionally literate on information systems.

Efforts to Eradicate Illiteracy

To eradicate illiteracy, a variety of literacy / adult education programmes have been implemented since independence. Notwithstanding these changes in concepts and strategies, the focus of the programmes have been on basic literacy, numeracy and awareness. The findings bear testimony to the positive impact of literacy on the development of the individual, society and the State.

All adult education programmes have been designed by a numerous agencies like NGOs, Universities/Colleges, NYKs, etc. have varying impact. Today there are significant correlations between literacy and various demographic, health, primary education enrolment/reducing of drop-out, environment and even income levels. This implies that literacy can accelerate the pace of development. However, literacy alone cannot step up development, though it may be almost impossible to conceive development without literacy.

This inter-district comparison brings out the relationship between literacy rate and demographic indicators viz., birth rates growth of population, death rate and infant mortality rate (IMR) more clearly.

Female Literacy and Associated Development Variables

Today there is much evidence to show that high literacy rates, specially high female literacy rate are associated with low rates of population growth. Kanyakumari and Coimbatore districts are outstanding examples, where female literacy rates have gone hand in hand with not only low rates of growth of population but superior performance in terms of IMR, higher Crude Birth Rate (CBR) and sex ratio etc. In sharp contrast abysmally low female literates are associated with high population growth. For example in Dharmapuri and Salem districts, which have lowest female literacy rates, 49.10% and 55.61%

in 2001., the decadal increase in population (1991-2001) remains high at 25.7 and 20.7 respectively. Kanyakumari district which had the highest female literacy rate of 85.38% in 2001 has also registered the lowest decadal growth of population 17.2 during 1991-2001. Similarly, comparative figures of female literacy have proved beyond doubt that the status of women has a direct impact on their fertility rate. High fertility districts bring out the correlation between female literacy and some of the key developmental indicators viz. average children per women, couple using family planning methods, etc.

All these evidences from research and evaluation studies show a close link between women's education, social and economic development. Apart from enabling women to contribute to family income through education, educated women become better mothers and are more likely to appreciate the importance of pre-natal care, family planning, balance diet, hygiene and health care of self and family. Literate mothers are more likely to see medical aid and follow-up of their child's health is not improving. Similarly it has been observed that literate parents (father and mother) are less likely to contract diseases like AIDS. Literate mothers are also much more likely to practise environmental sanitation, saving their families from Cholera, Malaria and other pestilences.

Increase of Enrolment and Reduction of Drop-outs

Similarly, it brings out the strong correlation between literacy rate, gross enrolment ratio (GER) and drop-outs in classes I to V. As against the study increase in GER and literacy rates, inter district comparison between them reveals that highly literate districts like Kanyakumari and Coimbatore have higher enrolment ratio and lower drop-out rates among the 6-11 age group.

Strengthening of Literacy / Post Literacy and Continuing Education Programmes

Although the intentions of TLC/PLC are laudable, there had been a number of shortcomings impeding the progress of the programme. Today out of 29 districts in Tamil Nadu, 22 districts have been sanctioned to implement CE programme and they are at various stages of implementation and for the remaining districts, sanction is expected soon from Government of India.

If the effort is to achieve results in quantitative and qualitative dimensions a far-reaching vision combined with a missionary zeal is needed. While

dwelling on the magnitude of the problem and the long way to go to achieve the goal, the following suggestions may be worthwhile :

- a) Can we find alternative approaches for effective implementation of literacy adult/continuing education programme ?
- b) Eradication of literacy must be shared particularly by all educational institutions at the higher education level. The district authorities can identify the genuine NGOs and interested educational institutions including professional institutions.
- c) Coordination of efforts is the key to success. Continuing Education Project being implemented by the District Collector, Department of Formal Education including SSA, all the district level development/welfare departments, NGOs, Dept. of Adult and Continuing Education under Universities should strengthen their bonds and network with each other so that adult literacy can be functional literacy with developmental inputs incorporated into the programme.

Conclusion

Global conferences held in the past decade have made a profound impact on the thinking and ideology on the vital issues relating to adult education literacy. Education is the principal means available to foster human development and reduce poverty, exclusion, ignorance, oppression and war. The three pillars of education which provide the basis for harmonious coexistence are

Learning to know

Learning to do, and

Learning to be

On these three pillars, literacy must be focussed on,

Poverty eradication

Livelihood and income generating programmes

Wisdom on priority issue

Information Technology, and

Use of Communication media

The experiences of planning and implementation of literacy and adult education programmes have reiterated their role in development. To enhance the impact of literacy and adult education on development, we may have to further strengthen the programme in terms of appropriate contents and strategies and simultaneously initiate certain structural changes towards learning society.

Role of the 'Dropped Outs' and Wastage' from the B.Ed. Programme in Adult and Continuing Education

M. Vijayakumari Amma

Introduction

If the education of a people is to be adjudged by the percentage of literacy or by the number of pupils in schools, or by the number of schools in the state, or by the number of graduates sent out of colleges every year, Kerala will get the foremost place in the field of education in India. According to the Census Report (2001) Kerala also stands foremost in the percentage of literacy (91%). But till now, Kerala has not attained cent percent literacy, though steps are being taken towards attaining this goal. This requires the wholehearted co-operation and efforts from every section of literate people. It is here that role the dropped outs and wastage from the B.Ed. Programme could come to play into the forefront.

Drop-out means those candidates who discontinued the B.Ed. Course in the midway, not waiting for the completion of the course.

Wastage means those, candidates, after successful completion of the B.Ed. programme, either joined profession other than teaching or not accepted any job at all.

The phenomenon of drop-out and wastage.

Second National Survey (1969) stated that both drop-out and failure could be regarded as wastage in financial and human terms. Study (by the author herself, 2002) on drop-outs shows that teaching is not at all a tiresome job to them and they believe that teachers could enjoy social prestige as other professionals. Their responses favourable to teaching profession make it clear that they discontinued the course not because of the professional factors only but of some other reasons too.

The study also revealed that 54% of the drop-outs were still unemployed and 74% of them belonged to the rural areas more unemployed women compared to the men dropouts. It is significant to note that though they had dropped out of the course, they were still willing to continue in education. On the basis of the above study, it is presumed that the dropped outs and wast-

age from the programme could do much in eradicating illiteracy from state.

Advantages

1. Functionaries with commitment

Only professionally well-prepared and committed functionaries can create an environment for joyful activity and participatory learning. Such functionaries could achieve it by establishing close rapport and understanding with every learner to meet his/her individual learning needs and to identify remedial inputs. In this context, it can be concluded that a functionary who had dropped out B.Ed programme could do better, compared to a novice.

2. Acts as continuing education for themselves

In this new millennium, the work these dropped outs and wastage as functionaries in CECs can do would help in developing skills of involving adults may serve as alternative learning and teaching methods.

3. Providing practical experience

Continuing education has been a synonym for non-formal education, extensive education and even lifelong education. It should cater to all, irrespective of age, sex, locality, occupation, language, educational and socio-economic status, etc. As such, continuing education is needed for all and forever. The drop-outs from the B.Ed. course could become self-learners and at the same time they could practice the already learned materials from the institution on the neo-literates. They could organise conferences and seminars in their locality to study special problems of their community and other specialised groups. They could co-operate with the activities of UNO and UNESCO and also link various agencies and clients together in providing opportunities for literacy and lifelong education. The unemployed teachers could practice teaching by imbibing the varied experiences from their personal situations.

4. Money Saving measures

The unemployed B. Ed. degree holders, having the enthusiasm to coordinate a variety of activities could become the nodal Preraks in CECs on voluntary basis or on nominal honorarium.

5. Solving social problem of 'dropped outs'

The appointment of the drop-outs and wastage from the B.Ed. programme

as functionaries at various levels of the Continuing Education Programme (CEP) could give solace to the concerned parties, at the same time, it is solving a social problem by entrusting them responsibilities of nation building. They being dropped out wastage, who initial intention was to play the role of teaching and keeping, involve in voluntary work and community service, now government opportunities to make people 'read and discover the exhilaration of a book' (Taylor, 2001).

6. Providing job opportunities to the educated

The unemployment problem of qualified people can also be redeemed to some extent. As the educationalists and experts opined, those who have not become teachers after their preparation would never become wastage if their service were properly utilised by the CESSs.

7. Close liaison with the community

The unemployed degree holders are suitable persons to deal with the illiterate people of a locality, since they well understand their adolescent adult psychology and hence could adopt and adapt appropriate methods, approaches and techniques, etc. according to the needs and situations in the teaching-learning process. These functionaries would also be aware of the various resources of the locality, which could be improvised. They could cope with them since they are accustomed with their challenging situations. The local people appreciate their teachers, who generally enjoy respectable status of the locality, it would enhance their enthusiasm. The lady volunteers especially could motivate the women illiterates of all castes. They could break meaningless and superstitious conventions. Once the unemployed are entrusted with CEP, it would accelerate the programme of literacy.

8. Acts as follow-up programme to the B.Ed. course

The University and the teacher education institutions could direct the B.Ed. degree holders to get appropriate posts in CEPs. and could revise the B.Ed. curriculum, to train their students becoming better functionaries of CEP.

9. Making better use of the community resources by the B.Ed. institutions

Through the 'wastage' teachers who are working as functionaries of the CEP, the teacher education institutions could understand the talented, skilled persons of the community. The institutions could invite the resource per-

sons and other skilled labourers of the community to impart first-hand information to the student teachers of the institutions, who otherwise have only theoretical knowledge on crafts and such other subjects.

10. Better involvement by the local women folk

Studies show that there are more women unemployed in Kerala compared to men. The women of the locality refrain from literacy programme due to one or other reasons. Hence the unemployed women teachers, now acting as CEP functionaries could do much in bringing the women 'en bloc' of a locality to the CECs. The study by Anuradha Sharma (Comparative study of attitude of rural and urban adult learners towards literacy campaign - April June 2001) also holds the view that more people will attend the adult literacy campaign if the volunteer is of same sex. It would enhance women empowerment and would enable more and more women to involve in politico-social and cultural activities of the state. Their activities would indirectly create a sustainable environment for communal harmony and peace in the country.

11. To check dropping out from Neo-literates.

Study (Harising Chouhan - April - June 2001) shows that basic literacy and post-literacy programmes face an uphill task of drop-outs among their learners --- that is the learners leave their teaching learning much before than expected. Several reasons for dropping out among neo-literates coincide with the reasons that once led the functionaries to drop out from the B.Ed. programme. These dropped out that repine for their early act could very well advice and inspire the neo-literates to sustain their interest in the programme.

Conclusion

As a new step towards achieving cent per cent literacy in the State, it is recommended that the drop-outs and wastage from the B.Ed. programme be given priority in appointments to the CEP. As a measure of experiment, post them to the different positions in the programme including the District Coordinator and Assistant District Coordinator in a district. If found functioning, as expected, the same could be extended to all the 14 districts till illiteracy is wiped out from the State*.

* Paper presented in the South Zone Conference on Adult and Continuing Education held by the Indian Adult Education Association (IAEA), Kerala State Branch, Thiruvananthapuram on 10th and 11th May 2003 at the Institute of Co-operative Management, Thiruvananthapuram -12.

A Comprehensive Critical Evaluation of J.V.Cs.

*Harisingh Chouhan
Ram Rajesh Mishra*

Introduction

Beneficiaries of post-literacy campaign are known as neo-literates and the places destined for implementation and conduction of teaching learning and related co-curricular activities for them are known as Jana Vikas Centres (J.V.Cs.). These Jana Vikas Centres make neo-literates active participants in teaching, learning and other co-curricular activities. Post-literacy is inevitable for subsequent qualitative growth for every neo-literates.

Under post-literacy campaign, through Jana Vikas Centres, in addition to teaching and learning, library, awareness camps, short duration courses on small scale industries, training, debate competitions, organization of cultural programmes, sports activities and other co-curricular activities for purpose of recreation are all organised. Main objectives of post-literacy are as following :-

- Maintenance of functional literacy, its application, continuing further education and make proper subsequent arrangement for further qualitative improvement in it.
- Carry out propaganda of the existing programme so that people from backward classes may be drawn to participate in them.
- Awareness among learners on wider national issues --- national unity environmental protection women equality --- understanding them the social significance of smaller family concept, etc.
- Creating such opportunities for neo-literates so as to make them economically, social, culturally, spiritually and morally competent, so that they could advance in their socio-economic conditions.

- Providing necessary information to neo-literates about diversified development programmes, organisation of training camps for their professions.
- Organisation of recreational sports and cultural activities at the centres.
- Organizing fruitful debate among neo-literates on current vital issues such as dowry system, social evils, significance of small family, improved agricultural equipments, balanced diet, energy conservation, pollution etc. so as to make them aware about merits and demerits of these topics.

Cent per cent fulfilment of all these objectives is possible only when all these activities are implemented. Therefore it necessary to know whether all these activities are implemented properly or not ? Whether these J.V.Cs. are viable enough for integral development of neo-literates or not ? Are these activities carried out at rural and urban J.V.Cs. equally ? Do the male and female co-ordinators equally implement all these activities at their respective J.V.Cs. ? In the present study an attempt has been made to answer these queries.

Study of Literature

Several research studies have been conducted in the field of post-literacy eg. :- Ahmed M. (1958), Nagappa (1966), Mallikarjuna (1969), Bhandari (1970), Khajapeer (1976), Krishnarao (1981), Seth (1982), Sachidanand and Ganguli (1983), Trivedi (1984), Pati (1985), Gadgil (1985) Agnihotri S. (1974), Prakash B. (1978), Seth A. (1950), Dey and Natarajan (1981), Hebser and Hendrik (1981), Mariyappan (1981), Pestonji, Lahariya and Dixit (1981), Sharma R. (1981), Bestia K. C. (1982), Raghu P. (1981), Trivedi H. N. (1984), Ahmed, M. (1984), Pati S. (1985), Ahluwalia and Sharma (1997) etc. But all these studies are related with the other aspects of post-literacy, there has not been a comprehensive study conducted so far on the evaluation of J.V.Cs. on post-literacy campaign. Hence it necessitates the present special study.

Objectives

Main objective of this study is "evaluation of J.V.Cs. of Post Literacy

campaign with special reference to implementation of educational and co-curricular activities". For this purpose, the following supplementary objectives have also to be determined :-

- To know whether all the activities are implemented.
- To know the number of the activities organized at each of the rural and urban J.V.Cs.
- To know the number of the activities organized at the J.V.Cs. conducted by male and female centre co-ordinators.

Hypotheses

On this basis the following hypotheses have been drawn :-

- There would be no significant difference between the mean scores of numbers and their frequencies related to the activities organized at the J.V.Cs. conducted by male and female co-ordinators.
- There would be no significant difference between the mean scores of number and their frequencies related to the activities organised at the J.V.Cs. of urban and rural areas.

Sample

The present study was conducted on the stratified random sample of 260 J.V.Cs. and their co-ordinators.

Limitations

The present study was confined only to Indore and its adjacent three blocks namely Sanwer, Mhow and Depalpur.

Tools

For obtaining the detailed information about the activities and programmes, organized at J.V.Cs., questionnaires were made and standardized.

Data Collection

Data were collected through selfmade questionnaires.

Data Analysis

The following statistical methods have been adopted for data analysis :- frequencies, percentage, mean, standard deviation, standard error, t-test etc.

Result and Discussion

The co-ordinators of various J.V.Cs. had given classified votes for implemented/organised educational and co-curricular activities. On this basis of classified votes, frequencies have been obtained. From these frequencies percentage calculation was drawn. Alongwith it, as per requirement mean, standard deviation, standard error, t-test etc. have been carried out. Detailed data analysis have been exhibited in the following tables :-

Table - 01 Table showing training programme organised at the J.V.Cs (N=100).

S.No.	Name of Training Programme	Frequencies	Percentage
1.	Sewing/tailoring	64	64
2.	Knitting sweaters	47	47
3.	Manufacturing of incensed sticks	23	23
4.	Candle manufacturing	06	06
5.	Manufacturing of clay pots	06	06
6.	Manufacturing of bidi	04	04
7.	Manufacturing of cup-plates	02	02
8.	Manufacturing of Chalk Sticks	01	01

N=Sample

Above table is related with organization of trainign programmes for small scale industries at J.V.Cs. Questionnaires in this regard were filled out by 100 centre co-ordinators and their answers were entered in the descending order. Out of 100 co-ordinators, 64 admitted that neo-literates had their training in sewing/tailoring, whereas 47% centres held training for knitting sweters, 23% centres conducted training for manufacturing of incensed sticks, 6% centres offered training for manufacturing candle, clay pots, 4% centres offered training for bidi manufacturing, 2% centres gave training for

manufacturing cup-plates, 1% had training in chalk sticks at the centres.

Table 02 :- Table showing the topics of discussions, discussed under discussion forum (Charcha Mandal) at the centres. (N=100).

S.No.	Topics/Points of Discussion	Frequencies	Percentage
1.	Health/Hygiene	98	98
2.	Benefits of reading and writing	98	98
3.	Dowry System	96	96
4.	Significance of smaller family concept	91	91
5.	Significance of Plantation	88	88
6.	Importance of entertainment	86	86
7.	Environment	86	86
8.	Starting of small entrepreneurship	83	83
9.	Remarriage of Widow/Divorcee	81	81
10.	Culture and civilization	73	73
11.	Beneficial Govt. Schemes	72	72
12.	Means of Generating Income	68	68
13.	Restriction on Familial conflicts	66	66
14.	Proper care of animals	63	63
15.	Literature and sports	63	63
16.	Functions of Labour organization	62	62
17.	Manure, seeds and advance equipments	43	43
18.	Functions of Village panchayats	23	23

In table (02) votes corresponding to current topics have been exhibited in descending order on which centre co-ordinators have discussed to neo-literates. Majority of centres co-ordinators have admitted that there was comprehensive debate on issues like : advantages of reading and writing, health, environment, dowry system, significance of smaller family etc.

Table 03 :- Table showing about the cultural programme organized at the J.V.Cs. (N=100).

Observation of above table (03) indicates that programmes like Bhajans,

Songs, Jokes, Antakshari, Folk Songs, are organised at more than 50% centres, whereas folk dance, rural drama, garbi songs, puppet show are conducted at less than 15% centres.

Table - 04 Lectures organized at the J.V.Cs. (N=100)

S.No.	Topics of Lectures	Frequencies	Percentage
1.	Population Education	84	84
2.	Family Planning	84	84
3.	Adverse Effects of Environment Pollution	77	77
4.	Health and Balanced Diet	74	74
5.	Motivation of Neo-literates	73	73
6.	Saving Bank Account	72	72
7.	Disadvantages of Traditional Malpractices	72	72
8.	Restriction of Dropping out of Neo-literates	66	66
9.	Government Development Schemes	40	40
10.	Smokeless Chulhas	40	40
11.	Energy Conservation	36	36
12.	Agriculture and Animal Husbandry	24	24

Table 04 indicates that at the majority of J.V.Cs., the lectures on various subjects by guest lecturers were organized. Guests were members from the mohalla welfare committee, local doctors, headmasters of schools, rural development officials, members of literacy committee, sarpanch, president of Janpad Panchayat, Tehsildar, Local corporates, M.L.As., Bank Officials etc.

Table 05 - Assistance provided by different persons for running the J.V.Cs. (N = 100).

S.No.	Name of Programme	Frequencies	Percentage
1.	Bhajans	92	92
2.	Jokes	84	84
3.	Songs	76	76
4.	Antakshari (End word singing)	73	73
5.	Folk Songs	56	56
6.	Folk Dance	11	11
7.	Rural Drama	06	06
8.	Garbi Songs	04	04
9.	Puppet Show	01	01

Note : P = Primary, S = School, M = Mohalla, R = Rural, S = Sarpanch, H= Health, H = Head, W. = Welfare, D.=Development, P = Patel, C= Centre, M = Master, C = Committee, F = Farmer.

Table 05 shows that the members of Mohalla welfare committee do help in some working. In addition to this primary health centres, headmaster of schools, rural development authority, sarpanch, patel etc. do not offer any special assistant.

Testing and Explanation

The votes were obtained from rural and urban as well as male and female centre co-ordinators for testing data some important parameters frequency and percentage of obtained votes were calculated and "T-Test" was carried out (table 6 and 7).

Table 06- Table depicting analysis of votes obtained from male and female co-ordinators (N=200).

S.No.	Types of Assistance	P.H.C.	S.H.M.	M.W.C.	R.D.I.	S.P.F.
1.	In sitting arrangement	00	00	46	00	09
2.	In light arrangement	00	00	49	03	06
3.	In motivation of neo-literates	12	10	38	00	13
4.	In cultural programmes	00	00	67	00	02
5.	In availing means of recreation	00	00	79	00	00
6.	In motivating neo-literates for savings	00	00	22	17	16
7.	In distribution of reading writing materials	00	06	68	04	07
8.	In generation the desire of competition among neo-literates	00	00	13	02	00
9.	Financial assistance	00	00	04	00	09
10.	In displaying video films	00	00	02	00	00

S* = Significant, S.D. = Standard Deviation, S.E. = Standard Error, df = Degree of Freedom

The abovementioned Table (06) shows that there is a significant difference in voting pattern of male and female centre co-ordinators on implementation / organization of activities between the mean scores of number and their frequencies related to the activities organised at the J.V.Cs. conducted by male and female co-ordinators," is rejected.

Table 07 : Table depicting analysis of votes obtained from rural and urban co-ordinators (N=200)

S.No.	Sex of the coordinators	Mean Score	S. D.	S.E.	Calculated Value of "T"	Level of Significance (At df=198)	Result
01	Female	2.00	11.86	1.66	7.61	0.01	NS*
02	Male	0.03					

NS* = Non Significant, S.D. = Standard Deviation, S.E. = Standard Error, df = Degree of Freedom.

Table 07 reveals that there is no significant difference in the votes obtained from urban and rural centre co-ordinators for implementation/organization of different activities and programmes at the centres. Therefore the hypothesis that: "there would be no significant difference between the mean scores of numbers and their frequencies related to the activities organised at the J.V.Cs. of Urban and Rural areas", is accepted.

S.No.	Area of Co-ordinators	Mean Score	S.D.	S.E.	Calculate D Value of "T"	Level of Significance (AT df=198)	Result
01)	Urban	5.31	14.58	2.04	1.66	0.05	NS*
02)	Rural	1.93					

Inferences

- (01) The training programmes related to various professions of neo-literates were least organised at the centres.
- (02) The topics health and hygiene, concept of small family and its significance, advantages of reading and writing, dowry system etc. were discussed at the most (90%) of the centres.
- (03) Cultural programmes organized at the J.V.Cs. considered mainly jokes, Bhajans, Antakshari and folk Songs.
- (04) Insufficiency of Books for teaching and learning for neo-literates

is noticed.

- (05) Books/Booklets on moral education, stories, culture, national unity, legal information, government schemes, labour education etc. had been found in insufficient numbers in the library.
- (06) Informations given through the awareness camps are found satisfactory.
- (07) Majority of the co-ordinators have motivated their neo-literates for coming to the centres by making personal contact with them.
- (08) At the J.V.Cs Guest lectures were organized on the topic of population education, family planning, pollution and balance diet.
- (09) At most (85%) of the centres, the informations available through information windows were satisfactory.
- (10) The role of Mohalla welfare committee in assisting for programme conducting of J.V.Cs. was found satisfactory, whereas the assistance of primary health centres, headmasters of schools, rural development institutions, sarpanch, Patel etc. was found least.
- (11) The Centres run by female co-ordinators were conducting educational and co-curricular activities comparatively with greater ease.
- (12) Educational and co-curricular achievements of urban co-ordinators were greater than rural counterparts.
- (13) In most of the J.V.Cs. Physical settings like light arrangement, setting mat, sitting room, containers for drinking water etc. were found to be satisfactory.
- (14) Major problem of the co-ordinators were the following :- late arrival of neo-literates, dropout among neoliterates, problems of female neo-literates, insufficiency of suitable teaching learning aids/material, non-availability of skills training programmes, non-co-operation of higher officials towards programmes etc.
- (15) Equipments / means for sports and recreation were also insufficient in numbers, even though the provided materials at the centres were also of poor quality. In addition to this the proper arrangement for substitution of perished/useless items was also lacking.

Suggestions

- (01) There should be an immense resource material for teaching learning at the J.V.Cs.

- (02) There should be adequate training courses to motivate neo-literates.
- (03) The reasons for drop-out among neo-literates should be analysed thereof and rectified.
- (04) There must be proper arrangements for training in various professional disciplines of neo-literates at definite time intervals at the centres.
- (05) Adequate material/physical facilities must be provided at the centres.
- (06) Centres must have maximum number of knowledge empowering books.
- (07) There must be proper co-ordination among all volunteers, officials of all levels.
- (08) Continuous supervision of J.V.Cs. by high rank officials must be carried out and problem of centre co-ordinators and neo-literates must be resolved amicably.
- (09) There must not be excessive external influence of Government machinery on the programme.
- (10) Adequate honorarium must be paid to the centre co-ordinators:
- (11) Cohesive congenial atmosphere must be built to get assistance of common people and elected representatives.
- (12) For successful coduction and implementating organisation of all activities and programmes at the JVCs, adequate seek assistance of implementation of all these activities should the J.V.Cs. students and teachers of secondary school (+2), college and universities training must be included as active membes, motivations and master trainers.

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Need of People's Participation in Community Education Programmes

B.K. Sahoo

The involvement of the whole community for social planning and development is one of the important factors in development of any nation. About 80% of the world population lives in the economically underdeveloped areas. Illiteracy and poverty are intertwined in Indian society and remains even after five decades of independence --- a major challenges for social development. A majority of India's population lives in rural areas and is illiterate. The population of our country had increased from 3,61,088090 in 1951 to 102,7015,247 in 2001; which is more than 3 times increase within 50 years. The sex-ratio has also come down from 946 in 1951 to 933 in 2001. The literacy rate has gone up from 18.33 in 1951 to 65.38 in 2001; but female literacy rate is still in a lower condition i.e. 8.86% in 1951 to 54.16% in 2001. When we compare it with the state of Madhya Pradesh, its Govt. has achieved only 76.80% literacy among male and 50.28% literacy among female, which is below the national average. The district - wise variation in respect of population growth, sex ratio, decadal growth in the age group 0-6 and literacy rate are given in Table No. - 1.

In our complex society which is multi-racial, multi-lingual, multi-religious and beset with innumerable problems, eradication of widespread illiteracy poses a big challenge. Only the combined efforts of all the people can meet this challenge. In fact, the entire nation should take the pledge to wipe out this referred as 'Sin and Shame' by Mahatma Gandhi at the time of our country's independence. Therefore, the mass literacy endeavour is a challenge which needs dedication, and missionary zeal. It needs to inspire creativity and innovation, to muster youth power, to secure voluntary effort and above all to ensure people's participation and their whole-hearted support.

During the past 55 years Madhya Pradesh has made vast strides of progress in the fields of education, Science, Agriculture, Medicine, Technology like other states of our country.

During the post-independence period, various committees on education, were constituted by the Government of India, which highlighted the role of creative subjects along with academic subjects, in preserving our cultural heritage and maintaining national unity and integration.

The committees on education were - viz

- (1) Mudaliar Committee
- (2) Dr. Radha Krishnan Commission
- (3) Dr. Kothari Commission
- (4) New Education Policy, 1986
- (5) Ram Murthy Review Committee 1990 (for NEP 1986)

Looking at the people's needs about the basic education and improvement of literacy rate the National Literacy Mission was launched in 1988, to impart a new sense of urgency, seriousness and emphasis on about education with fixed goals, a clear time frame and a defined target group, in a mission mode of management. Its success resed on the mobilization of social forces on the one hand, and the harnessing of technology and finding of scientific research for the benefit of the deprived sections on the other. The first breakthrough came in Kerala in Kottayam followed by Erankulam district, where the literacy campaign was initiated in 1989 and successfully completed within one year.

Madhya Pradesh, located centrally in the country is not left behind. With the help of people's participation, the state has achieved the literacy rate 64.09 in 2001 despite of all odds such as dense tribal population living in hilly areas. However, there is need to assess the Community Education Programme and people's participation for the development of society. Needless to say that this kind of study may be useful for the official working in the field of Community Education Programme and also the helpful for the researchers working in this field.

Objectives of the Study

The main objectives of the Present Paper are to study.

1. The need of Community Education Programme for development of society
2. Participation of people in the Community Education Programme

3. Major factors regarding the failure of Community Education Programme
4. To find out the factors of success of Community Education Programme

Methodology

The data has been collected both from primary and secondary sources. 120 people from two nearby villages of Piparia and Manegoan have been chosen for getting primary resources. The head of the household was selected as respondent. Both the villages are dominated with tribal population and selection of respondent was through random method. Questionnaire was framed to record the views of respondents and personal discussion was also made to realise their feeling about the objectives of the study. Primary data was used for analysis of the study. Investigations of a total sample of 120 respondents were carried out through personal contact. In case the head of the household was not available at home or had left the place for some reason; these were replaced by other respondents available in the household.

Finding

Piparia and Manegoan were the two near by villages of Jabalpur city having maximum population of scheduled tribe. These two villages are having certain typical character.

The population of Piparia and Manegoan are comparatively low i.e. 4483 and 9167; when compared to the state. Even the sex ratio and SC population are much lesser than the State average; whereas the number of scheduled tribe population much more than the State average i.e. 34.0% in Piparia and 20.4% in Manegoan; whereas in the State and Jabalpur district, this percentage is 20.3% and 15.0%. The literacy rate is quite satisfactory as compared to the state i.e. 77.5 and 85.7. The literacy rate among male is 86.7% in Piparia and 92.3% in Manegoan where as this percentage is quite low in the state i.e. 76.1%. The female literacy rate is though not satisfactory but comparatively high than the state average. The detail demographic profile is mentioned in Table No. 1.

Table No-2 shows the sex and caste characteristics of the sample respondents. About 39.17% male from Piparia and 35.83% male from

Manegoan; 10.83% female from Piparia and 14.17% female from Manegoan have been chosen for this research work. As far as caste composition is concerned, about 7.5% General caste 2.5% SC and 40% ST from the village Piparia and 10% General caste, 9.16% SC, 30.84% ST have been selected for the work. It is very clear from the sample size that males of both the village were ready to be out respondents. The table also shows that both the villages are dominated with Scheduled tribe population.

Table No. - 1

Demographic Profile 2001

State/District/Town	No. of Household	Total Population	Sex rate	SC Population		
				P	M	E
MP.	10912025	60348023	919	9155177	4804881	4350296
Jabalpur	431968	2151203	308	273953	142609	131344
Piparia	921	4483	907	472	259	213
Manegoan	1908	9167	939	474	240	234

Proportion of SC to total Population	ST Population		
	P	M	F
15.2	12233474	6195240	6038234
12.7	322890	164878	158012
10.5	1524	801	723
5.2	1867	950	917

Proportion of ST to total Population	Literacy		
	P	M	F
20.3	63.7	76.1	50.3
15.0	75.7	84.6	65.9
34.0	77.5	86.7	67.4
20.4	85.7	92.3	78.8

Table - 2

Sex and Caste of the Respondents

Sex/ cast	Response	Piparia	Percent age	Manegoan	Percent age	Total	Percentage
Sex	Male	47	39.17	43	35.83	90	75
	Female	13	10.83	17	14.17	30	25
	Total	60	50	60	50	120	100
Caste	General	09	7.5	12	10.00	21	17.50
	SC	03	2.5	11	9.16	14	11.60
	ST	48	40.00	37	30.84	85	70.84
		60	50.00	60	50.00	120	100

Table No. - 3

Literacy Level of the Respondents

Literacy Level	Piparia	%	Manegoan	%	Total	Percentage
Illiterate	42	35.00	39	32.50	81	67.50
Below Matric	13	10.83	18	15.00	31	25.83
Matric and above	5	4.17	03	2.5	08	6.67
Total	0	50.00	60	50.00	120	100

The data in the table -3 shows the distribution of respondents according to their educational level. It shows that 35% respondents from Piparia and 32.50% respondents from Manegoan are illiterate, 10.83% from Piparia and 15% from Manegoan have the qualification below matric, 4.17% from Piparia and 2.5% from Manegoan have education above the matric. Thus it may be concluded that more people from both the villages are illiterate. The table No.-4 shows the occupation of the respondents. About 3.34% and 5% respondents from Piparia and Manegoan are engaged in business. About 4.16% from Piparia and 3.34% from Manegoan are employed with Government and 42.50% respondents from Piparia and 41.66% from Manegoan are engaged in Agriculture. This clearly shows that maximum people i.e. 84.16% are engaged in the agriculture.

Table No. 4

**Occupation of the Respondents and their
views on community education Centre :**

Occupation	Piparia	%	Manegoan	%	Total	Percentage
Business	04	3.34	06	5.00	10	8.34
Government	05	4.16	04	3.34	09	7.50
Agriculture	51	42.50	50	41.66	101	84.16
Total	60	50.0	60	50.00	120	100.00

Some questions were asked to see the response about the Community Education Centre. About 31.66 per cent respondents from Piparia and 27.50 per cent respondents from Manegoan are attending Community Education Centre regularly and 28.33 percent respondents from Piparia and 25.83 percent from Manegoan are of the opinion that they are getting benefit from the centre. About 43.33 percent from Piparia and 35 percent from Manegoan are in support of the statement that women should participate in Community Education Centre. Self help group should be established in the village is supported by 44.16 percent and 42.50 percent respondents from Piparia and Manegoan respectively. About 45 percent respondents from Piparia and 45.16 percent respondents from Manegoan are in support of the statement that literacy will help overall development of the Society. The statement like women empowerment can be possible through community education centre is supported by 40 percent and 35.83 percent respondents from Piparia and Manegoan respectively.

Respondents were asked about the factors affecting the success of Community Education Centre. About 44.16 per cent from Piparia and 57 per cent from Manegoan respondent agreed that success of Community Education Centre is possible by arranging the literacy programme either by Adult Education Centre or through non-formal education centre. Provision of population education programme through literacy centre is supported by 55 percent respondents from Piparia and 48.33 percent respondents from Manegoan. People's participation in running community education centre is also supported by 48.33 per cent respondents from Piparia and 44.16 percent respondents from Manegoan. 47.50 per cent respondents from Piparia and 45 per cent respondents from Manegoan agreed that for smooth running of Community Education Centre, entertainment and cultural facilities in the

Community Education Centre, should be provided so that they can use their leisure time happily and be able to free from day to day mental tension. The respondents felt that modern technology related to their is a must; therefore 45 per cent from Piparia and 40 per cent from Manegoan agreed the provision of information development activities through community education centre should be regularly provided. About 43.33 per cent respondents from Piparia and 40.83 per cent respondents from Manegoan said that they will attend the community education centre; if it runs as per the time suitable to them because most of them are engaged in different economic activities for livelihood.

Table No. 5

**Response about the Community Education Centre
Factors of success for Community Education Centre**

S	Response	Piparia		Manegoan		Total
		Yes	No.	Yes	No	
1	Are you going early	38 (31.66)	22 (18.33)	33 (27.50)	27 (22.5)	120
2	Are you in CEC Centre	34 (28.33)	26 (21.66)	31 (25.83)	24 (24.16)	120
3	Do you agree men should in the CEC	52 (43.33)	8 (6.66)	42 (35.00)	18 (15.00)	120
4	Do you feel pup should be in the village	53 (44.16)	07 (5.83)	51 (42.50)	09 (7.50)	120
5	Do you feel will help overment of the	54 (45.00)	06 (5.00)	53 (44.16)	07 (5.84)	120
6	Do you feel empowerment through CEC	48 (40.00)	12 (10.00)	43 (35.83)	17 (14.17)	120

Table No. - 6
Success Factors of Community Education Centre

S.No.	Factors affecting success of community Education Centre	Piparia		Manegoan		Total
		Yes %	No %	Yes %	No %	
1.	Arrangement of literacy Programme	53 (44.16)	07 (5.84)	57 (47.50)	03 (2.50)	120
2.	Arrangement of population Education Programme	55 (45.83)	05 (4.17)	58 (48.33)	02 (1.67)	120
3.	Participation of People in Community Education programme	58 (48.33)	02 (1.67)	53 (44.16)	07 (5.84)	120
4.	Availability of entertainment and cultural facilities	57 (47.50)	03 (2.50)	54 (45.00)	06 (5.00)	120
5.	Provision of information about development activities through community education centre	54 (45.00)	06 (5.00)	48 (40.00)	12 (10.00)	120
6.	Suitable time for Community education centre	52 (43.33)	08 (6.67)	49 (40.83)	11 (9.17)	120

Factors of non - effectivity

Some questions were asked to find different factors responsible for non-effective functioning of Community education centres (Table No. 7). About

39.16 per cent respondent from Piparia and 35.83 per cent respondents from Manegoan supported that due to lack of time among the villagers the centre is not running smoothly. It is also stated by more than 40 per cent respondents from both the areas that the centre has not been provided with entertainment facilities. About 44.16 per cent respondents from Piparia and 42.50 per cent respondents from Manegoan supported the statement that lack of resource person for skill development is another obstacle for the success of the Community Education Centre. It has been noted that about 42.50 per cent and 38.33 per cent respondents are in support of the statement that permission to women for participation in the centre is not given by the family; which is one of the important factors responsible for non-effectivity of community education centre. More than 45 per cent respondents from both the areas are in support of the statement that lack of funds for running the Community Education Centre is the vital factor responsible for non-effectivity of Community Education Centre.

Table No. - 7
Factors Responsible for non effective of Community Education Centre

S.No.	Reason for Non effective Reason of Community Education Centre	Piparia		Manegoan		Total
		Yes %	No %	Yes %	No %	
1.	Lack of time among respondents	43 (39.16)	13 (10.83)	43 (35.83)	17 (14.17)	120
2.	Lack of entertainment facilities	49 (40.83)	11 (9.17)	52 (43.33)	08 (6.67)	120
3.	Lack of Resource person for skill development	53 (44.16)	07 (5.84)	51 (42.50)	09 (7.50)	120
4.	Permission for women's participation	51 (42.50)	09 (7.50)	46 (38.33)	14 (11.67)	120
5.	Lack of awareness and skill development programme	53 (44.16)	07 (5.84)	47 (39.16)	13 (10.83)	120
6.	Lack of funds for running the CEC Centre	55 (45.83)	05 (4.17)	54 (45.00)	06 (5.00)	120

Conclusion

It has been observed from the above analysis that the people are interested to participate in community education centres. It is felt that CE centres help only to develop the social status but also the economic and cultural aspects of the society. The success of community education centres lies on the inputs of literacy and population education programmes, people's participation, availability of entertainment and cultural facilities and suitable time to function the centres. The centres can be more effective in respect of function; if experts in the field of different income generating programmes can be invited to the centres to orient the villagers, through which economic standard can be improved. To run any programme, one needs enough money; therefore sufficient funds should be released, and monitoring is also essential for effective implementation of the Community education centre.

Suggestions

Any development programme, however, well conceived and planned, cannot bear any desired result unless it becomes a people's movement and millions of rural people in the country accept its ideology, share its making and shoulder responsibility for implementation. In short major causes of the failure of Community education programme is due to mass illiteracy, low status of female, lack of community feeling and co-operative attitudes. Therefore following steps should be taken to improve the Community education Centre.

- Accepting the philosophy of Community education as part of total education programme of the institution so that management, teachers and students are fully involved in Community Education.
- Making educational content relevant to the Community need based on the experience gained by such interaction with larger Community of people.
- Different programme such as vocational programme, equivalency programmes, income generating and, quality of life improvement programmes are required to be implemented at the centres.
- Sense of people's participation, community feeling and Co-operative attitude should be developed among the village folks.
- Bringing closer integration between all and non-formal education and out of schools learning process.

- Reaching out the larger section of adults especially the deprived groups for the purpose of equilisation of educational opportunities.

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Accelerated Female Literacy Project : An Innovative Experiment

Madan Singh

Introduction

The literacy/adult education work has been going on since a very long period in our country. Even before independence, many social welfare agencies, organizations and social activists had been working for adult education, but these efforts were on small scale and limited. After independence and adult education and literacy was included in the Five-Year-Plans. The efforts made by the central as well as State Governments for eradication of illiteracy proved ineffective in achieving the desired goal, as the non-literate population was enormous. Though percentage of literacy has been increasing because of the efforts being made by the formal and non-formal education systems, nonetheless, the non-literate population also has been increasing, which created a serious problem. The problem of illiteracy has been an impediment in the national progress. New strategies for wiping our illiteracy have been adopted. But it is a recorded fact that females have been lagging behind in literacy/

S.No.	Year of Census	Literacy Percentage		
1.	1901	05.4	09.8	00.6
2.	1911	05.9	10.6	01.1
3.	1921	07.2	12.2	01.8
4.	1931	09.5	15.6	02.9
5.	1941	16.1	24.9	07.3
6.	1951	16.7	24.9	07.9
7.	1961	24.0	34.4	13.0
8.	1971	29.5	39.5	18.7
9.	1981	36.2	46.9	24.8
10.	1991	52.2	63.9	39.4
11.	2001	64.8	75.6	54.0

education in comparison with males right from re-independence to the latest census of 2001. It is also true that the State Governments and the Government of India have been making efforts to enhance the female literacy rate in order to bring it at par with the male literacy. But it has not been possible even after 57 years of independence. The following table presents the literacy scenario from 1901 to 2001:-

Keeping the above state female literacy scenario in view, an innovative project 'Accelerated Female Literacy Project (AFLP)' was launched in October, 2002 in eight districts of Uttar Pradesh through non-governmental organizations (NGOs) on experimental basis, where the female literacy was less than 30% according to the latest census of 2001.

According to the latest census of 2001, there were 45 districts in India, which had female literacy below 30%. Out of these districts, eight districts were of U.P. A special focus project was formulated to enhance female literacy rate in the shortest period through the NGOs of the following districts in UP:-

Sl. No.	District	No. of Blocks	No. of NGOs	No. Non Literates	No. of VTs	No. of MTs	No. of KRPs
1.	Srawasti	05	04	1,36,864	6,272	305	08
2.	Balrampur	09	09	2,50,619	12,891	584	18
3.	Bahraich	14	15	3,93,385	19,391	909	30
4.	Budaun	18	17	4,80,404	24,912	1,078	34
5.	Gonda	16	16	3,98,464	21,517	943	32
6.	Rampur	06	10	2,12,806	10,485	478	20
7.	Siddharth Ng	13	11	2,97,983	13,661	699	22
8	Maharajganj	12	16	2,68,422	12,650	529	32
	Total	93	98	24,38,946	1,21,779	5,524	196

AFLP-UP

It is a pleasant surprise to note that excellent achievements of the AFLP-UP. One may wonder to note the outcomes of the AFLP-UP. Keeping in view the past history and outcomes of literacy/educational ventures, he/she may ask whether the reported achievement is believable or not.

Past Progress of Literacy

We may look back to the past progress of literacy of India after independence, which is as under:-

Year	Literacy Rate (in percentage)	Increase in Literacy (in percentage)	Increase in number of non- literate (in percentage)
1951	16.7	-	30.0
1961	24.0	+ 7.3	33.4
1971	29.5	+ 5.5	38.7
1981	36.2	+ 6.7	43.8
1991	52.2	+ 15.9	48.0
2001	64.2	+ 12.7	34.0

How many years will it take to make India fully literate?

Promises made and Projects Launched in the past

Some promises made and projects launched in the past may be noted:-

1. All the children upto the age of 14 years will be brought in the main stream of education within ten years, e.g., upto 1960 as per Directive Principles of our constitution.

- We could not fulfill our commitment of ten years even in fifty years.

2. Mass programme Functional Literacy (MPFL) was launched on 1st May 1986 with the commitment to wipe out illiteracy from our country through "Each One: Teach One (EOTO)" within three years, i.e., upto 1989. We could not achieve the desired target till date.

Operational Strategy Adopted under the AFLP-U.P

The following operational strategy was adopted under the AFLP

The partner-NGOs, which were already serving in those districts, were informed and invited through open and wide publicity for this project. In all, 143 NGOs came forward and applied for acting as partners in this project. Only 98 NGOs were found capable and suitable by the National Literacy Mission Authority (NLMA), Government of India

to act as partners under the guidance & over-all supervision of the State Resource Centre (SRC), UP, which was made nodal agency for this project.

- An intensive door-to-door survey was conducted by the partner-NGOs to identify the beneficiaries and functionaries for the AFLP on the one hand and to make the environment congenial and favourable on the other hand.
- The AFLP was launched on the Total Literacy Campaign (TLC) pattern, i.e., area specific, time-bound, cost-effective, outcome-oriented and volunteer-based. But one thing was notable that the Zila Saksharta Samities (ZSSs) of the concerned districts were not associated with this project.
- All Key Resource Persons (KRPs) were trained by the State Resource Centre (SRC), U.P. directly through residential participatory training programmes of five days duration each at the campus of SRC, UP, Lucknow. No relaxation was allowed to anyone. Each and every Secretary of the partner-NGO had to attend these residential participatory training programmes without fail.
- All the teaching learning materials for the adult learners and training materials for the functionaries were developed, brought out and supplied to the AFLP by the SRC, UP.
- All the monthly monitoring meetings (MMMs) were convened and conducted by the SRC, U.P. at its campus.
- The training schedules of five days duration for training of Master Trainers (MTs) and Volunteers Teachers (VTs) were developed.

Sl.No.	District	Female Literacy Rate (according to 2001 census)	AFLP Results (in%)	Increase in Literacy (in%)
1.	Srawasti	18.75	56.14	+ 37.39
2.	Balrampur	21.58	56.51	+ 34.93
3.	Bahraich	23.27	69.95	+ 46.68
4.	Budaun	25.53	80.51	+ 54.98
5.	Gonda	27.29	66.83	+ 39.54
6.	Rampur	27.87	79.92	+ 52.02
7.	Siddharth Nagar	28.35	70.83	+ 42.48
8.	Maharajganj	28.65	70.32	+ 41.67

prepared and discussed in the KRPs training programmes. The MTs were trained by the KRPs and the VTs by the SRC, UP.

All the Secretaries of the partner-NGOs had to attend the MMMs at previously planned date and time, i.e., 10th of every month without fail.

Implementation of the AFLP : UP

Keeping the above in view, the AFLP was launched in eight following districts (where female literacy had been less than 30%) in October, 2002 and completed its mission in August, 2003 within a year:-

The average literacy percentage of the AFLP districts was 68.87%.

Monitoring and Evaluation of AFLP : UP

The monitoring and evaluation was made a learning activity, which was regularly done with the help of 9 tests (9Ts) of all three primers by eight coordinating SRCs. The final evaluation was conducted by the National Sample Survey Organisation (NSSO) and the Planning Commission, Govt. of India with the help of SRCs of U.P., Delhi, Rajasthan, Indore, Bhopal, Haryana, Gujarat & Deharadun. The cherished goal could be achieved, because there was:-

Sincerity in Commitment at all stages right from:-

- Planning stage.
- Implementation stage.
- Monitoring and Supervision stage
- Reporting and Evaluation stage.

Constant vigilance in taking corrective measures on the basis of past experiences, such as:-

- Honesty in selection of genuine, competent, suitable and willing NGOs.
- Effective, practical and regular trainings of all concerned functionaries in every month particularly of grass root workers i.e., VTs.
- Timely availability of teaching-learning materials to the learners.

- Optimum utilization of projected and non-projected aids for Environment Building (DB) for constant motivation of functionaries and beneficiaries.

Honest and accurate reporting by the functionaries in every MMM at all stages.

Active involvement of the Panchayati Raj Institution (PRI) functionaries and community in the project.

Due recognition to the grass-root workers i.e., VTs (31 VTs) and NGOs (three NGOs), which delivered above 90% results in their service areas, was given by the Department of Elementary Education, Govt. of India at the national level at the Vigyan Bhawan in New Delhi on IILD -8th September, 2003.

Problems and Difficulties

Our country could not achieve hundred percent literacy/education during the past fifty five years primarily because it laid emphasis mainly on the formal system of education and ignored the non-formal system of education (or out of school education system or adult education), which is equally important system of education.

It has been rightly said - 'Better late than never'. We should learn from the past experiences. There were many problems and difficulties, which had been and are still hindering the progress of Adult Education (AE) including literacy in our country. Some of the major problems and difficulties are state below:-

- Due importance and required approval had not been accorded to the AE system at par with the formal education system.
- Lack of "Political Will" AE programmes.
- Inadequate and irregular provision of financial resources hindered the progress of AE.
- Lack of systematic planning and proper administrative structure of streamline, guide, monitor and evaluate AE work.
- Lack of promotional avenues for AE functionaries.
- Dearth of professional and qualified AE workers.
- Lack of 'Research and Development' in the AE system.
- Lack of coordination and inter-linkages with the on-going developmental programmes.

- Lack of effective structure to sustain and enhance the acquired literacy by the neo-literate through planned post literacy (PL) and Continuing Education (CE) programmes.
- Inadequate arrangements/facilities for effective training of AE workers particularly field functionaries.
- Less emphasis on making Panchayati Raj Institutions (PRIs) accountable for executing AE programmes.
- Indifference in making Non-Governmental Organisations (NGOs) active partners for running AE programmes.
- Indifference in making Non-Government Organisations (NGOs) active partners for running AE programmes.
- Lack of active role of the mass media for strengthening AE programmes.
- Lack of conviction of the people that literacy is a potential and effective tool of empowerment.

Measures Required

Broadly speaking, there are two systems of imparting education – firstly, formal system of education; and secondly, non-formal system of education or out-of-school education system or adult education. The second system of education (i.e. education of the adults) affects the first system of education to a great extent.

Therefore, in order to achieve the desired success in literacy/education, the following measures are required to be taken:-

- Publicity of the proposed programme.
- Strong 'political Will' should be generated to make AE a regular system of education based on the needs, interests and problems (NIPs) of the participants.
- Identification and selection of genuine, competent and willing NGOs.
- Priority should be accorded to those local dependable NGOs, which are serving in the adopted areas.
- The selected NGOs should be made real partners in the implementation of the project. Adequate autonomy should be given to the NGOs in their functioning. No red-tapism should be applied with the NGOs.
- Planning the entire project right from survey to evaluation be done in close cooperation with the partner NGOs.
- Release of sanctioned budget on time.

Participatory and practical training of all workers particularly field functionaries be given. All training programmes should be started and conducted only after making training materials available to the trainees.

Trainings should not be one-time activity. There should be regular refresher training programmes for all the functionaries on the planned dates and time.

There should be regular arrangements for development and preparation of:

1. Attractive and suitable teaching – learning materials based on the decentralized curricula of the adult participants; and
2. Effective training (orientation as well a refresher) of AE workers based on their decentralized curricula.

Teaching and learning materials should be made available at the learning centers just after trainings on time.

Constant guidance and supervision of the on-going work be ensured. Customary inspection should be discouraged.

Mass media should play positive and active role in highlighting the attainments of the AE system.

Special emphasis should be given to benefit the disadvantaged sections scheduled castes, scheduled tribes, women and other persons below the poverty line through AE system.

The Panchayati Raj Institutions (PRIs) should be assigned the responsibility to plan, execute and monitor the AE programmes in their areas.

High priority should be accorded for 'Research and Development' (R&D)' in the AE system.

Regular monitoring and recurring assessment system should be ensured, so that the functionaries could keep on removing their shortcomings and weaknesses wherever they feel so.

Systematic and participatory evaluation of the work and workers be done in a friendly atmosphere.

Recognition and credit should be given to the connected functionaries of the project.

All developmental departments, philanthropic individuals and media should be actively involved in the project.

System of promotional avenues should be developed for AE workers on their performance and achievements.

Follow up services should be initiated immediately without gap so that willing learners/participants may opt for further/higher learning.

Epilogue

The literacy percentage of the females of the above stated eight adopted districts was enhanced three times according to prescribed national literacy norms. It was laudable and excellent achievement in the field of literacy education. This educational venture was completed within a year. But this could be feasible only because of the sincerity of the partner-NGOs, which were committed to achieve this challenging goal.

Such educational ventures can be replicated in other districts of various States for enhancing the literacy percentage, if the genuine, competent and willing NGOs are identified honestly to take up this challenging task. The partner-NGOs should be given intensive participatory training, making available timely teaching-learning materials, providing constant guidance and regular monitoring. The Govt. should provide the sanctioned budget on time. The partner NGOs should be accorded due recognition and appreciation for their good performance. The sooner it is done the better it would be.

Summing Up

The AFLP-UP had achieved excellent achievements in terms of literacy outcomes. This Experiment may be replicated in other districts of India, where female literacy is less.

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A GLOBAL APPROACH TO WOMEN EMPOWERMENT :

Shouts and Murmurs

A. Sundararajan

There is an oft-quoted dichotomy on gender-bender :

“Half the world does not know what the other half does”. It has different connotations. Obviously one half of the world constitute women, who are screened from knowing what the other half -- men folk -- does. This age-old diverse social dichotomy seems to have been resolved by the Women's movement around the world.

Women's movement, spread out worldwide largely from in the United States, seeking equal rights and opportunities for women in their economic activities, their personal lives and politics.

It is recognised as the “Second Wave” of the larger feminine movement. While the first-wave feminism of the 19th and early 20th centuries focused on women's legal rights, such as the right to vote, the second-wave feminism of the “women's movement” peaked in the 1960s and 1970s and touched on every area of women's endeavour — including family, sexuality, and work*.

* Women were excluded from voting in ancient Greece and Republic Rome, as well as in those few democracies that had emerged in Europe by the end of the 18th Century. And when the franchise was widened, as it was in the United Kingdom in 1832, women continued to be denied all voting rights.

World War I and its aftermath speeded up the enfranchisement of women in countries of Europe and elsewhere. In the period 1914-39, women in 28 additional countries acquired either equal voting rights with men or the right to vote in national elections. These countries include the United States (1920), Soviet Russia (1917) and the Great Britain (1918 and 1928).

Immediately after World War II, France, Italy, Romania, Yugoslavia and China had been added to the group. Full suffrage for women was introduced in India by the constitution in 1949. In another decade the total has reached more than 100.

The United Nations Convention on the Political Rights of Women, adopted in 1952 provided that “women shall be entitled to vote in all elections on equal terms with men, without any discrimination”.

Historically, the United States and UK provide characteristic examples of the struggle for women suffrage in the 19th and 20th Century. From the founding of the United States, women were almost universally excluded from voting. The movement for public suffrage started in the early 19th century during the agitation against slavery. Such women as Lucretia Mott showed a keen interest in the anti-slavery movement and proved to be admirable speakers. When Elizabeth Cady Stanton joined the anti-slavery forces, she and Mott decided that the rights of women as well as those of black slaves, needed redress. In 1848, they issued a call for a convention to discuss the issue of women's rights. This convention met in Stanton's hometown, Seneca Falls, New York on July 19-20, 1848 and issued a declaration that called for women suffrage and for the right of women to educational and employment opportunities.

Other woman suffrage conventions were held as the movement gained its first mass strength, the American Civil War (1861-65). World War I and the major role played in it by women in various capacities broke down the remaining opposition to women suffrage in the United States and elsewhere.

In the aftermath of World War II, the lives of women in developed countries changed dramatically. Household technology eased the burdens of homemaking; life expectancies increased significantly; and the growth of the service sector opened up thousands of jobs not dependent on physical strength. Despite these socio-economic transformations, cultural attitudes (especially concerning women's work) and legal precedents still reinforced sexual inequalities. A hint of the desire for change appeared in Simone de Beauvoir's *Le Deuxieme Sexe* (1949; *The Second Sex*). It became a worldwide bestseller and raised feminist consciousness by stressing that liberation for women was liberation for men too.

The first public indication that change was imminent came with women's reaction to the 1963 publication of Betty Friedan's *The Feminine Mystique*. Friedan spoke of the problem that "lay buried, unspoken" in the minds of the suburban housewife: utter boredom and lack of fulfillment. Women who had been told that they had it all — nice houses, lovely children, responsible husbands — were deadened by domesticity, she said, and they were too socially conditioned to recognize their own desperation. *The Feminine Mystique* was an immediate best-seller. Friedan had struck a chord.

Initially women energized by Friedan's book joined with government leaders and union representatives who had been lobbying the federal government for equal pay and for protection against employment discrimination. By June 1966 they had concluded that polite requests were insufficient. They would need their own national pressure group — a women's equivalent of the National Association for the Advancement of Coloured People. With this, the National Organization for Women (NOW) was born.

The organization was not an instant success. By the end of its second year, NOW had just 1,035 members and was racked by ideological divisions. When the group tried to write a Bill of Rights for Women, it found consensus on six measures essential to ensuring women's equality: enforcement of laws banning employment discrimination; maternity leave rights; child-care centres that could enable mothers to work; tax deductions for child-care expenses; equal and unsegregated education; and equal job training opportunities for poor women.

Two other measures stirred enormous controversy: one demanded immediate passage of the Equal Rights Amendment (ERA) to the U.S.

Constitution (to ensure equality of rights regardless of sex); the other demanded the liberalization of contraception and abortion.

Then NOW threw its support behind passage of the ERA, the United Auto Workers union---which had been providing NOW with office space---withdrew its support, because the ERA would prohibit protective labour legislation for women. When some NOW members called for repeal of all abortion laws, other members left the fledgling organization, convinced that this latest action would undermine their struggles against economic and legal discrimination.

NOW's membership was also siphoned off from the left. Impatient with a top-heavy, traditional organization, activists in New York City, where half of NOW's membership was located, walked out. Over the next two years, as NOW struggled to establish itself as a national organization, more radical women's groups were formed by female antiwar, civil rights, and leftist activists who had grown disgusted by the New Left's refusal to address women's concerns. Ironically, sexist attitudes had pervaded 1960s radical politics with some women being exploited or treated unequally within those movements. In 1964, for example when a woman's resolution was brought up at a Student Nonviolent Coordination Committee (SNCC) conference, Stokely Carmichael flippantly cut off all debate: "The only position for women in SNCC is prone"

While NOW focused on issues of women rights, the more radical groups pursued broader themes of women's liberation, though they lacked the kind of coherent national structure NOW had formed, the more radical women's liberation groups --- as opposed to women's rights groups --- sprang up in Chicago, Toronto, Seattle, Detroit, and elsewhere. Suddenly, the women liberation movement was everywhere -- and nowhere. It had no officers, no mailing address, no printed agenda. What it did have was attitude. In September 1968, activists converged on Atlantic City, New Jersey, to protest the image of manhood conveyed by the Miss America pageant. In February 1969, one of the most radical feminist groups, the Redstockings, published its principles as "The Bitch Manifesto." Based in New York City, the Redstockings penned the movement's first analysis of the politics of housework, held the first public speak-out on abortion, and helped develop the concept of "consciousness-raising," groups -- rap sessions to unravel how sexism might have coloured their lives. The redstockings also held speak-outs on rape to focus national attention on the problem of violence

against women.

Responding to these diverse interests, NOW called the Congress to Unite Women, which drew more than 500 feminists to New York City in November 1969. The meeting was meant to establish common ground between the radical and moderate wings of the women's movement, but it was an impossible task. Well-dressed professionals convinced that women needed to reason with men could not unite with wild-haired radicals whose New Left experience had soured them on polite discourse with "the enemy." NOW's leadership seemed more comfortable lobbying politicians in Washington or corresponding with NASA about the exclusion of women from the astronaut programme, while the young upstarts preferred disrupting legislative committee hearings. NOW leaders were looking for reform; the more radical women were plotting a revolution.

Shouts and Murmurs

Despite such dissension in its leadership and ranks, the women's movement achieved much in a short period of time. With the eventual backing of the Equal Employment Opportunity Commission (1965), women gained access to jobs in every corner of the U.S. economy, and employers with long histories of discrimination were required to provide timetables for increasing the number of women in their workforces. Divorce laws were liberalized; employers were barred from firing pregnant women; and women's studies programmes were created in colleges and universities. Record numbers of women ran for — and started winning — political office. In 1972 Congress passed Title IX of the Higher Education Act, which prohibited discrimination on the basis of sex in any educational programme receiving federal funds and thereby forced all-male schools to open their doors to women and athletic programmes to sponsor and finance female sports teams. And in 1973, in its controversial ruling on *Roe v. Wade*, the United States Supreme Court legalized abortion.

Political movements, however, rarely last more than a decade, and the dwindling of the women's movement was hastened by NOW's singular focus on the passage of the Equal Rights Amendment. Led by women such as Bella Abzug, Betty Friedan, and Gloria Steinem, the ERA passed Congress in 1972. But its ratification by the states became a rolling point for the backlash against feminism. Anti-feminists such as Phyllis Schlafly organized a crusade against the amendment, warning — correctly or not — that it would,

among other things, invalidate state sodomy laws, outlaw single-sex bathrooms in public places, legalize same-sex marriage, and make taxpayer-funded abortion a constitutional right. Needing 38 states to ratify within 10 years of its passage by Congress, the amendment fell three states short.

The failure of the ERA was followed by the gradual demise of organized, often bellicose activity by masses of women in the United States. Moreover, there was a growing national sense that the core goals of the women's movement had been achieved. NOW continued to work for women's rights into the new millennium — to defend abortion rights (a cause made more prominent by the National Abortion Rights Action League) and sexual harassment laws, to promote full equality in the military (including combat duty), and to secure greater federal funding for child-care and for programmes to prevent violence against women. But despite NOW's growth, both in budget and in membership, its activism became fragmented and fraught with dissension.

On college campuses, feminists argued among themselves and against their colleagues over such questions as whether male professors involved in consensual relationships with female students were guilty of "sexual harassment." They debated the validity of women's studies as an academic major. The role of women in the armed forces became a point of contention as some hoisted the standard of equality, while others protested that mothers should not be sent off to war.

By the 1990s a movement that was once defined by its radical pitch had taken on new tones — some of them conservative. The divide over abortion continued to alienate many women, such as the Feminists for Life, who believed fervently in women's rights, but disagreed with the mainstream movement's position on abortion. That divide deepened when, in 1998, Norma Mc Corvey, the plaintiff in *Roe v. Wade*, declared her opposition to abortion on demand.

Eventually, a backlash cast doubt on many of the social and economic achievements fostered by the women's movement. Faced with increasing numbers of single mothers and older divorced women living in poverty, many Americans began to wonder whether no-fault divorce and the end of most alimony had, in fact, served women's best interests. With a growing number of young children spending their early years in institutional day-care, debates erupted over whether women were abdicating their maternal responsibilities

and whether federal policies that gave tax breaks to working mothers were encouraging a further deterioration of the family unit. Feminists were — further targeted as the primary culprits behind the many by-products of the sexual revolution, from the increased rate of teenage pregnancy to the spread of AIDS. Ironically, however, many of the purveyors of those opinions were women who had achieved prominent status — thanks to the gains of the women's movement.

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Globalization and Extension in Higher Education

J.P. Dubey

Abstract

Globalization means different things to different people and are conditioned with the context. Developments in international trade were accelerated during the last two decades due to favorable political and ideological environment, which paved the way for a rapid absorption of technological innovations (from science to the people to science for the changes in mode (and volume of production). Jacques Hallack (1998) views 'globalization' is a 'state of much freer trade in goods and services combined with free capital movements made at the places even unknown to its users.' These changes led to the transition of international trade to global economy and with global economy becoming supra-national, it entails varied changes. From these economic expansionist goals of some nations/states/ corporations, there arose a phenomenon of globalisation. The developmental pattern of from 'individual to universal' began to be replaced by 'universal to individual.'

Extension in higher education, as an intervention education programme, and also as an effort to open up the universities towards the immediate problem faced by the community, could gain ground only in 1977, when University Grants Commission visualized 'extension' as the third function of the system equal in importance to teaching and research in its Policy frame. Extension in Higher education is intended, not only to open the gate to the aspiring people other than the regular students, but also to provide a forum where university community, through a need assessment and experiential approach, effects changes in its curriculum and instruction in the light of changes in technology and the need of the society. Extension operates through a series of activities like Adult Education, Continuing Education, Population education, Legal Literacy, Science for People, Policy Advocacy, etc., in higher education.

The effect of globalization on extension is bound to be enormous, as both of these events are operating in a dynamic system. Extension can be modified accordingly or resisted as such. Both the strategies of modifying the adult education in tune with the globalization or resisting the globalization to save adult education and extension, seeks for a proper analysis and development of suitable strategies to cope with the fast changing technology, economy and knowledge. The institution's of higher education may find the clash of interest in other areas of pursuit of knowledge of a low magnitude but in the case of extension it is not so. With a certain degree of autonomy and huge intellectual resource higher education institute's need to regroup their efforts in either case so that adult education as a field of study and practice does not meet a fate of extinction, and a new function of extension, and a new

function of extension acquired by universities along with teaching and research, to meet its social responsibility does not get relegated to the background with the rapid changes let loose by globalization.

All social, economic or political institutions evolve and exist in a system, and not in a vacuum, so these cannot be immune to changes in the large environment. Hence, developing a response system, to both the processes of a dominant discourse as well as an objective entity is imperative upon the extension mechanism in higher education. The long cherished goals of extension as an intervention programme of education and services to help the marginalized and vulnerable in such a way that the concept of Education for all both in terms of equity and equality are achieved. The Universities has a major role to play in this process of either resisting or modifying the process in such a way that the fundamentals of adult education both as a field of study and practice is not rendered worthless in the era fierce competition and economic control.

Paper

Globalization means different things to different people and is conditioned by the context. Developments in international trade were accelerated during the last two decades due to favourable political and ideological environment, which paved the way for a rapid absorption of technological innovations (from science to the people to science for the changes in mode and volume of production). Jacques Hallack (1998) views 'globalization' is a "state of much freer trade in goods and services combined with free capital movements made at the places even to global economy and with global economy becoming supra-national, it entails varied changes. From these economic expansionist goals of some nations/states/corporations, there arose a phenomenon of globalization. The developmental pattern individual to universal' began to be replaced by 'universal to individual'.

Extension in higher education, as an intervention education programme, and also as an effort to open up the universities towards the immediate problem faced by the community, could gain ground only in 1977, when University Grants Commission visualized in its Policy Frame extension' as the third function of the system equal in importance to teaching and research. Extension in Higher Education is intended, not only to open the gate to aspiring people other than regular students, but also to provide a forum where university community, through a need assessment and experiential approach could effects changes in its curriculum and instruction in the light of changes in technology and the need of the society. Extension operates through a series of activities like Adult Education, Continuing Education, Population education, Legal Literacy, Science for People, Policy Advocacy, etc., in higher education.

The 'Education for All', goal as an agreed principle and objective of several countries, signifies a 'global concern' which seeks for global action. It can be argued

that an international plan and strategy is inbuilt in this concern. This paves the way for acceptance of globalization as a process intimately related to education built in a convoluted manner. Herbert Heinzen argues that globalization does not exclude the local action. To him the question of stopping, avoiding and rejecting is over. To influencing (joining willingly or forced to) it in such a manner that the basis of Adult Education (from imparting literacy to professional up gradation at various stages of life) and the process of its consolidation as a field of study and practice (T K V Subramanian, 2001) is respected and restored is advisable and practical.

The debate pertaining to globalization and its implication has generated enough literature in the major disciplines of social sciences. As far as Adult Education is concerned it is still in a formative stage (Tony Brown, 1998). The term differs in meaning and use to different students. To Harris(1996) it is portentous and vague. The lack of clarity in its meaning and use in all all-encompassing manner renders it practically useless for the purpose of understanding its dynamics of economic, political, and educational and othr changes. To Edwards and Usher (1996), it signified global unity while simultaneously being characterized by diversification. In that frame, it incorporates both homogeneity as well as heterogeneity.

It's vagueness (Tony Brown, 1998) lies both in its meaning and use : firstly, as a set of phenomenon (the transfer of money around the world, the development of information technology, international production, increased tourism and the decline of nation state), secondly, as a discourse, one which constructs an acceptance of globalization as being inevitable and irreversible, and thirdly, it being treated as an objective entity. If knowledge is power (Michel Foucault, 1980) the development is fundamentally about mapping and making, about the spatial reach of power and the control and management of other people, territories, environment and place (Jonathan Crush, 1995). The globalization strengthens both it's discursiveness as well as its objectivity with the help of it's phenomenal impact on global economy. The process of understanding the impact of globalization on Adult Extension Education would not be a simple one. The reason being the dominant discursive nature (inevitable and irreversible) of globalization and the camouflage way it is likely to affect culture pedagogy and androgogy. One way to look at it is to see what extension (adult education and other extension programme) has had as short-term and long-term goal to achieve and strategies adopted consequently. Adult education as Malcolm Knowles (1984, 1990) and other students of Adult Education perceived is based on certain approaches like:

1. Self-concept – as a person matures his self-concept moves from on of being a dependent personality toward one of being a self-directed human being.
2. Experience – As a person matures he accumulates a growing reservoir of experience that becomes an increasing resource for learning.

3. Readiness to learn – As a person matures his readiness to learn becomes oriented increasingly to the developmental tasks of the social roles.
4. Orientation to learning – As a person matures his time perspective changes from one of the postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one subject-centredness to one of problem centredness.
5. Motivation to learn – As a person matures the motivation to learn is internal.
6. Problem centredness (utilitarian) Tennant 1988 and problem solving.
7. Organised behavior, conscientisation and praxis (Paulo Friere).

The Hamburg declarations at the Fifth World Conference on Adult Education (1993) enunciated ten themes which among others include: ensuring the universal right to literacy and basic education, improving the condition and quality of adult learning, focus on the learning, media and culture etc. The need of a global concerted effort is universally recognized and requires a global coalition. To fulfill these priorities there could be two strategies before the extension system of higher education: one is to accept the discourse that globalization is inevitable and irreversible and amend the approach and philosophy of adult education and allow it to be governed by the rule of law of competitiveness and economic forces and divorcing it for its time tested approach of being a programme of intervention from helping the marginalized and vulnerable groups and second is to appreciate its implication on various development communication and adult extension education and resist its envelopment of nations/states/people grappling with poverty, vulnerability and prevent further marginalisation of such group.

Since the first strategy clearly suggests to follow the course of globalization and to effect changes in the programme of adult education in the light of recent technological innovations and surplus capital available to be invested in the programme of adult education with the free flow of capital and services the possibility of improving the condition and quality of adult learning is certainly high. This may also help in creating a system of better training vis-à-vis changing world of work. This process can be accelerated because of the compression of time and space (a globalization affect). The effect adult education has begun to experience due to globalization on the training and continuing education is immense.

The second strategy envisions appreciation of the impact of globalization on adult education correctly and adopts ways to resist its moral and does not further marginalize the vulnerable and passive nation/state or group. Because with the increase flow of capital the private initiative are on rise and progressive withdrawal of state funding to the programmes of even basic nature of providing basic literacy and basic health are in of being displayed by such education and health facilities which

are meant for chosen few. No resisting it would amount to not appreciating the differences in ability to grow, acquire wealth, power; control (knowledge) varies with the nation. Participation of such people, such people, state, nations, in the globalized development would, again be like a fringe benefit extended as a concession from transnational corporations (earlier governments). Planning for self, system of dialogue, would all be a victim of a centralized, all-powerful globalization phenomenon.

This involves the proper recognition of the fact that university based institutions need to focus their efforts on preparing its clientele that is the university and college students and other extension community to meet the modern manpower requirement created by the globalization. This cannot be done in isolation and calls for a three way interface of; university-industry; university-community, and university support agencies. Since the progressive withdrawal of support to extension and training is quite evident and there is a lot more uncertainties it is all the more important, in order to strengthen the extension movement the newer and much needed concepts and services are invented and incorporated in the programme and activities of these centers and departments.

From universal to particular means the scope of adult education of inculcating the organised behavior, equipping the adults with power to judge and discriminate, looking for a relevance in the content and context, would be reduced to concept only as the delivery of content and developmental paradigm designed by others and not the learner which may not be rooted in his/her immediate environment. Adult education may not find it easy to compete with the training needs and provision available in the fast changing development world. With meanings of economising, progressive withdrawal of state funding and private capital-inflow adult education may find its relevance sliding, power to experiment, innovate being replaced by implementation and replication of the content (already decided) and as modifier of the context (as suitable to the global concern) and a tool in the process of homogenisation.

Both the strategies of modifying the adult education in tune with globalization or resisting the globalization to save adult education and extension, seeks for a proper analysis and development of suitable strategies to cope with the fast changing technology economy and knowledge. The institution's of higher education may find the clash of interest in other areas of pursuit of knowledge of a low magnitude but in the case of extension it is not so. With a certain degree of autonomy and huge intellectual resource higher education institute needs to regroup their efforts in either case so that the adult education as field of study and practice does not meet a fate extinction and a new function of extension acquired by universities alongwith teaching and research, to meet its social responsibility does not get regulated to background with the fast changes let loose by the globalization.

All social, economic or political institutions evolve and exist in a system, and not a vacuum, so there can not be immune to changes in the larger environment.

Hence developing a response system, to both the processes of a dominant discourse as well as an objective entity is imperative upon the extension mechanism in higher education. The long cherished goals of extension as an intervention programme of education and services to help the marginalised and vulnerable in such a way what the concept of education for all: both in terms of equity and equality is achieved. The Universities has a major role to play in this process of either resisting or modifying the process in such a way that the fundamentals of adult education both as a field of study and field of practice is not rendered worthless in the era fierce competition and economic control.

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