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

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INDIAN JOURNAL OF ADULT EDUCATION

Editor's Note

ARTICLES

An attempt has been made in this issue to focus on the crucial theme of WOMEN'S LITERACY. In is evident that there are many researchers in the field of adult literacy who are actively looking at the success or otherwise of programmes of female literacy. The studies included in this issue clearly demonstrate the scientific rigour with which the researchers have examined the various topics. This trend augers well for the future of women's literacy programmes.

Nine of the eleven articles deal with different facets of women's literacy – literacy and economic development, literacy and health, literacy and empowerment, literacy and continuing education, literacy volunteers, women's self-help groups, NGOs and women's literacy programmes, information level of adult women, and so on. The studies come from various states and, therefore, provide a representative overview of the status of women's literacy in India.

Women's literacy is critical and central to the task of achieving universal literacy. Unless female literacy rates are congruent with the male literacy rates, there can be no universal literacy.

According to the census figures, literacy rates in India have risen from 18.33 in 1951 to 64.84 in 2001, an increase of 47.05 percent in 50 years – less than 10 percent per decade. But more worrying is the fact that female literacy has continued to be more than 20 percentage points less than male literacy – the differential in 1951 was 18.30, from then on it has risen every decade to touch 26.62 in 1981. In 2001 it stands at 21.69 percent. It is clear that unless this gap is closed, even when male literacy reaches the unlikely figure of 100 percent, female literacy will be 80 percent, bringing the total down to 90 percent. In the Philippines (95.4) the male:female differential is a mere 0.3 percent, in South Korea (97.8) it is 2.8 percent, and in Thailand (95.6) it is 3.2 percent.

Until female literacy becomes socially acceptable, women will continue to lag behind. The truth is that only when a woman becomes literate, education becomes a family priority, leading to economic development within the family. National development hinges on education of women.

C.J. Daswani

Identification of Enterprises for Women in Rural Settings

Mandeep Sharma
Ranbir Randhawa
Majit Kaur

Women are an important segment of society who shoulder multifarious responsibilities in their homes such as management of home, proper care of childredn and taking care of food requirements of the family. In villages women play a much more important role, not only in managing the home but also taking care of livestock and farming. Despite women's tremendous contribution in the family, she is deprived of economic independence. To enhance her economic status she needs to opt for some self-employment activities, which is turn supplement her family income as well as give her economic security.

Entrepreneurship is an important ingredient of economic development and is a must for socio-economic upliftment of rural women. Further, a self-employed entrepreneur creates not only employment of one-self but also creates employment opportunities for others. To bring rural women in the mainstream of entrepreneurship development, an investigation was planned with an objective "to identify the various enterprises suitable for rural women".

Methodology

The study was conducted in the Ludhiana district of Punjab. Two blocks were purposively selected for the study. From each of the selected blocks two villages were randomly selected. A preliminary survey was conducted in the selected villages to identify those rural women evincing interest in self employment. Accordingly, separate lists of interested rural women within the age group of 25-24 years were prepared in the four selected villages. Fifty respondents were then randomly selected from each of the prepared lists, thus, comprising a sample of 200 rural women. The data were collected through personal interviews.

Findings

In order to know the suitability of various enterprises in rural situations

an exhaustive list consisting of 45 agricultural and home based enterprise
was presented to the respondents, out of which 40 enterprises were labele
as suitable enterprises in rural situation by the respondents.

Table I

Distribution of respondents with respect to identification agricultural based enterprise suitable in rural conditions

Multiple respons

S.No.	Category of enterprises	Ludhiana Block (n1= 100)	Samrala Block N2=100	Total N=200
1.	Dairy farming	85 (85)	79 (79)	164(82)
2.	Poultry farming	35(35)	29(29)	64(32)
3.	Bee Keeping	32(32)	29(29)	61(30.5)
4.	Fruit and Vegetable grouwing	26(26)	24(24)	50(25)
5.	Mushroom cultivation	25(25)	22(22)	47(23.5)
6.	Plant nursery inclusive of ornamental plants	20(20)	19(19)	39(19.5)
7.	Flower cultivation	19(19)	12(12)	31(15.5)
8.	Fish farming	15(15)	12(12)	27(13.5)
9.	Seed production	10(10)	8(8)	18(9)
10.	Piggery	18(18)	14(14)	32(16)
11.	Rabbitary	18(18)	16(16)	32(17)
12	Atta Chakki	7(7)	6(6)	13(6.5)

Figures in parentheses show percentages

From among the category of agricultural based enterprises 'dairy farmi
was considered as the most suitable enterprise by 82 per cent of
respondents in both the blocks. The next suitable enterprises as listed
the respondents were 'poultry farming', 'beekeeping' and 'fruit and vegeta
growing'. The percentages in this respect were 32, 30.5 and 25, respectiv
(Table I). These findings are supported by the study conducted by Sen a
Jhansi (1990), Nanvathy (1992) and Gazi (1997) who reported dairyir
animal husbandry, fisheries, sericulture, poultry and piggery as suita
enterprises for the rural women.

With regard to home based enterprises 76.5 per cent of the respondents expressed that 'stitching boutiques/quilting' was a suitable enterprise which could be undertaken by rural women in their local situations. About one third of the respondents in both the blocks considered 'jam/jellies/juices/ marmalades making', 'sevian making', 'masala making' and 'bakery' as suitable enterprises for rural women. A negligible percentage of the

Table 2

Distribution of respondents with respect to identification of home based enterprises suitable in rural conditions

S. No.	Category of enterprises	Lundhiana Block N1=100)	Samrala block (n2=100)	Total N=200)
1.	Stitching boutiques/Quilting	82(82)	71(71)	153(76.5)
2.	Embroidery/crocheting	80(80)	70(70)	150(75)
3.	Soft toys making	41(41)	27(27)	68(34)
4.	Knitting	35(35)	50(50)	85(42.5)
5.	Making of dari/khes	45(45)	30(30)	75(37.5)
6.	Shawl making	19(19)	10(10)	29(14.5)
7.	Dyeing	18(18)	8(8)	26(13)
8.	Rope making	10(10)	16(16)	26(13)
9.	Caning of chairs/cots	9(9)	6(6)	15(7.5)
10.	Soap/detergent making	41(41)	47(47)	88(44)
11.	Making of decorative utility articles (pots, painting, etc.)	48(48)	56(56)	104(52)
12.	Making of leather goods	2(2)	2(2)	4(2)
13.	Candle making	2(2)	0(0)	2(1)
14.	Bakery	25(25)	16(16)	41(20.5)
15.	Ghee/Khoya making	52(52)	44(44)	96(48)
16.	Fruit and vegetable processing	3(3)	2(2)	5(2.5)
17.	Jam/Jallies/Juices/Mar malades making	30(30)	18(18)	48(24)
18.	Pickle/chutneys/muraba ss making	39(39)	51(51)	90(45)
19.	Squashes making	19(19)	11(11)	30(15)
20.	Papad/waria making	28(28)	36(36)	64(32)
21.	Sevian making	31(31)	21(21)	52(26)
22.	Masala making	29(29)	17(17)	46(23)

Figures in parentheses show percentages

respondents (1 to 2%) considered 'making of leather goods' and 'candle making' as suitable enterprises for rural women. The possible reason for low percentage in this respect could be that most of the women lacked technical information regarding these enterprises (Table 2). Theses findings are in agreement with the findings by Prasad (1986) and Sivaloganathan (2002) who also reported that tailoring, knitting, embroidery, pickle making and painting as suitable enterprises for rural women.

From the category of miscellaneous enterprises around 44-49 per cent of the respondents considered 'beauty parlours' and 'running of nursery schools/creches' as suitable enterprises, which could be carried out by rural women. However, as negligible percentage, i.e. 2-4 per cent of the respondents considered 'running of marriage palace' and 'production and sale of cosmetic products' as suitable enterprise for rural women.

It could be due to the fact that these enterprises are not that easy to handle (Table 3). The findings of the present study are also supported by the findings of past studies conducted by Aseed (1997) and Batra (1998) who identified beauty clinic as suitable enterprise for rural women.

Table 3
Distribution of respondents with respect to identification of miscellaneous enterprises suitable in rural conditions.

S. No.	Category of Enterprises	Ludhiana Block (n1=100)	Samrala block (n2=100)	Total (n=100)
1.	Beauty parlours	56(56)	42(42)	98(49)
2.	Runnings of nursery schools/crèches	52(52)	36(36)	88(44)
3.	Shopkeeping (Karyana store)	34(34)	26(26)	60(30)
4.	Operating PCO	26(26)	23(23)	49(24.5)
5.	Running of marriage palace	3(3)	5(5)	8(4)
6.	Production and sale of cosmetic products	3(3)	1(1)	4(2)

Figures in parentheses show percentages

Conclusion

On the basis of the findings of the study, it can be concluded that, in all, 40 enterprises were identified as suitable in rural conditions for rural women. 'Dairy farming', 'stitching boutiques/quilting' and 'beauty parlours' were considered as the most suitable enterprises for women in rural settings. Thus there is a need to organize training of rural women in these enterprises.

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Female Literacy and Livelihood: Intervention & Experience through Experimental Centre of SRC in Tamil Nadu

S.Kishore

Human development index of any nation has direct linkage with the literacy rate. For a developing country like India, besides providing education to all, elimination of illiteracy has been the primary objective. To realise this objective, since the year 1988, National Literacy Mission (NLM) has been promoting adult literacy through the campaign mode, with the aim of imparting literacy to the non-literate in the age group of 15-35. NLM as the nodal agency working for eradication of illiteracy and promoting functional literacy had initially planned to cover 150 Neo-literates in the country.

A total number of 106.4 million enrolled in the literacy campaign out of which 96 million were made literate. The salient feature about the initiative is that among the 96 million made literate, female and male constitute 60% and 40% respectively. Thus the participatory rate of female is higher than males. Due to consistent efforts in 2001. India's literacy rate stood at 65.4 percent comprising 75.8 percent males and 54.1 percent females. For those who have attained literacy, post-literacy and continuing education facilities have been incorporated in the NLM's approach.

Planning for Literacy

Literacy generally is considered as mastery in reading, writing and elementary mathematics. But in this era of globalisation, liberationsation and privatisation, human beings can be successful in the society and world only if they also have mastery in certain types of skills. Therefore, additional key skills acquired in addition to literacy make a learner experienced and self-reliant. The basic literacy skills which are required for acquiring additional skills are:

Knowing How to Learn

This is one of the most basic of all skills. The skill involves capacity to collect, analyse, organise and apply information. It covers techniques and attitudes and knowledge that facilitates processing of information. This skill enables a person to adapt to quickly emerging demands which are essential for pursuing a livelihood.

Reading, Writing and Computation

Traditional jobs often involve going through a regularized process or repetitive interaction with men, materials and even machines. Today's wold of workplace requires good reading and computational skills. Hence good reading, writing and computation skills with approaches like statistical processes need to be sharpened for successfully earning a livelihood.

In the present day LPG concept, the workers need to spend one or two hours daily in reading forms, charts, manuals, computation, etc. Writing, hence, remains the primary form of communication policies, procedures and concepts. Computation is used daily in day-to-day life as well as in work. Hence knowing computational techniques is essential for the literacy and continuing education beneficiaries.

Communication Skills

The workers spend most of their day in some form of communication. Success in the job/work/livelihood opportunities depends on good communication skills. In fact, it is only knowledge ranks above the communication skills for workplace success. Business leaders estimate that deficiencies in communication skill cost the employers millions each year by way of loss of productivity and errors.

Adaptability Skills

Solving problems and thinking creatively are also required for not only handling life situations but also for efficiency at work. Any enterprise place premium on the worker and the enterprise's competitive position has strong linkage with the worker's ability to solve problems at the production and service lines. That is, the capacity of the company to innovate quickly lies

on the skills of the employees who free themselves from linear thinking in order to think creatively.

These four skills sharpen the individual's abilities making her/him functionally literate and hence these skill have to be inter-linked with the literacy components.

Female Literacy in Tamil Nadu and Interventions

The literacy rate in Tamil Nadu is 73.4, which is above the national average. Male literacy rate stands at 82.3 percent and female literacy at 64.5 percent. An analysis of the literacy situation in 30 districts of Tamil Nadu clearly shows that a number of districts have female literacy rate lower than the state's average of 64.5 percent. The 14 districts having female literacy rate lower than the state's average are given in the

Table 1 : Female Literacy dragging Districts

S.No	District	Female literacy rate
1	Dharmapuri	49.1
2	Cuddalore	60.8
3	Villupuram	53.1
4	Thiruvannamalai	56.3
5	Salem	55.6
6	Namakal	57.0
7	Erode	55.2
8	Dindigul	59.5
9	Perambalur	54.2
10	Karur	57.0
11	Pudukottai	61.0
12	Sivagangai	62.1
13	Theni	61.4
14	Ramanathapuram	63.5

Source : Tamil Nadu Human Development Report, Govt. of Tamil Nadu,2003

Therefore, it is a serious concern and it becomes imperative to raise the level of female literacy in these 14 dragging districts. During the year 2003-04 the Tamil Nadu Board of Continuing Education - State Resource Centre, Chennai initiated steps in at least eight districts in the form of resource support for addressing the low female literacy issue. The steps taken by

TNBCE-SRC to train 400 functionaries at the district, block and taluk level are as follows:

- Awareness about importance of functional literacy for women
- Surveying female illiteracy
- Teaching of IPCL primer
- Awareness about learning, computation, communication, adaptability skills
- Integrating literacy with their work and life situations
- Need to evaluate the outcome as per NLM norms
- Supply of primers

Besides these measures SRC, Chennai was also involved in two regional level workshop-cum-training in collaboration with Tamil Nadu Women Development Corporation, Chennai held at Tirunelveli and Salem covering about 300 master trainers for addressing the problem of female illiteracy among the Self Help Groups. Also, during a number of SHG meets, the SRC functionaries emphasised the role of literacy in women's empowerment among the non-literate women SHG members.

Interventions through Experimental Centre

(a) **Literacy:** SRC, Chennai in collaboration with selected NGOs and district administration has established four experimental centres in the rural areas of Tiruchy, Karaikal, Thiruvellore besides a centre in urban slum area of Chennai. The objective is to implement innovative ideas, practices and activities at these experimental centres in the areas of literacy and CE. It is possible that the experience gained through these centres, will help in generating ideas and making the models replicable thereby ensuring the sustainability of CE programmes in the state.

A number of initiatives have been undertaken through the SRC experimental centre at Allur, Trichy to address the female literacy among the non-literate self-help group members. Since about 30-40 percent of the SHG female members are non-literate, linkage with the UDISHA project of the Mahalir Thittam of Tamil Nadu Women Development Corporation, Chennai was created by the SRC experimental Centre for undertaking the training of the master trainers.

The details of the master trainers training and female literacy coverage

among SHG members in the blocks of Anthanallur, Lalgudi and Manachanallur falling under the experimental centre are:

Master trainers trained	34
Animator trained	34
Representatives trained	68
Female literacy coverage completed	1360
Second Phase coverage to be undertaken	2700

The neo-literate SHG members in these three blocks adopted by the experimental centre have been highly benefitted from literacy training, and in turn they have gained confidence in their livelihood pursuit. Thus literacy has a value-addition effect, especially among the SHG members in planning their livelihood programmes, allowing them to become stakeholders in the societal advancement.

(b) Livelihood through vocational courses : Literacy basically assists in understanding oneself, family and the world. It is also essential for living, learning, working and participation as well as in acquiring knowledge, skills and attitudes required to improve the quality of life. Literacy also acts as a tool for social transformation and is a harbinger of a learning society.

The important consideration especially for a developing country like ours, is to eradicate poverty and generate adequate resources to enable the citizens to have a decent standard of living. In fact literacy training is very much linked to capacity building and empowerment besides improving income generating skills. Livelihood is nothing but knowledge and skills used to produce food, water, clothing and shelter and hence livelihood includes acquiring basic, work-based, occupation-oriented income generation skills.

It is a long accepted fact that without mastery of reading, writing and calculation, learners have only limited advantage to enhance their knowledge skills and capacities. For instance a study of the benefits of training for women it has been observed that although many women showed capacity for mental calculation and astute business sense, they remain powerless in this modern world if they fail to produce written records documents. Hence literacy, especially the 'tool of writing' is a crucial component in livelihood

programmes. Continuing Education extended to neo-literates is a tool to acquire these skills to get a decent livelihood/self employment generating income to the tune of Rs. 4000/- a month. If neo-literates, school dropouts and continuing education beneficiaries are to be involved in income generating activities, they need to have training in entrepreneurial, vocational, income generating skills and trades so that they earn a livelihood and a decent standard of living.

The experimental centres of SRC at Allur, Trichy district has initiated a number of livelihood programmes for the continuing education beneficiaries through the vocational training and skill upgradation. These CE beneficiaries are mostly literates who are school dropouts. The details about the number of female CE beneficiaries who gained skills through the short term courses through the experimental centre of SRC at Allur are shown below:

S. No.	Vocational Course	Target	Number of CE beneficiaries competed the course
1	Diploma in Nursing Assistant	Community Nurses	40
2	Pre-school Teacher Training	Anganwadi workers	31
3	Diploma in Entrepreneurship in catering	Self Help Groups/ CE beneficiaries	20
4	Beautician Care Course	Continuing Education beneficiaries	26
5	Building Management Course	CE beneficiaries	15
6	Community based Rehabilitation (Through karaikal centre)	CE beneficiaries	36

These female beneficiaries who acquired the training in vocational courses immediately got an employment opportunity for Rs.3000-4000 a month, or where opportunities exist for self-employment, the livelihood earnings would match the said amount. Occupational training and vocational courses allow women to acquire livelihood opportunities provided they are literate. Hence, there is a strong advocacy that women should acquire literacy skills before embarking on a livelihood programme, because without the literacy skills the improvement in several domains or sustainability in livelihood cannot be achieved. Also female literacy acts as a source of inspiration for life-long learning.

Conclusion

The agency implementing continuing education should prepare a Management Information System (MIS) consisting of the following details

- Survey of the target group
- Identification of target groups especially, neo-literates, drop-outs, rural women, unemployed, etc.
- Imparting literacy skills especially to non-literates
- Surveying market potential and employment trends, district wise vis-à-vis target groups
- Identifiation of vocational courses/trends for self-employment/livelihood
- Selection of courses/trades based on the need assessment
- Development of curriculum and self-learning materials incorporating literacy, core and applied skills
- Supply of learning materials and identifying learning strategies
- Measurement of learning outcome in livelihood skills
- Arrangement of the hands-on experience to sharpen vocational skills
- Monitoring and evaluation of the implementation of the programme
- Feedback from the learners about the skills gained
- Follow-up in terms of support service and monitoring outcome in terms of utilisation of acquired skills and competence for livelihood earning.

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Factors Influencing Socio-economic
Impact of Women SHG Members

Vengatesan, D.
Santha Govind

Introduction

Over the past two decades, considerable efforts have been made to increase the quantum of institutional credit for rural development in order to reduce the extent of dependence of rural households on exploitative, non-institutional sources. There is, however, a general feeling that the increased flow of institutional credit has not yielded the expected results. Vast majorities of rural people were not involved in the development activities because they lacked the economic based frame to intervene in the local development process. In this scenario, the challenge was to develop a village centered development strategy for the marginalized rural poor who always experienced shortage of liquidity to respond to new investment opportunities, especially in agriculture. The strategy was to develop in such a way that people can 'plan' for their means and have the 'power' to implement their programmes. Analysing this possibility, the non-governmental organizations decided that the strategy of raising their economic status could be made possible by putting together small groups of poor people with similar interests and other homogenous factors. Hence, a study was undertaken with the objective to study the factors influencing socio-economic impact of the members of women's Self Help Groups.

Methodology

The study was undertaken with the women's Self Help Groups (SHGs) formed by the NGOs under Tamil Nadu Corporation for Development of Women of Cuddalore District in Tamil Nadu. They were selected considering the criteria of their establishment period and the location of the NGOs. Accordingly, six Self Help Groups were selected from six blocks of Cuddalore district. Thus, twenty members from each SHG comprising 120 women SHG members, formed the sample for the study. Twenty-one independent variables viz., age, educational status, caste, occupation, annual income, nature of family, farm size, farming experience, house owned, farm power,

livestock possession, material possession, social participation, socio-economic status, extension agency contact, mass media exposure, information seeking behavious, information giving behavious, credit orientation, economic motivation and empowerment were selected for the study. The socio-economic impact of the members of the SHGs were measured under ten dimensions. The selected dimensions were area, production, income, information, credit, marketing, knowledge, attitude, adoption of recommended paddy technologies and asset creation. The impact on the dimensions, viz., area, production and income were measured by taking the difference between the scores before and after becoming members and the respective indices for SHG members were calculated. For the remaining dimensions, viz., information, credit, marketing and attitude, the perceived change was measured with the help of the scales developed for calculating the respective SHG members' cumulative frequency and indices. The level of knowledge, adoption and asset creation of the members before and after becoming members were considered based on the score the respective indices. The data were collected through personal interview using a well-structured, pre-tested interview schedule and analyzed using appropriate statistical tools.

Findings and Discussion

Relationship of characteristics with the socio-economic impact of the members

The zero-order correlation was computed to know the relationship of characteristics of the respondents with their socio-economic impact of the members. The results are presented in Table 1.

Out of the 21 variables, nine were found to have positive and significant relationship with the socio-economic impact of the members. The variables caste, socio-economic status, credit orientation and empowerment had shown positive and significant relationship at 0.01 level of probability, whereas the characteristics, namely educational status, farm size, farm power, social participation and mass media exposure were found to be significant at 0.05 level of probability. All those characteristics that had exhibited significant relationship with the socio-economic impact of the members alone were considered for discussion and are presented here under.

Table - 1

(n=120)

Variable No.	Independent variables	'r' value	Partial regression co-efficient (b)	Standard error of reg. Caff.	'r' value
X1	Age	0.0789 NS	0.6184	3.0650	0.2017 NS
X2	Educational Status	0.1999*	3.3509	1.1570	2.8961**
X3	Caste	0.2330**	1.3804	0.5594	2.4682*
X4	Occupation	-0.0582 NS	-2.3703	7.3567	-0.3222 NS
X5	Annual income	-0.006 NS	0.1062	0.3555	0.2988 NS
X6	Nature of family	-0.1679 NS	-1.3085	2.2396	-0.5842 NS
X7	Farm size	0.2183*	3.2003	1.525	2.4280*
X8	Farming experience	-0.0502 NS	-0.0786	2.7570	-0.0285 NS
X9	House owned	0.1642 NS	4.3563	2.2764	1.9136 NS
X10	Farm power	0.1962 *	0.8780	0.5655	1.5526 NS
X11	Livestock possession	-0.1107 NS	-3.1043	2.2068	-1.4066 NS
X12	Material possession	0.0665 NS	2.3686	0.8516	2.7813**
X13	Socio participation	0.1856*	4.5644	4.3733	3.3302**
X14	Socio-economic status	0.3361**	0.9549	0.2666	3.5820**
X15	Extension Agency contact	0.1664NS	0.2027	0.6358	0.3188 NS
X16	Mass Media exposure	0.2195*	1.2907	0.5882	2.1944*
X17	Information seeking behaviour	0.1309NS	0.5533	0.3821	1.4478 NS
X18	Information giving behaviour	-0.0340NS	-0.4687	1.9575	-0.2394NS
X19	Credit orientation	0.3005**	3.7308	1.2672	2.9440**
X20	Economic motivation	0.1088NS	3.6965	1.7146	2.1559*
X21	Empowerment	0.4103**	5.0825	1.8759	2.7093**

R^2=0.5386   F= 6.0594

*Significant at 0.05 level of probability
**Significant at 0.01 level of probability
NS Non-significant

Education

Education had created a positive and significant association with their socio-economic impact. This might be due to the fact that majority of the women had acquired education and this situation might have influenced the women to involve themselves intensively in socio-economic related activities. The impact of SHG members on the social front was assessed mainly in terms of improvement in literacy level. The women with higher education would have easily understood the information on credit and marketing facilities would possess favourable attitude towards the group and may have adequate knowledge. Hence, they would have easily adopted the recommended paddy practices. This findings is in line with the findings of Suguna (1994) and Jamatia (1999).

Caste

Caste had a positive and significant association with their socio-economic impact. The reason might be due to the fact that a majority of women belonged to backward caste and scheduled caste. Among them, normally the backward class people would have belonged to high socio-economic status in rural areas. This finding is in line with the findings of Puthiraprathap (1994).

Farm Size

Farm size had shown a positive and significant relationship at 0.05 per cent level of probability. The reason might be due to the fact that the families with large farm size had more opportunities to earn more income and to get more output from their farm. Hence, the women with large farm size and to improve their socio-economic conditions in addition to being members of SHG. It is quite obvious that large farm size would serve as the potential source of income with diverse enterprises. This finding derives support from the findings of Ramesh (1998).

Social Participation

Social participation had also shown a positive relationship at 0.05 per cent level of probability with the socio-economic impact of SHG members. The respondents with higher social participation would have a chance to interact with resourceful about information, credit and marketing facilities. It is quite obvious that members with high social participation are able to

improve the socio-economic impact. This finding is in line with the findings of Raji et al (1996) and Parthasarathi (1998).

Credit Orientation

Credit orientation had shown a significant relationship at 0.01 per cent level of probability with socio-economic impact of SHG members. Hence, it could be inferred that the most of the members of the SHGs had positive attitude towards credit orientation and the flexibility in credit provisions and relatively faster sanctioning was the other reason for the resulting positive association. This result is in agreement with the result of Jamatia (1999) and Kumari (1998).

Empowerment

Empowerment had created a positive and significant relationship with their socio-economic impact at 0.01 per cent level of probability. This might be due to the fact that majority of women had acquired greater degree of empowerment and this situation might have influenced women to participate in SHGs, thus making a significant impact on both social and economic aspects. Most of the women were able to increase their income level manifold and contribute to the development of their family members.

The rest of the characteristics viz., age, occupation, annual income, nature of family, farming experience, house owned, livestock possession, material possession, extension agency contact, information seeking behaviour, information giving behaviour and economic motivation and shown non-significant relationship with the socio-economic impact of the members of SHGs.

Linear multiple regression analysis of characteristics of women with socio-economic impact of the members

In order to find out which of the characteristics contributed towards their socio-economic impact, linear multiple regression analysis was carried out. The result on linear multiple regression analysis of characteristics of the SHG members have been presented in the same Table 1.

A perusal of regression co-efficient and 't' value as given in Table 1 indicates, that out of the selected 21 variables, only ten variables namely education, caste, farm size, material possession, social participation, socio-

economic status, mass media exposure, credit orientation, economic motivation and empowerment had influenced the socio-economic impact of the members. All exhibited variables showed significant and a positive relationship with the socio-economic impact of the members.

The predictive power of the linear multiple regressions was estimated with the help of the co-efficient of multiple determination (r2=0.5386). The 'R' value indicated that all the 21 variables taken together explained as much as 53 percent of the variation in the socio-economic impact of the members. The 'F' value was found to be significant at 0.01 level of probability. Hence the higher R2 value might be due to the significant positive correlation co-efficient of education, caste, farm size, material possession, social participation, socio-economic status, mass media exposure, credit orientation, economic motivation and empowerment.

This meant that the SHG members who had more education, farm size, material possession, social participation, socio-economic status, mass media exposure, credit orientation, economic motivation and empowerment would lead to better socio-economic impact of the members. The finding is in accordance with the findings of Jamatia (1999).

Conclusion

From this study it could be concluded that educational status, caste, farm size, farm power, social participation, socio-economic status, mass media exposure, credit orientation and empowerment had positive and significant association with socio-economic impact of SHG members. The study further revealed that socio-economic status; credit orientation and empowerment were identified as crucial variables, which had maximum effect on socio-economic impact of SHG members.

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Women Workers' Earnings:
Household Development

S. Tikoo

Introduction

Development in the national context involves a process of change leading ultimately to society's welfare reflected in the enhanced quality of life of its members. Its main goal is to bring improvement, happiness and greater fulfillment in the life of the poorest section of the society (Adiseshah, 1970). The basic objective of household development is to create an enabling environment for the family members to enjoy long, healthy and creative lives, better nutrition and health services, greater access to knowledge, more secure livelihood, better household conditions, satisfying leisure hours and a sense of participating in the economic, cultural and political activities of society. Its main aim is to wipe out poverty from poor families (Ramaswamy, 1991).

For poor families survival is the main goal. They need the earnings of all of their family members including that of women. Men's earnings are not sufficient. Therefore, women's earnings are more crucial for them. In many poor households, women's capacity to work and earn is often the only resource to call upon for survival. Shrivastava (1990) reported that at low economic level, it is difficult to maintain desired standard of living without women's earnings. Increases in men's income may not benefit the family as much as increases, in women's income. Women's income contributes to the well being of their families. It can be aside that bliss, prosperity and welfare of the family depend upon women workers' economic contribution (Debnath, 1992; Paulson 1981).

Women and household development remains somewhat an ignored and unexplored territory.

So the present study was undertaken with the following objectives:

1.   To assess the earnings of women workers.
2.   To ascertain the impact of women workers' earnings on their household development in terms of level of living of family.

The following hypotheses were also formulated for the present study.

(1)   There will be variation in the income earned and household development of rural and urban women workers.
(2)   There will be an interrelationship between women workers' earnings and their household development.

Methodology

The aim of the study was to assess the impact of women's earnings on their household development. So a descriptive research design was adopted for the present study. Household development referred to level of living of family enjoyed by the family as a result of women workers' earnings.

The present study was carried out in Panipat district in Haryana State. Eighteen industrial units were selected, nine from rural areas and nine from urban areas. A total sample of 252 women workers was selected consisting of 126 women workers each from rural and urban areas. Only Married Women Especially With Children Were Selected. The data were gathered personally by using interview method supported by observations. Women workers were the key informants. The investigator visited the houses of the workers also.

The extent of household development was judged on the basis of information provided by the respondents in relation to then level of living of family before they took up the employment and at the time to interview. One extra score was given if there was any change after they took up employment. The difference between before and after conditions was considered as household development scores. On the basis of scores obtained, the following categories of extent of household development were made:

Category	Score
More Development	Above mean
Less Development	Below mean

Pearson's Product Moment correlation was computed to find out the relationship between variables.

Results and Discussions

Earnings of women workers

The mean monthly earnings of women workers were Rs. 862.99 (Table 1). About 56 per cent of workers had their wages range between Rs. 600 to Rs. 875 per month. The break up showed that there was significant difference in mean income earned by rural and urban women workers. (I-Value =5.86, sig. At 0.01 level).

Table 1 Earnings of Women Worker

Percentage Share of Respondents	Rural (N-126) %	Urban (N=126) %	Total (N=252) %
15-39	79.36	77.77	78.57
39-63	19.84	21.42	20.63
63-87	00.79	00.79	00.79
Man	33.23	32.01	32.51
SD	10.36	10.36	10.38

Women workers were concentrated in low-end jobs and they performed the lowest paid work. The conditions regarding wages were pitiable and sorrowful. Minimum wages were never paid and unauthorized deductions were made. The incomes earned by poor women constitute a substantial contribution to family income. This income makes up for a deficit in family level of income, which is already very low.

The present study showed that nearly 79% of respondents contributed between 15 to 39% to family income per month (Table 2). The main percentage share was 32.51. The mean percentage contribution of rural and urban respondents to family income did not show much variation.

Level of Living of Family

Level of living of the family depends upon the income. Women's in poor households not only increases the aggregate income level of their families

but they also contribute a much larger share to basic family maintenance. Level of living of family was assessed in terms of housing conditions, savings, possession of consumer durable items, consumption of food and non-food items and dietary pattern.

Table 2 Contribution of respondent's income to family income

Earnings/month (Rupees)	Rural (N=126) %	Urban (N=126) %	Total (N=126) %	t-value	Df
600-875	64.28	47.61	55.95		
875-1150	35.71	45.23	40.47	5.86	250
1150-1425	-	7.14	3.57		
Mean	8.6.15	919.84	862.99		
SD	137.97	168.14	163.72		

Housing Conditions

Before employment 59.12 per cent of respondents' families had rented houses and about 41 per cent had owned houses (Table 3). After employment, nearly 54 percent had owned houses, 34 per cent had rented houses and 11.90 per cent availed the housing facility provided by the employers. Before employment, 50.39 percent of respondents' family stayed in 'kaccha houses, 45.23 per cent in 'semi-paccka' and only 4.36 per cent stayed in 'pacca' houses. After employment 53.57 per cent stayed in /semi pacca' houses, 27.38 per cent in pacca and 19.04 per cent in 'kaccha' houses.

Nearly 68 per cent of respondents' families had one room, about 29 percent had two rooms and only 3.17 per cent had three rooms before they took up employment. After the employment 53.57 per cent of respondents' families had one room 38.28 per cent had two rooms and 7.14 per cent had three rooms. Corner of the room was used as a kitchen by 57.14 per cent of respondents before their employment but after employment 17 per cent had separate kitchens. Data revealed that no doubt women's households had somewhat better housing conditions after they took up employment, but on the whole their housing conditions were not satisfactory, since many of them stayed in rented houses, 'semi-pacca' houses and in one room only which was being used as multipurpose room. Kitchen facility was only in the form of corner of the one room or outdoor area, which created difficulties

in cooking during rainy season. Other necessary facilities were also lacking in the majority of the households.

Table 3 Characteristics of housing of the respondents' family

Characteristics of Housing	Rural		Urban		Total	
	B.E. %	A.E. %	B.E. %	A.E. %	B.E. %	A.E. %
Occupancy of House						
Owned	43.65	57.14	38.09	50.79	40.87	53.96
Rented	56.34	38.86	61.90	29.36	59.12	34.12
Provided by the employer	--	3.96	--	19.84	--	11.90
Type of house						
Kaccha	51.58	21.42	49.02	16.66	50.39	19.04
Semi Pacca	44.44	57.14	46.03	50.00	45.23	53.57
Pacca	3.96	21.42	4.76	33.33	4.36	27.38
Number of Rooms						
One	61.90	52.38	73.80	54.76	67.85	53.57
Two	34.12	39.68	23.80	38.88	28.96	39.28
Three	3.96	3.93	2.38	6.34	3.17	7.14
Kitchen facility						
Corner of the room	55.55	32.53	58.73	52.38	57.14	42.46
Outdoor area	40.47	53.17	34.92	28.57	37.69	40.87
Separate room	3.96	14.28	6.34	19.04	5.15	16.66

Savings

Nearly 81 per cent of the respondents felt that they were able to save after their employment, whereas 19.44 per cent felt that there was no increase in their savings (Table 4). Mean saving per month was Rs. 213.69.

Table 4 Status of saving

Aspects	Rural (N=126) %	Urban (N=126) %	Total (N=126) %
Able to save more	80.15	80.95	80.55
No change	19.84	19.04	19.44
Mean saving/month (Rs.)	201.58	225.79	213.69
SD	78.72	79.68	79.97

Possession of Consumer Durable Items

Findings showed (Table 5) that before employment a smaller percentage of respondents' had different consumer durable items. There was an increase in percentage of respondents who possessed different durable items after the employment. This increase varied from nearly 17 to 64 per cent of respondents. Of course, the respondents' families were able to buy more number of these basic consumer durable items after the employment but still many were deprived of these basic consumer durable items. The reason for this may be low level of earning of respondents.

Table 5 Possession of Consumer Durable Items by the Respondents Families

Types of Consumer Durable Items	Rural		Urban		Total	
	B.E. %	A.E. %	B.E. %	A.E. %	B.E. %	A.E. %
Sewing Machine	22.77	45.23	34.92	61.11	31.34	53.17
T.V.	23.80	72.22	24.60	84.12	24.20	78.17
Radio	54.76	76.98	58.73	79.36	56.74	78.17
Fan	44.44	80.15	50.79	89.68	47.61	84.92
Bicycle	19.84	74.60	23.01	81.74	21.42	78.17
Luna	30.17	15.87	3.17	22.22	3.17	19.04
Iron	4.76	29.36	3.96	41.26	4.36	35.31
Folding Bed	51.58	77.77	50.00	87.30	50.79	82.53
Double Bed	12.69	50.00	9.52	65.87	11.11	57.93
Sofa	8.73	45.23	7.93	50.79	8.33	48.01
Chair & Table	11.90	78.57	12.69	75.39	12.30	76.98
Steel/Wooden Cupboards	5.55	53.96	9.52	60.31	7.53	57.14

B.E. Before Employment, A.E. After Employment

Consumption Expenditure Pattern

It was reported by many respondents that after employment there was much change in consumption-expenditure pattern of 42.06 per cent of families and in 55.55 percent of families, the change was observed to be

little (Table 6). The respondents reported that after employment they were able to buy clothes for their family members twice or thrice a year, but before employment, they use to buy them only once. Their housing expenditure had also increased, as many of them were able to shift to better houses. There was also some increase in expenditure on education as they were able to send more number of children to schools. Increase in transportation, recreation and medical expenditure was also reported.

Table 6 Extent of change in consumption expenditure patter of respondents' families

Extent of Change	Rural (N=126) %	Urban (N=126) %	Total (N=126) %
Much	34.12	50.00	42.06
Little	61.90	49.20	55.55
No change	3.96	0.79	2.38

The respondents were unable to provide exact figures of consumption expenditure pattern before employment so the mean percentage expenditure on current living only was assessed. The mean percentage expenditure per household on food and non-food items was 50 per cent (Figure 1). Percentage expenditure on food items was less in urban households (48.35%) than in rural households (51.82%). Percentage expenditure on non-food items was more in urban households than in rural households.
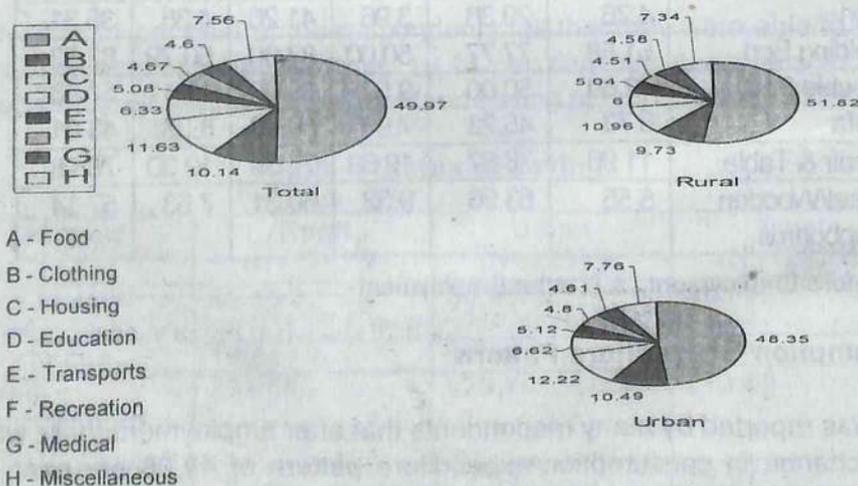

A - Food

B - Clothing

C - Housing

D - Education

E - Transports

F - Recreation

G - Medical

H - Miscellaneous

Figure -1   Percentage Distgribution of Expenditure on Food and Non-food items.

Dietary Pattern

It can be seen from the data (Table 7) that respondents' families' daily consumed cereals, fats and oils and sugar before and after employment of respondents. Before employment, daily/frequent consumption of pulses, vegetables, fruits and milk was in negligible percentage but after employment, there was some improvement in daily/frequent consumption of these items. It was pointed out by many respondents that before employment, their family members used to take one full meal a day but after employment, they could afford to buy vegetables or dal at least once in a day. Now many of them could afford to buy cheap and seasonal fruits for their families. They also reported an increase in quantity of food consumed.

Table 7 Daily dietary pattern of respondents' families

Food Items	Rural N=126		Urban N=126		Total N=126	
	B.E. %	A.E. %	B.E. %	A.E. %	B.E. %	A.E. %
Cereals	100	100	100	100	100	100
Pulses	19.84	53.96	15.87	57.93	59.17.85	55.95
Green leaf vegetables	---	26.98	0.79	41.26	0.39	34.12
Roots & Tubers	3.96	33.33	3.17	37.30	3.57	35.31
Other vegetables	3.96	8.73	2.38	21.42	3.17	15.07
Fats and oil	100	100	100	100	100	100
Milk and milk products	0.79	4.76	---	6.34	0.39	5.55
Eggs	---	---	---	---	---	---
Fruits	---	---	---	11.90	---	5.95
Sugar	100	100	100	100	100	100
Jaggery	1.58	3.96	---	6.34	0.79	5.15
Dry fruits	---	---	---	---	---	---

t- values indicated (Table 8) that there was significant difference in mean scores of level of living of families (t=6.13 sig. at 0.01 level) of rural and urban workers inferring that development of urban households was more than rural households.

Table 8 t-values showing difference in Men Scores of level of living of families of Rural and urban women workers

Aspects	Rural		Urban N=126		t-values	df
	Mean Scores	S D	Mean Scores	S D		
Level of Living of family	15.46	4.35	18.71	4.18	6.13**	250

**Significant at 0.01 level

Correlation values (Table 9) showed a significant positive relationship between the respondents' income and level of living of families in terms of housing conditions (r=0.305, sig. at 0.01 level); durable items (r=0.366, sig. at 0.01 level); expenditure (r=0.658, sig. at 0.01 level) and dietary pattern (r=0.607, sig. at 0.01 level).

Table 9 Correlation values showing relationship between variables

Variables	Level of Living of family				
	Housing	Saving	Durable Items	Expenditure pattern	Dietary pattern
Income	0.305**	0.071	0.366**	0.658**	0.607**

**Significant at 0.01 level

On the whole it can be said that earnings of women workers did have positive impact on their households. They were able to bring some improvements in their households even with their meager wages. It was also observed that workers' overall improvement of quality of life is possible only if they could earn more.

Suggestions

The findings showed that with the low level of income a woman earned, she was forced to run a family. In many cases she was the only earning member. Women's contributions to household income provided the means to meet basic survival needs such as food, clothing, shelter. It was observed that women workers had a very low standard of living and their socio-economic condition was hopeless.

Employers should give the minimum wages to women workers as prescribed by law. They should understand the fact that high productivity, which they clamour for, will be possible only when workers are given fair wages. They should also share the additional gains of productivity with their workers. Employers should promote women workers' development by providing them skilled, better-paid and permanent jobs. It is only through this that a committed labour force can be promoted.

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Role of Women Motivators of Continuing Education Programme in Empowerment of Rural Women: A Study

Vijaya R. Dhoundiyal

Education has been construed as a tool for empowerment of women ... a lever for socio-economic development ... a harbinger of social change (Ramkumar, 2004). Defined at International Women's Conference (Nairobi, 1985) as redistribution of social power and control of resources in favor of women, the concept of women's empowerment has found expression in the Programme of Action (1992) as enhancement of self-confidence; building positive self-image through recognizing women's contribution to society, polity and economy; development of ability to think critically; fostering decision-making and action through collective processes; enabling to make informed choices in areas of education, employment and health; ensuring equal participation in developmental processes; bringing economic independence through information, knowledge and skills; and, enhancing participation on equal footing through access to legal literacy and related information. This concept has been dealt variously by different authors and involves 'reclaiming the right to make decisions about their own lives and influencing social change through ability to gain control over crucial, natural and cultural resources; (Zuniga, 1995), and 'a process in which women gain control over their own lives by knowing and claiming their rights at all levels of society' (Aksorenkool, 1995).

Realization of broad goals of women's empowerment through different formal, non-formal and informal modes of education has been suggested time and again, and literacy and continuing education programmes have been construed as important channels to break the ice, indeed, there have been studies to show that programmes like Total Literacy Campaigns (TLCs) and Continuing Education (CEP) do have positive impacts. Rao (2004) has stated that literacy programme had actively promoted gender equality and empowered women in decision making about themselves, their families and their communities. Mathew (2002) has revealed that literacy played a significant role in improving the status of women, who on becoming literate

began to express their self-confidence in having a say in the family and society. According to Mathew (2002) response to literacy movement in greater when literacy is posited in a perspective of women empowerment. Puri and Kaur (1997) indicated a change in outlook and development of suitable attitudes in relation to value of education, environmental conservation, health awareness, women's empowerment, universal brotherhood and attainment of self-confidence among participants of literacy programmes. The role of village level functionaries of literacy and continuing education programmes in this respect is very important and needs to be accepted as such (Dighe, 1995, Paul, 2004). However, despite the crucial role of these functionaries as agents of women's empowerment in rural societies, more emphasis seems to have been placed on their role as purely literacy providers (Vir Kusum, 2000; Kumarswami, et al, 2000; Gupta & Reddy, 2000). The fact that remains women motivators, as functionaries of Continuing Education Programme (CEP), are entrusted with responsibilities of organizing *charcha mandals* (discussion groups) on socially relevant issues, organize their Continuing Education Centers (CECs) as windows for information useful for surrounding community and organize cultural/recreational/adventure and sports activities to motivate their beneficiaries and other community members. In doing so, they are in a unique position to instill among women directly enrolled in their CECs or associated in its various activities, a sense of social activism, and a desire to learn and a desire to organize themselves to take up various collective activities. CECs provide women motivators a place where formal and informal discussions on issues relevant to womenfolk – health, pregnancy, child care and education, nutrition, marriage, legal literacy, environmental conservation, etc. – may be organized to instill both information and attitudes. Organization of cultural activities and sports, etc. in the shape of celebration of various religious and social occasions may be used by women motivators not only to provide recreational opportunities but also opportunities to develop strong interpersonal bonds that can be utilized for collective action towards eradication of social evils like child marriage, practice of dowry and different forms of addictions. There is no doubt that all these are challenging tasks and not every woman motivator may feel herself able to undertake these in the beginning, but the programme intrinsically expects that over the course of time women motivators will facilitate such changes in knowledge, skills and attitudes. The need to train women motivators for this role is being strongly felt by organizers of CEP of Almora district, and this led the investigators to assess and compare present status of women motivators vis-à-vis women belonging to the community in which they operate in terms

of specifically selected variables associated women's empowerment, with a view to judge suitability of women motivators as agents of women's empowerment.

Methodology

Selection of variables of empowerment and their assessment:

As indicated above the concept of women's empowerment is very broad. In fact, Ram Kumar (2004) has indicated certain basic characteristics of empowered women on the basis of taxonomy of empowerment of women. Accordingly, empowered women are courageous; self-reliant; economically independent; take decisions about age at marriage for girls; education of children and property; have awareness of human rights; participate in political activities; have control over their bodies and assets; send their children (boys and girls) to school; create awareness among family members and neighbours about health and hygiene, conservation of resources; have lesser number of children and care for elderly persons; engage in gainful activities; develop savings habits; co-operate 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; and adopt eco-friendly practices. Assessment of all these dimensions in one go and as a unidimensional concept is a difficult task. A more suitable approach in this respect is to select certain important dimensions and measure them individually to evaluate the overall pattern of empowerment of a particular person. The second approach was adopted in the present study and the following dimensions of women's empowerment were selected as being pertinent in the context of rural settings in which the study was undertaken.

1. Self-Confidence
2. Attitude towards girl-child
3. Scientific Attitude towards women related health aspects
4. Attitude towards family planning
5. Political awareness
6. Awareness of women-related legal provisions

Self-confidence in terms of women's empowerment was defined as being able to express opinion in family, feeling confident in dealing with others

particularly male members, being able to undertake journeys on one's own, remaining assured with respect to one's future, being able to express one's problems and felling confident in doing house-hold work. Nine items, including both negatively and positively worded items, were arranged into three-point Likert-type scale to assess this variable and higher scores on the scale reflected higher degree of self-confidence. Attitude towards girls was defined as a tendency to view girls in a positive or negative perspective. Measured with the help of 20 Likert type items to be responded on an agree-indefinite and disagree response continuum, the scale included negative items like 'the birth of girl-child signifies misfortune', 'to educate girls is wastage of money as girls are not part of the family', and 'birth of girl-child creates problems for the family'. Positive items covered aspects like 'girls should be given life-opportunities equal to boys' and 'daughters should be educated like sons'. Level of awareness about women's health was defined as an attitudinal tendency to uphold or discard scientific knowledge and practices related with aspects of woman-health. Twenty-seven items, including both positively worded and negatively worded items, were employed to operationalize this variable. Similarly, level of political awareness was defined as an attitudinal tendency to react positively or negatively in relation to selected prevalent political situations. Twenty items were employed to measure the level of political awareness. Attitude towards family planning, measured with the help of eleven items and awareness of women related legal provisions, measured with the help of 15 items, were also operationalized similarly with the help of statements/items pertaining to these aspects.

Population, Sample and Data Collection

Illiterate women beneficiaries women beneficiaries of CECs of district Almora, Uttranchal, women community members residing in villages where CECs are operational and women motivators functioning in CECs of district Almora, Uttranchal constituted three distinct populations for the present study. A total of 22,152 women are reported as enrolled in CECs of the district and these are under the charge of 990 motivators, including 415 women motivators. Women community members that come in contact with CECs for its specific activities is larger and not specified. Drawing a random sample from these three population groups was very difficult. Hence, it was decided to select 10 CECs in a random manner and select randomly illiterate beneficiaries as well as women from village-community in which the CECs are located. In this manner, 50 illiterate beneficiaries of 10 CECs were

randomly selected. Fifty women from villages, where selected CECs were operational, were also selected for the purpose of study. A sample of 124 women motivators was also selected. Women Empowerment Questionnaire, including scales for assessment of selected aspects of empowerment, was administered among individuals either through interviews (in the case of illiterates) or in a self-administered manner. Scores on different dimensions were computed for comparative purposes.

Data Analysis and Findings

One-way analysis of variance was carried out in order to compare the three groups of respondents on different variables of empowerment. Results of data analysis presented in Table-1 reveal that mean score on self-confidence associated with literate women-villagers, illiterate women-beneficiaries of CECs and women-motivators were 6.88, 2.96 and 5.11 respectively. These three means were found to be differing significantly at 0.05 level (F-value= 76.54, Significant at 0.05 level). Two group comparisons revealed that literate women-villagers were higher than illiterate women-beneficiaries and women-motivators on account of self-confidence. Women-motivators were found to be higher in self-confidence than illiterate women-beneficiaries. This trend shows that as far as self-confidence is concerned women motivators may be expected to be able to generate self-confidence among illiterate women-beneficiaries of CEC, but they are not in a position to do much for educated women-folk of villages surrounding their CEC. In relation to attitude towards girl-child, findings shown in Table-1 reveal that women-motivators hold the most positive attitude (Mean=14.46), followed by educated women villagers, and that lowest mean attitude score was associated with illiterate women beneficiaries of CEC (F=344.99), Sig. at 0.05 level). Women-motivators seem to be in a better position for instilling positive attitudes towards girl-child among village women-folks.

With respect to holding scientific attitude towards women related health aspects the data analysis revealed that educated women villagers held the most positive attitudes (Mean=17.28), followed by women-motivators (Mean=13.94) and illiterate women beneficiaries of CECs (Mean=7.36). Difference between these three means was statistically significant (F=213.91, Sig. at 0.05 level). It is revealed that while women motivators are in a position of instilling positive health related attitudes among illiterate women beneficiaries, they are less equipped for this in the context of educated women villagers. A more or less similar picture exists in the case

of attitude towards family planning, wherein women-motivators (Mean=7.33) and educated women villagers (Mean=7.20) have been found to be statistically equivalent to each other, but remain higher than illiterate women beneficiaries (Mean=4.34).

Table-I Comparison of Women-Motivators, illiterate beneficiaries of CECs and educated women Villagers on different dimensions of Women Empowerment.

Groups	Educated (1)			Illiterate (2)			Women Motivators (3)			F- Value (Significance at 0.05 level	Two groups Comparisons (Direction of significant differences)
Dimensions of Women Empowerment	Mean	SD	N	Mean	SD	N	Mean	SD	N		
Self-Confidence	6.88	0.98	50	2.96	1.05	50	5.11	1.93	124	76.54 (Sig.)	1>2 1>3 3>2
Attitude towards Girl-child	13.10	2.15	50	5.10	1.58	50	14.46	2.34	124	344.99 (Sig.)	1>2 3>1 3>2
Scientific Attitude towards Women related Health aspects	17.28	1.85	50	7.36	1.72	50	13.94	2.90	124	213.91 (Sig.)	1>2 1>3 3>2
Attitude towards Family Planning	7.20	1.75	50	4.34	1.24	50	7.33	1.72	124	63.48 (Sig.)	1>2 3>2
Political Awareness	10.96	1.92	50	4.80	0.81	50	13.92	2.55	124	324.33 (Sig.)	1>2 3>1 3>2
Awareness of Women related Legal Rights	8.86	2.03	50	5.26	1.01	50.	12.10	1.57	124	343.20 (Sig.)	1>2 3>1 3>2

Awareness about women related legal provisions and political issues was found to be highest among motivators as compared to educated women-villagers and illiterate women-beneficiaries of CECs.

Table-1 shows that on political awareness women-motivators attained a mean score of 13.93, which was significantly higher than the mean political awareness scores of educated women villagers (Mean=10.96) and illiterate women beneficiaries of CECs (Mean=4.80). Findings presented in Table-1 thus show that women motivators of Continuing Education Programmes tend to be better equipped in relation to providing positive attitude towards

girl-child, political awareness and awareness about women related legal provisions to rural village women. What they need is a little more self-confidence and knowledge as well conducive attitudes with respect to women related health aspects. Specifically designed training cum orientation programs for women-motivators, coupled with improved working infrastructure and resources, may equip these women-motivators to take up the task of women's empowerment. Literacy as a tool for women's empowerment can become more effective when women motivators directly and indirectly take up this endeavor in their formal discussions and informal meetings with village women.

Conclusion

Findings of the study suggest that women motivators are generally more empowered than women beneficiaries of CECs and if their position as motivators for acquiring literacy is reorganized as motivators for women's empowerment, they have the potential to do so. What is needed is an active thrust in the planning and implementation of Continuing Education Program towards equipping and orienting women-motivators to perform this more dynamic role.

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Assesment of Information Level of Adult Women

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Introduction

In respect of food production India is no more deficient in food grains. The report shows that India has a quantum jump from 50 million tones in 1951 to 176 million tones in 1991. But despite this increase in food production the food security of certain communities, like tribal, rural and slum is not guaranteed. Particularly women, the most vulnerable section, continue to face the basic problems such as economic and political inequalities, social discrimination, inadequate access to health care, and lack of adequate knowledge in nutrition for themselves and their families. The reverse sex ratio of 933 women per 1000 men (Census report, 2001) indicates the status of women in our society. India is considered to be a rural country where the women are suffering from ignorance due to illiteracy. The tribal situation in India is complex not only due to their tradition and customs but equality due to illiteracy. Thus, the problem of malnutrition due to ignorance is more prevalent among the mothers and children. Ignorance in respect of food values, food availability, and nutritional requirements of the family members lead to unequal distribution of nutrients and improper utilization of what is available in plenty (WHO/FAO, 1965). In the above context the present project is an attempt to assess the level of knowledge, practice behaviour and information need of women in tribal and rural communities with regard the health and nutrition care of mothers. However, the objectives formulated were:

- To assess information level and consumer media habits, a base line study to be conducted.

- To develop a strategy low-cost media materials for effective nutrition education.

- To develop low-cost media materials on three major theme areas of pre-natal care such as food and nutrition, consumption of iron and folate, and immunization.

- To distribute need salient messages through media materials to impart education on these three major them areas.

- To assess final impact of low-cost media materials though end-line study.

Design

The study was confined to the adult women (mothers and would be mothers), and the samples were selected randomly from tribal and rural settings (100 number from each setting). The tribal are was from Phulbani district and the rural area from Puri district of the Orissa state. The methodological approach was a combination approach of family survey, through which socio-economic profile and information level in respect of pre-natal care were drawn by using structured questionnaire, and focus group interview which were carried out with a selected group of community members to make the process a participatory one.

In the next phase, a strategy was evolved and low-cost media messages were developed keeping in view the background information of the target community in general and their need saliency in particular, with regard to pre-natal care. The media materials like leaflets and posters were developed, pre-tested, finalized and distributed. Four social animators were selected from within the community and given orientation thoroughly in providing simulation, conducting focus group meetings and collecting feedback. The media messages were distributed in two phases. The posters were affixed in targeted places.

There was a gap of one month between both the phases of distribution of message materials. After the distribution of leaflets, focus group meetings were organized with selected members of the community to bring clarity to the messages. Finally, the evaluative assessment was worked out to draw a comparative conclusion between the base-line and end-line study. Critical ratio (CR) was computed to find out the significant difference between the base-line and end-line reports.

Discussion

Data analysis of background profile of the samples, as presented in Table – 1, reveals that the average monthly income of the samples of tribal and rural groups was Rs. 1500 and Rs. 2350/- respectively. Their educational background showed that more number of women were illiterate in tribal areas than rural areas, the level of education was better in rural areas than their counterparts in tribal settings.

Table – 1
Background profile

Particulars		Tribal	Rural
Family Income	Per month (av)	Rs. 1500/-	Rs. 2350
Education	Illiterate	67%	5%
	Primary	31%	72%
	Under Metric	2%	23%

Communication media habits of the samples, as presented in Table -2, depict that, majority of the samples were exposed to information through radio followed by theater/opera, display and cinema, and none of the tribal had ever been exposed to TV and newspaper.

Table -2
Media Exposure

Media	Tribal	Rural
Radio	73%	72%
News paper	-	6%
TV	-	11%
Cinema	3%	9%
Theatre/Opera	35%	40%
Display	23%	17%

Thus, the above review of the background information was found conducive for the purpose of trying out the low-cost nutrition education strategy.

Base-line study (Table –3) reveals that so far as knowledge aspect was concerned, in tribal area only 16 percent of women had full knowledge about food and nutrition, but none had full information about consumption of iron and folate, and immunization during pregnancy, and a few had partial information. But in rural communities 23% of women knew fully about nutrition and only 3% of them had full knowledge about consumption of iron and folate, and immunization. So far as practice behaviour was concerned 11% of samples from tribal and 19% from rural areas had the practice of good nutrition, and only 3% of the rural samples had taken iron and folate, and immunization during pre-natal period.

Table-3
Knowledge and practice behaviour- (Base-Line report)

Knowledge in respect of	T RI BA L			R UR AL		
	Fully	Partially	Nil	Fully	Partially	Nil
Food and nutrition	16%	23%	61%	24%	36%	40%
Iron and folate	-	2%	98%	3%	20%	77%
Immunization	-	2%	98%	3%	25%	72%
Practice in respect	Yes	No		Yes	No	
Food and Nutrition	11%	89%		19%	81%	
Iron and Folate	-	100%		3%	97%	
Immunization	-	100%		3%	97%	

Table – 4 depicts the end-line report which shows that 39% of tribal and 42% of rural women were able to gain full knowledge about nutritional care during pre-natal period, 24 % of samples from tribal and 33% of samples from rural set ups were able to understand fully about the importance of consumption of iron and folate, and immunization.

So far as the practice behaviour was concerned 16% of tribal samples and 36% of rural samples agreed to follow the information about nutrition; 23% of tribal samples and 30% of rural samples were convinced to change their practice in respect of ion and folate; and immunization during pregnancy.

Table –4
Knowledge and Practice Behaviour (End-Line report)

Knowledge in respect of	T R Fully	I B Partially	A L Nil	R U Fully	R A Partially	L Nil
Food and nutrition	39%	58%	5%	42%	48%	·10%
Iron and folate	24%	59%	17%	33%	52%	15%
Immunization	24%	51%	25%	33%	53%	14%
Practice in respect	Yes	No		Yes	No	
Food and Nutrition	16%	84%		36%	64%	
Iron and Folate	23%	77%		30%	70%	
Immunization	23%	77%		30%	70%	

The computation of critical ratio (Table –5) those cases who had acquired full knowledge and became convinced fully to practice the new information, shows that the results of baseline and end-line were significantly different in respect of all the three major attributes, except in one case where it was non significant.

Table 5
Difference between Base-Line and End-Line Results

	TRIBAL				RURAL			
	KNOWLEDGE							
	Pre	Post	CR	P<	Pre	Post	CR	P<
Food and nutrition	16%	39%	3.64	0.01	24%	42%	2.70	0.01
Iron and folate		24%	5.22	0.01	3%	33%	5.22	0.01
Immunization		24%	5.22	0.01	3%	33%	5.22	0.01
	PRACTICE							
Food and Nutrition	11%	16%	1.03	NS	19%	36%	3.96	0.01
Iron and Folate		23%	5.09	0.01	3%	30%	5.14	0.01
Immunization		23%	5.09	0.01	3%	30%	5.14	0.01

Thus the observations of base-line and end-line study, focus group interview, and feedback of social animators depict that prior to imparting of education, the education, the tribal communities were found to lack in knowledge in food and nutrition, iron and folate, and immunization requirements during pre-natal period. They had also low positive attitude towards change in their practice behaviour due to lack of awareness. They were strong believers of traditional practices. End-line report hsows that they could develop high level of motivation and were found to be receptive to new information in changing their traditional practices. This was possible, as ling has stated that "Life styles are no longer conditioned by climate and (traditional) culture. They are initiated as fat as communication speeds information from one country to another" (Ling 1989:24). But they were found to be apathetic due to poor socio-economic condition. However their concern for pre-natal care increased with proper educational media exposure and became more adaptive. Knowledge and practice behviour of rural women revealed low positive attitude towards adoption of new practices, and they were very much uncareful about pre-natal care despite some knowledge pertaining to risk factors. They were more influenced by social taboos and misconception. But the impact of nutrition education showed that they were able to improve their awareness level by showing a positive attitude for adoption of better practices. Also they took more interest in clarifying their misconception through mutual sharing and interaction with social animators. However, some of the samples in rural areas were convinced to follow the new practice in their families. Report of Jayagopal (1988:144) shows that health education can be rightly imparted by audio visual aids, mass talks, group discussion and individual counseling. This method cerates an awareness in the people to generate interest in them which amounts to motivation to adopt health care practices fro the benefit of their own health.

Conclusion

In conclusion the report states that the implementation of base-line and end-line study proved media messages worked successfully due to the process of simulation and by making the process participatory. Thus the report of Parthasarathy (1987) on a study of adult learners and drop-outs, states that they were very much persuaded by the messages delivered by the media like Animateur articulation, in changing their attitude and knowledge level but the use of radio for the purpose did not produce any change as it lacked visual support or due to vagueness in the delivery of message. The difference between Animateur results and Radio results was significant. To

touch the problem of lack of information, Government has to chalk out need based programmes and policies. The study revealed that poor health behvaour and practices are due to multitude of factors. Thus, for a corrective step there is need for salient nutrition education, and accessible information should be dissemination among the needy women.

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What Women Have to Say about NGOs of BARODA

Megha Sidhpura
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Introduction

In the present scenario, Non-Government Organisations (NGOs) are expected to play a vital role in all conceivable aspects of women's welfare. People as well as policy makers alike attribute innumerable roles to NGOs and presume that NGOs' activities are remedy for all problems in the society even though the role of NGOs itself is changing over the years due change in the function and philosophy of other development organisations.

There is a mushrooming growth of NGOs in developing economies due to increasing relevance of a third sector and also a lot of funds and grants are allotted to them for their developmental efforts. It is a common consensus now that no government can build a society, but voluntary action can. NGOs therefore occupy a prominent place in the process of development and are working as an alternative to the government efforts.

It is a well-known fact that women in India are the victims of various multi-dimensional problems and are also the most vulnerable group because of the social structure. Thus, there is an urgent need for concrete efforts by the NGOs that can increase the awareness of women and improve their status. They are also expected to raise consciousness, motivate, articulate and make women self reliant to participate as equal citizens in national development.

Hence a study of NGOs is of utmost importance for a better understanding and insight into the process of women's welfare. In order to check the accountability of the NGOs the present study was undertaken.

Much importance is given to the NGOs and much is written and discussed about their efforts; therefore it was necessary to uncover the facts and the real picture of the NGOs.

The Department of Home Science Extension and Communication, M.S. University of Baroda, works in collaboration with NGOs in various ways. Students of the department are also placed during their study with NGOs and are also recruited by the different NGOs. We all know that administrators are the pillars, and beneficiaries are the hearts of the NGOs, as they are the most appropriate people who can throw light on the following unanswered questions such as:

- What is the status of NGOs and their problems?
- Who are the beneficiaries of the NGOs?
- What is the opinion of the beneficiaries regarding programmes, staff members and timings of the NGOs?
- How much beneficiaries have improved and what problems do they face in the different NGOs?

Hence, it is in this direction the study was undertaken regarding the beneficiaries of the three selected NGOs working for welfare of women in Baroda.

Statement of the problem

A study of the beneficiaries of the selected Non-Government Organisations working for the welfare of women in Baroda.

Objectives of the Study

1.   To study the **profile of the beneficiaries** of the selected Non-Government Organisations working for the welfare of women in Baroda.

2.   To study the **overall opinions** of the beneficiaries regarding the selected aspects of the Non-Government Organisations:

- Programmes
- Staff members
- Timings

3.   To study the **overall differences** in the opinions of the beneficiaries regarding the selected aspects of the Non-Government Organisations with respect to the following variables:

- Age
- Marital status
- Educational qualification
- Family Size
- Monthly family income
- Personality dimension

4.   To study the **opinions** of the beneficiaries regarding the selected aspects of the Non-Governmental Organisations.

5.   To study the **differences in the opinions** of the beneficiaries regarding the selected aspects of the Non-Government Organisations with respect to the following variables:

- Age
- Marital status
- Educational qualification
- Family Size
- Monthly family income
- Personality dimension

6.   To Study the **improvement** found by the beneficiaries in them after joining the Non-Government Organisations.

7.   To study the **differences in the improvement** found by the beneficiaries in them after joining the Non-Government Organisations with respect to the following variables:

- Age
- Marital status
- Educational qualification
- Family Size
- Monthly family income
- Personality dimension

8.   To study the problems faced by the beneficiaries related to the Non-Government Organisations.

9.   To study the differences in the problems faced by the beneficiaries related to the Non-Government Organisations with respect to the

following variables:

- Age
- Marital status
- Educational qualification
- Family Size
- Monthly family income
- Personality dimension

10. To seek the **suggestions from** the beneficiaries for the improvement of the Non-Government Organisations.

11. To collect the **profile** of the selected Non-Government Organisations working for the welfare of women.

12. To study the **problems faced by the selected Non-Government Organisations** related to:

- Finance
- Staff members
- Miscellaneous

Description of the population

The population of the present study consisted of beneficiaries of the Non-Government Organisations working for the welfare of women in Baroda.

Selection of the sample

For the present study Non-Government Organisations were selected purposively keeping in mind their programmes and services. Purposive sampling method was used to select beneficiaries from the selected Non-Government Organisations.

The sample for the present study comprised 100 beneficiaries of the three selected Non-Government Organisations working for the welfare of women in Baroda.

Sample		
↓	↓	↓
Karelibaug Bhagini Samaj Trust	Vikas JyotiTrust	Deepak Charitable Trust
46-Beneficiaries	20-Beneficiaries	34-Beneficiaries

Construction of the tools

In the present study, to collect quantitative and qualitative data, two separate interview schedules were prepared by the investigator, one for the beneficiaries and the other for the administrators respectively.

For the quantitative data related to the beneficiaries, an interview schedule consisting of five sections was prepared. To collect the profile checklist and open-ended response system was used.

For the personality dimension two point scale, prepared by V.S. Sahntamani and A. Hafeez (1978) was used. Further three-point scale was prepared, to study opinions related to the selected aspects like programmes, staff members and timings, improvement found after joining the NGOs and problems faced related to the NGOs. To collect the suggestions, a checklist and open-ended response system was used.

To collect the qualitative data regarding the selected NGOs, an interview schedule was prepared; where in a set of open-ended questions related to their profile, programmes, methods and problems was included. Problems were studied in detail under three selected aspects, viz. finance, staff members and miscellaneous.

Three-point scale was used for the following sections:

*   Aspect wise opinions of the beneficiaries.
*   Improvement found by the beneficiaries after joining the NGO.
*   Problems faced by the beneficiaries related to the NGO.

Therefore, the items were scored as 3, 2 and 1 for great extent, some extent and less extent respectively.

Scoring plan and Categorization

Table: 1 Categorization of the variables under study

Sr. No.	Variables	Basis	Category
	Age	? 20 years 21-30 years 31-40 years ? 41 years	Young Middle Upper middle Old
	Marital status	---- ---- Divorcee Widow }	Unmarried Married Others
	Educational qualification	< 10th standard ? 10th standard	Low High
	Family Size	2-3 members 4-5 members ?6 members	Small Medium Large
	Monthly family income	?1500 Rs. ?1500 Rs.	Low High
	Personality dimension	0-10 11-20	Introvert Extrovert

Scoring and categorization of the overall opinions of the beneficiaries

Overall opinions of the beneficiaries were calculated by summing up the total score for all the selected aspects of the NGOs. In overall opinions of the beneficiaries maximum obtainable score was 81 and minimum obtainable score was 27. The calculated mean score was 76.53. Thus on the basis of mean score, mean and above mean was categorized as more favourable opinions and below mean was categorized as less favourable opinions.

Scoring and categorization of the aspect wise opinions of the beneficiaries

In the aspect wise opinions, maximum obtainable scores were 36, 33 and 12 respectively for programmes, staff members and timings. Here,

minimum obtainable scores were 12,11 and 4 respectively for the opinions regarding programmes, staff members and timings. The calculated mean scores for the aspect wise opinions regarding programmes, staff members and timings were 33.76, 31.34 and 11.42. Thus, on the basis of calculated mean scores, mean and above mean was categorized as more favourable opinions and below mean was categorized as less favourable opinions.

Scoring and categorization of the overall improvement found by the beneficiaries after joining NGOs

In the improvement found by the beneficiaries after joining the NGOs, maximum and minimum obtainable scores were 54 and 18 respectively. Calculated mean score was found to be 44.92 and therefore on the basis of mean score two categories were made. Mean and above mean scores were categorized as more improvement and below mean was categorized as less improvement.

Scoring and categorization of the overall problems faced by the beneficiaries related to NGOs

In the problems faced by the beneficiaries related to the NGOs maximum and obtainable score was 57 and minimum obtainable score was 19. Thus on the basis of mean scores, mean and above mean score was categorized as more problems where as below mean score was categorized as less problems.

Item wise intensity indices

The ranges for item wise intensity indices for all the items having three-point scale were from 2.6 to 3, 1.6 to 2.59 and 1 to 1.59 for high, moderate and low respectively.

Formula used for Intensity Indices was:

$$\text{Item wise Intensity Indices} \quad \frac{\text{Total score for an item}}{= \text{Total number of Beneficiaries}}$$

Plan for Statistical analysis

In the present study data were analysed through quantitative and qualitative methods.

For the purpose of measuring quantitative data regarding the beneficiaries different statistical measure were used. For profile, overall opinions and suggestions percentages were calculated.

Further, aspect wise opinions, improvement found and problems were analysed through percentages and item wise intensity indices. Moreover, to find out the differences in the aspect wise opinions, improvement found and problems faced by the beneficiaries chi-square statistics was applied.

Further, qualitative analysis was done for the profile of the NGOs and problems faced related to the selected aspects.

Findings of the study

Findings of the present study are reported under two parts:

PART-I QUANTITATIVE DATA

Findings related to the beneficiaries

- Background information
- Overall opinions regarding selected aspects of the NGOs
- Opinions regarding selected aspects of the NGOs
- Improvement found by the beneficiaries
- Problems faced related to the NGOs
- Suggestions given for the improvement of the NGOs

PART-II QUALITITATIVE DATA

Findings related to the selected NGOs

- Profile of the NGOs
- Problems of the NGOs

Major Findings

PART-I QUANTITATIVE DATA

Findings related to the beneficiaries

Background information

1. Majority of the beneficiaries were married with low educational qualification, having a medium size family with high monthly family income.

2. High majority of the beneficiaries were Hindu and having extrovert personality.

3. Little less than half of the beneficiaries head of the family was involved in service.

4. Little more than half of the beneficiaries were employed.

5. Majority of the beneficiaries reported the problem of inadequate family income. Whereas problems like mental and physical harassment, extramarital relationship of family member or husband were reported by only few beneficiaries.

6. Less than half of the beneficiaries had received information from the social worker regarding working of NGOs.

7. Majority of the beneficiaries had joined the NGOs to satisfy their felt needs whereas few reported that as the programmes and services were free of cost so they had joined the NGOs.

8. Majority of the beneficiaries were aware about the objectives of the NGOs and high majority of them had awareness regarding other parallel programmes and services, which were offered by the NGOs.

9. One fourth of the beneficiaries were associated with the NGOs for more than three years, whereas little less than half of them were associated for less than one year.

10. More than one third of the beneficiaries participated in the awareness generation programmes specifically AIDS awareness, whereas more than one third of them joined the sewing classes and exactly one fourth members of the Self Help Group (Bachat Mandal).

11. It was reported by the beneficiaries that NGOs adopt different and appropriate methods at the different stages of the programme.

12. More than half of the beneficiaries were involved in the decision making regarding different programmes of the NGOs wherein all of them were involved at the planning stage but less than one third of them were involved at the evaluation stage.

Overall opinion regarding the selected aspects of the NGOs

13. Majority of the beneficiaries had more favourable overall opinions.

14. There were significant differences in the overall opinions of the beneficiaries with respect to their monthly family income. Where as there were no significant differences in the overall opinions of the beneficiaries with respect to their age, marital status, educational qualification, family size and personality.

Opinions regarding the selected aspects of the NGOs

15. Majority of the beneficiaries had more favourable opinions regarding 'Programmes' of the NGOs; it implies that the programmes and services of the NGOs satisfied beneficiaries.

16. The highest intensity indices were reported for the items stating programmes were need based and interesting.

17. Majority of the beneficiaries expressed more favourable opinions regarding staff members of the NGOs.

18. The item reported with a very high intensity index was – staff members were efficient enough to plan appropriate methods to meet the objectives of the programmes and services.

19.   Majority of the beneficiaries reported more favourable opinions regarding "Timings" of the NGOs. It implies that timings of the NGOs were suitable and convenient to the beneficiaries.

20.   The items showing very high intensity indices were that time was best utilized for the activities and programmes and also programmes were regular and timely.

21.   There were significant differences in the opinions of the beneficiaries regarding "Programme" of the NGOs with respect to their age and marital status and monthly family income. Whereas educational qualification, family size and personality of the beneficiaries did not make any differences in the opinions regarding "Programmes".

22.   There were no significant differences in the opinions of the beneficiaries regarding "Staff members" of the NGOs with respect to the selected variables. Therefore null-hypothesis was accepted.

23.   There were significant differences in the opinions of the beneficiaries regarding "Timings" of the NGOs with respect to the educational qualification of the beneficiaries. Whereas there were no significant differences in the opinions regarding "Timings" with respect to the other selected variables. Thus null-hypothesis was not accepted with respect to the educational qualification of the beneficiaries, whereas with respect to the other variables it was accepted.

Improvement found by the beneficiaries

24.   Majority of the beneficiaries found more improvement in them after joining the NGOs.

25.   Beneficiaries reported very high intensity indices for the item that they have developed self-confidence and there was increase in their general awareness.

26.   There were no significant differences in the improvement found by the beneficiaries with respect to the selected variables. Therefore null-hypothesis sating that there will be no significant differences in the improvement found by the beneficiaries with respect to the selected variables was accepted.

Problems faced by the beneficiaries related to the NGOs

27.   Majority of the beneficiaries faced less problems related to the NGOs.

28.   Highest intensity indices found for the following items-Transportation
      was not provided to the beneficiaries and beneficiaries had to spend
      money on raw materials for the demonstrations.

29.   There were significant differences in the problems faced by the
      beneficiaries related to the NGOs with respect to their age and marital
      status. However other selected variables did not make any significant
      differences in their problems.

Suggestions

30.   Majority of the beneficiaries suggested that NGOs should start new
      activities and services like personality development, spoken English
      classes, Computer literacy classes, etc. and they should create
      awareness regarding its programmes and services amongst the
      people.

PART-II QUALITATIVE DATA

Findings related to the selected NGOs

Profile of the NGOs

31.   All the three selected NGOs were established during 1971 – 1982.

32.   All the three NGOs had almost similar objective of women's welfare.

33.   All the three NGOs are local based NGOs.

34.   There receive grants and funds under various government schemes
      and from the other funding agencies.

35.   It was also found that all the selected NGOs have necessary facilities
      to run smoothly and efficiently.

36.   Finding revealed that NGOs under present study undertook various need based programmes and extend services for the overall development and welfare of women.

37.   Further it was also reported by the administrators that they evaluate programmes through meetings and written reports and the reports were sent to the funding agencies. Deepak Charitable Trust was the only NGO to report that they personally visit the field to evaluate the programme.

38.   Findings indicated that sometimes beneficiaries were involved in the planning, implementation, evaluation and follow up stages to some extent only.

Problems faced by the NGOs

39.   Under the financial problems Karelibaug Bhagini Samaj and Vikas Jyot Trust reported difficulty of delay in receiving funds to great extent.

40.   Karelibaug Bhagini Samaj and Deepak Charitable Trust further complained about the unavailability of the trained full time staff to some extent.

41.   Deepak Charitable Trust and Karelibaug Bhagini Samaj reported the problems of interference from politicians and local leaders and also lack of people participation to some extent only.

42.   Moreover, Karelibaug Bhagini Samaj reported that media proved to be ineffective in reporting news and efforts of the NGOs in front of the general mass to great extent.

Conclusion

The findings of the present study clearly depicts that the NGOs hold their definite objectives related to the welfare of women. They conduct many programmes and offer services through various methods in order to achieve their set objectives. But a review of available literature reveals that majority of the NGOs rely on government grants and funds from funding agencies for their programmes and services. They lack in independent source of funds. Thus they are heavily dependent on funds and support of the

government as well as other funding agencies. When you receive financial support you are under obligation to the funding partners. Under obligation, you have to accept their policies and conditions. Rather they are imposed or dictated on you. In addition, you also owe accountability for what you do. This eventually restricts their innovativeness and freedom of planning and implementation.

The opinions of the beneficiaries regarding selected aspects such as programmes, staff members and timings and problem faced by them reflect that they are satisfied with the functioning of the NGOs. They report improvement in different aspects of their life. Here, it is worth mention that the efforts of the NGOs towards welfare of women are greatly successful despite the fact that they face problems like delayed funding and unavailability of full time trained staff. Thus the efforts of the NGOs should be duly recognized and appreciated. The media are expected to carry out responsibility of motivating public opinion in the favour of selfless service that the NGOs render to the society.

The findings of the present study are directly applicable to the thrust area of the Department of Home Science Extension and Communication, as the department is associated with number of NGOs in and around Baroda. Further, the findings might be helpful in fieldwork programmes and their planning, implementation and evaluation as undergraduate and postgraduate students of the department are doing fieldwork in collaboration with a number of NGOs.

To conclude, it can be said that NGOs have undertaken many programmes and services through different approaches for the welfare of women. Considering the findings reported by the administrators of the NGOs and well as beneficiaries it can be concluded that NGOs just do not have plans only on paper but in reality they want to improve the status of women. Opinions and improvement found by the beneficiaries suggested that they are very satisfied with the programmes and services offered by the NGOs. Therefore, the present study implies that NGOs' efforts towards welfare of women are of great success and should be appreciated.

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Health and Nutrition: Study on the Practices of Tribal Women

K. Parthasarathy
R.Kavitha

Introduction

Health status is a crucial variable which influences the average expectation of life as well as number of persons in the productive age bracket, production, productivity, earning capacity and finally welfare. It may be stated that a country's progress depends on the health of the people, (Ansu Puri, 1998).

According to modern concept of WHO, health implies a sound mind in a sound body, in a sound environment. Gurumurthy, C., (1995), pointed out that health depends to a large extent on nutrition, and nutrition on food. Food, in fact is the most important single factor in connection with the attainment and maintenance of heath.

In India, religious and caste considerations, more than socio-economic reasons, guide the regional and seasonal variations in food habits. Today's child is the nations' future economic asset. The quality of our future human resource is going to be determined largely by the investment made now for the sound development of the child population. The child health reflects and determines the human condition. It results from the contributes to social development. The growth of societies depends on the capabilities of their people, and these, in turn, depend on health and education. Malnutrition is largely a silent and invisible emergency, exacting a terrible toll on children and their families. The result of multiple causes, including a lack of food, common and preventable infections, inadequate care and unsafe water, play a role in more than half of the nearly 11 million death each year, of children under five in developing countries, (Salis Basu, 1994)

In fact, some of the underlying factors that cause malnutrition, such as low birth weight, insufficient breastfeeding, nutritionally inadequate food

(especially lack of iodine, vitamin A and iron, frequent diarrhea and respiratory infections) also impair children's intellectual growth. While the effects of poor nutrition are devastating locally, regionally and globally, the impact of good nutrition is equally powerful. Improving the nutritional status of communities, especially of women and children, can help overcome many of the major health challenges many countries face today (WHO, 1998).

The health practices of any community are influenced by socio-economic and political factors. These factors have also had considerable influence not only on the development of medical technology but also in determining the access of different social strata of a community to such technology.

Keeping all this context in mind, the present study aims at investigating the practices of tribal women on health and nutrition towards their children, because they are the ones who live in isolation and abject poverty, are economically weak, backward in education and literacy and do not appear very mindful about sanitation and hygiene.

Statement of the problem

In a tribal community, large number of children live-in poor economic and social environmental conditions like poverty, poor environmental sanitation, disease, infection, inadequate access to medical facilities, inappropriate child caring and feeding practices, etc., which hamper the child's physical and mental development.

Thus, keeping this background in mind, an attempt was made to investigate the health and nutritional practices of tribal women towards their children in Pachaimalai hills of Thuraiyur block, Thiruchirappalli district, Tamil Nadu.

Objectives of the Study

- To find out the availability of health facilities in the selected area of study.
- To assess the socio-economic status of selected respondents in the study area.
- To assess the practices in maintaining the child health and nutrition among the selected respondents in the study area.

Hypotheses of the Study

- There is no association between age of the respondents and their Child Health and Nutritional Practices (Pre-lacteal feed, Breastfeeding, Supplementary food, Nutritious/Nutrient food and Immunization).
- There is no association between Educational qualification of the respondents and their Child Health and Nutritional Practices (Pre-lacteal feed, Breast feeding, Supplementary food, Nutritious/Nutrient food and Nutritional status).
- There is no association between Occupation of the respondents and their Child Health and Nutritional Practices (Nutritious/Nutrient food and Nutritional deficiency diseases).
- There is no association between Hospital facilities available to the respondents and their Child Health and Nutritional Practices (Pres lacteal feed, Breast feeding, Supplementary food, Nutritious/Nutrient food, Nutritional status, Nutritional deficiency diseases and Immunization).
- There is no association between Health workers of the respondents and their Child Health and Nutritional Practices (Pre-lacteal feed, Nutritional deficiency diseases and Immunization)

Methodology

In the present study, exploratory and survey research design was adopted. A sample of 152 respondents was taken up as the sample size for the present study and they were selected through proportionate simple-random sampling method. The research tools used for the present study are interview schedule and direct observations. A questionnaire was prepared for the sake of interview schedule. The respondents were personally interviewed by the researchers through structured interview schedule, which was developed specially for the collection of primary data. The were analyzed using percentages and chi-square test for interpreting the data and to give meaningful results.

Findings of the Study
General Findings

- Majority of the respondents (39.5%) taken up for this study were in the age group between 21 to 25 years of age.

- It is found that 86.8% of the respondent's age at the time of marriage was below 20.
- Most of the respondents (60%) were found to have studied upto primary school level.
- The family expenditure of most of the respondents was greater than their family income (i.e.) their economic condition was very poor.
- Majority of the respondents (52.6%) reported that there is no hospital facility in tribal areas and only 50% of the respondents are utililising the hospital facilities from outside areas.
- It was found that 59.2% of respondents said the health workers were visiting their houses and villages but not regularly.
- Majority of the respondents (86.8%) have not received properly any nutritional information from the health workers.

Hypotheses Related Findings :

- It was found that there is no significant association between age of the respondents and the child health and nutritional practices such as pre-lacteal feed, breast-feeding, supplementary food, nutritious food and immunization. (Ref. Tables 1,2,3,4 &5).
- It was found that there is significant association between educational qualification of the respondents and the child health and nutritional practices such as pre-lacteal feed, breastfeeding, supplementary food, nutrious food and nutritional status. (Ref. Tables 6 to 10)
- It was found that there is significant association between occupation of the respondents and the child health and nutritional practices on nutritious food and nutritional deficiency diseases. (Ref. Tables 11 & 12)
- It was found that there is significant association between family monthly income of the respondents and the child health and nutritional practice on pre-lacteal feed, nutritional deficiency diseases and immunization. (Ref. Tables 13 to 15)
- It was found that there is no significant association between hospital facilities of the respondents and the child health and nutritional practices (Ref. Table 16)
- It was found that there is significant association between health workers attending on the respondents and the child health and nutritional practices on pre-lacteal feed, nutritional deficiency disease and immunization. (Ref. Tables 17 to 19)

Discussion and Conclusion

The present study reveals that the practice of child health and nutrition among the tribal women is entirely different. The tribal women do not have enough knowledge about nutritional aspects. Though some of the tribal women are giving nutritional foods to their children, yet they do not fully know about its nutritional or nutrient factors/contents.

Due to poverty, low socio-economic status and environmental conditions, the tribal women are not able to enrich themselves and their children in the process of nutritional development. Moreover the availability of hospital facilities in some areas under the study, the health workers are not providing enough enlightenment to the people about the effectiveness of nutrition. Even if they provide this information; some people are not interested in listening, since they depend on locally available medicines.

On the whole it would be proper to say that health facilities must be expanded and it should be within the reach of the tribals. One important problem is that of disinterest on the part of medical employees of all cadres to work in those areas. Sufficient incentives must be provided to medical personnel so as to encourage them to work in those tribals. Further the tribals must utilize the available medical facilities for their own development and also for their children's health and nutritional development. The tribals are nature's children. If the right approach is made by the government, through various development measures, the dedication of health workers and agencies for the nutritional and health upliftment of tribals reach them, tribal development can certainly be achieved.

Tables Related to Hypotheses Testing

TABLE : 1 Age Vs Pre-lacteal feed

Sl. No.	Variable (Age)	Number of Respondents	Percentage
1	Upto 20	47	30.9%
2	21-25	60	39.5%
3	26-30	36	23.7%
4	31 and above	9	5.9%
	Total	152	100

Chi-square value = 3.947   DF = 6

Level of Significance = 0.684 (Not Significant

TABLE : 2
Age Vs Breast-feeding

Sl. No.	Variable (Age)	Number of Respondents	Percentage
1	Upto 20	47	30.9%
2	21-25	60	39.5%
3	26-30	36	23.7%
4	31 and above	9	5.9%
	Total	152	100

Chi-square value = 27.413   DF = 33

Level of Significance = 0.741 (Not Significant

Table : 3
Age Vs Supplementary Food

S. No.	Variable (Age)	Number of Respondents	Percentage
1.	Upt 20	47	30.9%
2.	21-25	60	39.5%
3.	26-30	36	23.7%
4.	31 and above	9	5.9%
	Total	152	100

Chi-square value=53.608   DF=45

Table : 4
Age Vs Nutritious Food

S. No.	Variable (Age)	Number of Respondents	Percentage
1.	Upt 20	47	30.9%
2.	21-25	60	39.5%
3.	26-30	36	23.7%
4.	31 and above	9	5.9%
	Total	152	100

Chi-square value=46.030
DF=39

Level of Significance = 0.204 (Not Significant)

Table : 5
Age Vs Immunization

S. No.	Variable (Age)	Number of Respondents	Percentage
1.	Upt 20	47	30.9%
2.	21-25	60	39.5%
3.	26-30	36	23.7%
4.	31 and above	9	5.9%
	Total	152	100

Chi-square value = 23.136   DF=15

Level of Significance = 0.081 (Not Significant)

Table : 6

Educational Qualification Vs Pre-lacteal feeding

S. No.	Variable (Educational Qualification)	Number of Respondents	Percentage
1.	Illiterate	46	30.3%
2.	Primary	91	60%
3.	Secondary	13	8.6%
4.	Higher Secondary	2	1.3%
	Total	152	100

Chi-square value = 15.006   DF=6
Level of Significance=0.20 (Significant)

Table = 7
Educational Qualification Vs Breast Feeding

S. No.	Variable (Educational Qualification)	Number of Respondents	Percentage
1.	Illiterate	46	30.3%
2.	Primary	91	60%
3.	Secondary	13	8.6%
4.	Higher Secondary	2	1.3%
	Total	152	100

Chi-square value = 73.006   DF=33
Level of Significance=0.000 (Significant)

Table = 8
Educational Qualification Vs Supplementary Food

S. No.	Variable (Educational Qualification)	Number of Respondents	Percentage
1.	Illiterate	46	30.3%
2.	Primary	91	60%
3.	Secondary	13	8.6%
4.	Higher Secondary	2	1.3%
	Total	152	100

Chi-square value = 113.474   DF=45
Level of Significance=0.000 (Significant)

Table: 9
Educational Qualification Vs Nutrition Food

S. No.	Variable (Educational Qualification)	Number of Respondents	Percentage
1.	Illiterate	46	30.3%
2.	Primary	91	60%
3.	Secondary	13	8.6%
4.	Higher Secondary	2	1.3%
	Total	152	100

Chi-square value=163.831   DF=39
Level of Significance = 0.000 (Significant)

Table : 10
Educational Qualification Vs Nutritional Status

S. No.	Variable (Educational Qualification)	Number of Respondents	Percentage
1.	Illiterate	46	30.3%
2.	Primary	91	60%
3.	Secondary	13	8.6%
4.	Higher Secondary	2	1.3%
	Total	152	100

Chi- square value=39.687   DF=24
Level of Significance = 0.023 (significant)

Table : 11
Occupation Vs Nutrition Food

S. No.	Variable (Occupation)	Number of Respondents	Percentage
1.	Agriculture	120	78.9%
2.	Agriculture Coolie	32	21.1%
	Total	152	100

Chi-square value=24.197   DF=13
Level of Significance = 0.029 (Significant)

Table : 12
Occupation Vs Nutrition Deficiency Diseases

S. No.	Variable (Occupation)	Number of Respondents	Percentage
1.	Agriculture	120	78.9%
2.	Agriculture Coolie	32	21.1%
	Total	152	100

Chi-square value=22.230   DF=8
Level of Significance = 0.0005 (Significant)

Table : 13
Family Monthly Income Vs Pre-lacteal feed

S. No.	Variable (Occupation)	Number of Respondents	Percentage
1.	Below Rs. 1000/-	28	18.4%
2.	Rs. 1001-2000/-	85	55.9%
3.	Rs. 2001 and above	39	25.7%
	Total	152	100

Chi-square value=10.928   DF=4
Level of Significance = 0.027 (Significant)

Table : 14
Family Monthly Income Vs Nutritional Deficiency

S. No.	Variable (Occupation)	Number of Respondents	Percentage
1.	Below Rs. 1000/-	28	18.4%
2.	Rs. 1001-2000/-	85	55.9%
3.	Rs. 2001 and above	39	25.7%
	Total	152	100

Chi-square value=28.375   DF=16
Level of Significance = 0.029 (Significant)

Table : 15
Family Monthly Income Vs Immunization

S. No.	Variable (Occupation)	Number of Respondents	Percentage
1.	Below Rs. 1000/-	28	18.4%
2.	Rs. 1001-2000/-	85	55.9%
3.	Rs. 2001 and above	39	25.7%
	Total	152	100

Chi-square value=20.789   DF=10
Level of Significance = 0.023 (Significant)

Table : 16
Hospital Facilities Vs Child Health and Nutritional Practices

S. No.	Variable (Availability of Hospital Facilities)	Number of Respondents	Percentage
1.	Yes	72	57.4%
2.	No	80	52.6%
	Total	152	100

Chi-square value=1.492   DF=2
Level of Significance = 0.474 (Not Significant)

Table 17
Visit of Health Servants Vs Pre-lacteal feed

S. No.	Variable (Visit of Health Servants)	Number of Respondents	Percentage
1.	Yes	90	59.2%
2.	No	62	40.8%
	Total	152	100

Chi-square value=7.533   DF=2
Level of Significance = 0.023 (Not Significant)

Table : 18
Visit of Health Servants Vs Nutritional Deficiency Diseases

S. No.	Variable (Availability of Hospital Facilities)	Number of Respondents	Percentage
1.	Yes	90	59.2%
2.	No	62	40.8%
	Total	152	100

Chi-square value=11.027   DF=8
Level of Significance = 0.020 (Significant)

Table : 19
Visit of Health Servants Vs Immunization

S. No.	Variable (Availability of Hospital Facilities)	Number of Respondents	Percentage
1.	Yes	90	59.2%
2.	No	62	40.8%
	Total	152	100

Chi-square value=12.397   DF=5
Level of Significance = 0.030 (Significant)

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NLM Initiatives in the Context of Female Literacy in Bihar

Y.L. Das

I.S. Jha

Board Objectives and Strategies of NLM

After, some sporadic efforts made by the government in the field of adult education, particularly in post independence era, NAEP (National Adult Education Programme) was launched in 1978 as a nation wide programme to alleviate adult illiteracy in a short span of time at a lower cost. But due to alleviate adult illiteracy in a short span of time at a lower cost. But due to certain deficiencies, programme objective could not be achieved. As a result a shift in policy became inevitable in the eyes of government/policy makers/planners, etc. Eventually NLM came into existence to serve this purpose.

NLM was launched on May 5, 1988 to attain the following objectives:

- To impart functional literacy to 100 million (i.e. 10 crores) non-literates in 15-35 age group by 1999.

- To attain full literacy by 2005.

Functional literacy includes the following components;

- Self-reliance in Reading, Writing and Numeracy (termed as 3Rs).
- Awareness generation of the causes of deprivation.
- Amelioration through organizing the target group and participation in the development process.
- Skill development.
- Imbiding certain values such as:-

    - National Integration
    - Conservation of Environment
    - Gender Equality
    - Small Family Norm

Strategies

The following major strategies were followed to achieve the objectives as stated above:

- Area (district) specific project.
- Time bound (18 months for TLC and 12 months of PLP)
- Total coverage of the given age group in the project area.
- Operationalisation of the project by the ZSS, a registered NGO under the Society Registration Act. 1860-21.
- Participation of all sections of the society including NGOs.
- Mass mobilization through person to person contact, organizing cultural programme by local trained artists (Kala Jatha) and use of electronic and print media.
- Low per learner cost in TLC and PLP.
- Creation of management/organisational structure from district level to grassroots level.
- Enumeration/identification of learners and VTs through survey.
- 9 days primer specific training to KRPs/MTs/VTs in four phases (i.e. 4+2+2+1).
- Teaching-learning phase of TLC for 200 hours roughly over a period of 6 months.
- VT learner ratio 1:10.
- VTs run centres without getting any honorarium.
- Sustaining motivation of learners and VTs through meetings, rallies etc.
- Monthly monitoring meeting organised by DME/SLMA to review the progress and provideguidance to accelerate the pace of implementation of on going literacy projects.
- Involvement of SRCs in project formulation, review of the project proposal, development of teaching-learning materials, orientation of literacy functionaries/government officials/PRIs/NGOs, training to KRPs, revision/modification in various survey and monitoring formats constant interaction with ZSS functionaries by way of frequent field visits and organising meetings at state levels, conducting evaluation and PDE activities.

Impediments in the way of the campaign

The following factors impeded the pace of implementation of the campaign:

- Difficult Terrain

- Natural Calamities like, flood and draught.

- Socio-Economic disabilities such as poverty, illiteracy rapidly growing population, landlessness, large scale migration of adult male clientele.

- In some cases, excess bureaucratic control obstructing smooth flow of funds and files.
  Lack of strong political will.

- Least priority of literacy in the need hierarchy of the stakeholders.

- Absence of social movement for eradication of illiteracy in the Pre and Post independence era.

- In some cases atrocities and the restrictions imposed on pro-literacy women by their family and community discouraged the women folk to come out in favour of the campaign in a big way.

- Problem of non-settlement of accounts, delay in submission of Progress Report, Project Proposal, Audit report and utilisation certificate caused procedural delays in sanctioning and releasing the funds to conduct literacy activities.

- Eranakulam Model did not result in adequate volunterism to render free service to the social movement like literacy campaign in the state like Bihar. It appeared that Bihar did not seem to be the soft area like Ernakulam to experiment it invariably in all the places.

- Since commencement of the TLC adequate preparation for planning, management, monitoring, evaluation, etc. were not done properly from ZSS level to state and NLM levels.

In some cases delays in approval, sanction and release of funds also created some problems.

Major interventions of NLM in the recent past to accelerate literacy campaign/progrmme.

- Provision for composite project proposal of TLC/PLP to maintain the continuity in teaching-learning process.
- Revision in financial provisions of TLC/PLP and CE based on need and the magnitude of work.
- Special workshops on financial management organized by the SLMA/ NLM.
- Establishment of JSS for polyvalent education particularly to strengthen the literacy drive by way of extending the coverage of skill development to the neo-literates.
- Preparation of guidelines for Concurrent/External evaluation/periodical appraisal of literacy activities in TLC/PLP/CE.
- Constant interaction by the NLM with the SRCs/SLMAs and ZSSs in order to streamline the implementation process.
- Preparation and circulation of rules of management of SRCs.

The above efforts helped to plan, implement and assess the progress of the campaign in a systematic manner.

Crucial interventions by NLM to accelerate the female literacy drive in AFLP districts of Bihar during 2002 onwards.

Districts having less that 30% female literacy in 2001 census have been categorized as Low Female Literacy districts. NLM instructed districts to plan a special action programme to enhance the female literacy level in a very short span of time through devising innovative approaches and strategies for the same. In Bihar 15 districts fall under such category. But due to various reasons two literacy districts namely Madhubani and Katihar could not be included under AFLP project. The remaining 13 districts namely : (1) Sitamarhi, (2) Sheohar, (3) Saharsa, (4) Purnea, (5) Kishanganj, (6) Araria, (7) Banka, (8) Jamui, (9) Supaul, (10) Khagaria, (11) West Champaran, (12) East Champaran and (13) Madhepura have been covered under this programme.

The major interventions of the NLM in the context of AFLP

- Changes in Procedural Implementation Process-visit of Senior officials of NLM in the district like (1) Muzaffarpur, (2) Saharsa, (3) Araria, (4)Kishanganj and (5) Buxar.

- Involvement of PRI members in literacy campaign.

- 10 days' Literacy camps for Non-Literate women PRI members.

- Appeal by Chief Minister to PRI members emphasing their involvement in the campaign.

- Induction training on SHGs in all AFLP districts : (1) Madhepura, (2) Kishanganj, (3) Banka in collaboration with DRDA in order to establish the convergence between literacy and rural development.

- Vocational Training to 300 Female VTs in each AFLP (13) districts proposed. IN the 1st Phase 150 VTs covered under this training programme in 11 districts. 2 districts namely saharsa and Sitamarhi could not be included for the time being due to floods and some other problems.

- Vonvergence between literacy and other developmental programmes such as Pulse-Polio, Rural Sanitation, Health and Family welfare, SGSY, etc.

- Effective Monitoring System through constituting a team of experts from external and internal SRCs, emphasizing the need for creating a mentoring group of prominent persons at ZSS level. Constant monitoring and follow up of literacy and other allied activities by NLM/ SLMA.

- Internal SRCs

- External SRCs

Developing and making available various Monitoring/Progress Report data base formats by the NLM.

Impact

Impact of NLM intervention in the context of female literacy in the state of Bihar can be seen from the following table:

Table – Concurrent and External Evaluation Results in AFLP districts

Sl.No.	Name of the Districts	Concurrent Evaluation Result against sample	External Evaluation Result against district target
1.	Araria	86.17	62.09
2.	Banka	67.33	84.82
3.	East Champaran	69.37	90.01
4.	Jamui	56.3	70.84
5.	Khagaria	11.5	23.5
6.	Kishanganj	79.34	80.2
7.	Madhepura	662.25	44.13
8.	Purnea	Not Available	Not Available
9.	Saharsa	14.6	35.00
10.	Sheohar	54.46	Result awaited
11.	Sitamarhi	81.01	60.23
12.	Supaul	73.03	26.50
13.	West Champaran	87.6	91.8

It is apparent from above figures contained in the table, the majority of the district have shown excellent performance in terms of learning achievement of learners. However, Saharsa and Khagaria have shown extremely poor performance in this regard in the course of mid-term impact assessment whereas their performances improved in External Evaluation. On the whole, the fact emerges that most of the AFLP districts, despite time constraints as compared to the previous projects of TLC/PLP have succeeded in achieving the objectives of the Accelerated Female Literacy projects under the dynamic positive guidance response and constant monitoring of the ongoing literacy activities by the NLM.

Future Planning

Coverage of remaining 150 VTs in skill development training in 11 districts and 300 VTs in 2 uncovered districts.

Refresher training to 200 VTs in remaining 10 districts.

- Attempts to extend the coverage of AFLP to all the districts having 30-40% literacy percentage according to 2001 census.
- Each trained VT in SHGs would impart training to 20 VTs in their respective areas. Thus the target of 4000 VTs to be trained and entrusted with the task of formation of SHGs.
- Two outstanding female VTs are to be awareded on the occasion of International Literacy Day (i.e. September 8, 2004) from each AFLP districts of Bihar.
- Establishing the linkage of literacy SHGs with SGSY Scheme of DRDA.
- Trained VTs in various occupational skills to be assigned the job of percolating the concerned skills to other VTs/Neo-literates.
- Integration of literacy programme with other developmental programmes.
- Uninterrupted continuance of literacy activities followed by PLP and CE as per the status of literacy projects in different districts.
- Replication of all the innovative approaches and strategies of AFLP during 2nd phase of TLC wherever proposed to be implemented in the coming days.

Major Highlights

- AFLP project completed in a stipulated time frame in most of the districts.
- Several innovative approached and strategies adopted in the context of AFLP accelerated the pace of implementation.
- Frequent guidelines provided by the NLM helped in better implementation of the project.
- Excessive involvement of internal as well as external SRCs resulted in providing desired techno-padagogic resource support to the districts and made the monitoring mechanism effective.
- For the first time a well thought out and well planned skill development training and SHGs training imparted to the outstanding VTs; prior to this, despite having provision for skill development training and funds, earmarked for this purpose in PLP, no tangible efforts could be made by a number of old literacy districts as them did not have the clarity of vision and specific work plan to implement it. Each AFLP district has to cover 300 female VTs under Skill Development Training in the first round

150 VTs have undergone through the training in 11 AFLP districts. Similarly 200 VTs have been imparted training on the subject of SHGs in each AFLP district. They are supposed to act as MTs.

- The achievement result of concurrent and external evaluation seems to be satisfactory in majority of the cases.
- Effective steps initiated to establish convergence between Ministry of Human Resource Development and Ministry of Rural Development.
- Massive involvement of Panchayati Raj Institutions in literacy programme.
- 4000-5000 outstanding VTs on the basis of their dedication, commitment and valuable contribution to the campaign have been identified in each AFLP distric and they have been provided with valuable supplementary reading materials as awards.
- Capacity building of SRC Personnel according to need of the hour.
- Mushars' Muslims' and Thakurs' conferences for the cause of literacy have been organized in some AFLP districts which created tremendous impact in accelerating the pace of implementation TLC/AFLP districts.

Conclusion

NLM interventions in the context of AFLP has resulted in drastic change in implementation process and work style of the ZSSs. Thus, the same tempo needs to be maintained in future so as to sustain the interest of learners and literacy functionaries. Non AFLP districts should also follow the successful path of AFLP districtsin order to achieve the desired goal. Ultimately, it is concluded that through giving a big push to the campaign and integrating the components of development, particularly in women specific programmes, the target of functional literacy can be achieved to a great extent even in the case of time-bound projects of adult literacy provided NLM keeps its vigilant watch and maintains constructive approach to extend the desirable support and guidance to concerned districts.

Organisation and Working of Total Literacy Programmes in Warangal District - A Study

M. Shanthi Priya

Meaning and Importance of Adult Education

Among the public policies introduced in Post – Independent India, the literacy programme is among the most laudable initiatives in view of its importance to the illiterate masses of our country. Adult education aims at promoting all round betterment of the people.

The concept of Adult Education, and its literacy component, implies educational facilities for adults who could not undergo a regular course of formal educational facilities for adults who could not undergo a regular course of formal education during their school age. The classical notion of literacy, which is still widespread in our country, is the learning of reading, writing and arithmetic. Literacy is not just the process of learning the skills of reading, writing and arithmetic, but a means to full development- economic, political, social and moral.

Economic, Political and Social Development through Adult Education

Literacy is indispensable for acquiring higher skills in all occupations particularly those that go to build the village economy. The spectre of illiteracy still haunts India. Human factor is the key variable in economic development. Human factor is the key variable in economic development. Adult Education can make material contribution to increase the efficiency of the human factor. Literacy is a tool that can help the faculties of an individual to acquire and improve his awareness of the world and turn him into a productive member of society. Literacy is the foundation for progress and the lack of it is one of the main causes for backwardness in many fields, especially in economic development. Literacy can also ensure greater economic equality, as people would become increasingly conscious of their demand and pressurize the system to remove inequalities. Univerlisation of Education is considered as one of the minimum needs of modern man. On the political front it is realized that a sound and real democracy can be built only when there is widespread literacy. Gandhiji described illiteracy as 'India's shame and sin'. He viewed literacy as an important component of country's struggle to banish ignorance

and poverty. Literacy is an important means of preparing the disadvantaged groups to participate in the international system of economic and political consequences of educating people who take governmental promises of change seriously and place demands on the political system. Illiteracy in rural areas helps the continuation of the strong hold of feudal leadership of caste and heritage. Democracy requires literate citizens for effective participation in the functioning of its institutions.

Literacy can create a modern outlook and scope for social mobility and is a source of social progress, it is an instrument of modernization and social change and it can leave a clear impact on discrimination, or spread of modern attitudes, values and outlook. Literacy is meant to afford opportunities for development of personality and the ability for effective participation in social life. Adult education is an important device for socialization and communication. Without literacy majority of the people will not become conscious about their role and responsibility in the field of development. Thus to Paulo Freire, education is its true sense is and should be a revolutionary force. But if it is to serve the purpose of social revolution, education must first be capable of helping man to become more aware of and responsible for himself and his world. The Education Commission (1964-66) emphasized the need for removal of illiteracy when it held that national security depends to large a extent upon the education of citizens, their knowledge of national affairs, their character and sense of discipline and their ability to participate effectively in security measures.

Methodology of the Study

Warangal district is one of the several districts in Andhra Pradesh where the Post-Literacy Campaign (PLC) was initiated. The study employed a multi-stayed sampling method in selecting the adult education centers and learners, to get an overall picture of the program. The selected post literacy centers were surveyed on the basis of the opinion of the organizers, who are involved in the program, and other general information. A structured questionnaire was prepared and administered to the organizers.

The starting point for the study was collection of published and other available sources, book journals and newspapers. In the second stage discussions were held with the officials and experts, academicians who are expert in the field. In the third stage, a field study was conducted. The

relevant information was collected through a structured questionnaire, informal discussions and participatory observation methods.

Post-Literacy Programme

For the benefit of neo-literates, Post Literacy and Continuing Education Centers were started in order to make them retain the literacy skills acquired by them during the period of one year and bring them from the stage of guided learning to that of self learning.

The post-literacy centers are called JANA SIKSHANA NILAYAMS and they have been established at the rate of one for every 5000 population in a project mode.

The Functions of Jana Shikshana Nilayam

1.   Evening classes
2.   A library
3.   A reading room
4.   A Charcha Mandal (discussion group)
5.   Training programmes
6.   ^ Sports and adventurous activities
7.   Recreational and cultural activities

The categories of persons served by the Jana Sikshana Nilayams are:

1.   The neo-literate who completes the functional literacy course
2.   Those who become literate through the mass programme for functional literacy
3.   School dropouts
4.   Pass outs of primary schools
5.   Pass outs Non-formal Education programmes
6.   All the other members of the community

The person in charge of running a Jana Sikshan Nilayam will be called 'prerak' who is paid an honorarium of 500/- per month. The prerak is appointed to organize post–literacy and continuing education programmes in the villages, preraks will be given an initial training of 10 to 11 days by the district literacy organization.

Post-Literacy at Work - Prerak View Point

The working of Jana Sikshana Nilayams was to be examined as perceived by those who are engaged in it. For this purpose key field functionaries (preraks) were interviewed. A structured questionnaire was canvassed to all the 150 preraks. In this process an attempt was made to elicit their socio-economic background and their attitudes and perceptions about various facets of the programme. This, it was hoped, would provide an insight into the dynamics of the programme.

Preraks

The most important link for the success of the programme is preraks. It is, therefore, necessary to assess the view and attitudes of the preraks. For this purpose the social composition and the perception of the 150 preraks in the program were analyzed.

Table -1 (a)
Sex and Caste - Composition of Preraks

Sex/Caste	SC	ST	BC	OC	TOTAL
Male	11 (0.78)	10 (98)	57 (55.8)	24 (23.5)	2 (68%)
Female	4 (8.3)	5 (10.4)	19 (39.5)	20 (41.6)	48 (32%)
Total	15 (10%)	15 (10%)	76 (51.7%)	44 (29.3%)	150 (100%)

Table – 1 (b)
Age Background of the Preraks

SL. NO.	AGE GROUP	FREQUENCY	PERCENTAGE
1	20-35 young Age Group	153	88.6
2	36-50 Middle Age Group	15	10
3	51 & above (old age group)	2	1.3
	TOTAL	150	100

Table 1 – (c)
Educational Background of the Preraks

SL. NO.	AGE GROUP	FREQUENCY	PERCENTAGE
1	Middle school	55	36.6
2	High school	80	53.3
3	Intermediate	12	8
4	Graduation	3	2
	TOTAL	150	100

Table – 1 (D)
Occupational Background of the Preraks

SL. NO.	OCCUPATION	FREQUENCY	PERCENTAGE
1	Agriculture	73	48.6
2	Agricultural Labour	32	21.3
3	Business	14	9.3
4	Household	11	7.3
5	Private Teacher	10	6.6
6	Government Service	7	4.6
7	Rural Artisan	3	2.0
	Total	150	100

Table – 1 (E)
Income Background of the Preraks

SL. NO.	INCOME	FREQUENCY	PERCENTAGE
1	Rs. 10,000 – 15,000 (Lower Middle Income)	89	59.3%
2	Rs. 15,000 – 20,000 (Middle Income)	46	30.6%
3	Rs. 20,000 and above (High Income)	15	10.1%
	TOTAL	150	100

Table 1 (a) reveals that about 50% of the respondents come from the backward castes, 30% from forward caste and 20% belong to scheduled castes and scheduled tribes. About sex ratio, the data shows that 68% were men and 32% were women. While a majority of the male preraks is drawn either from forward castes or scheduled castes, most the female preraks are from the forward castes.

Tables –1 (b,c,d & e) indicate that an overwhelming majority (86.6%) of the respondents are young. The educational qualifications reveal that most of them are either matriculates or have completed the intermediate course. The occupational background indicates that 98.6% of them are drawn from agriculture which includes 21.3% agricultural labourers and the rest are from business, rural artisan families or private teaching occupations. The income background reveals that a majority of the preraks (59.3%) are from lower middle (Rs. 10,000 - 15,000) income group and the remaining ten percent are from upper middle above (Rs. 20,000) group category.

Table- 2
Suggestion for Improving the Centres

SL.No.	Suggestions	Frequency	Percentage
1.	Private employment opportunities to learners	68	45.34
2.	Provide better physical facilities furniture etc.	39	26.0
3.	Remuneration of honorarium should be increased should be made full time	23	15.3
4.	Provision of medical facilities in the center income generating programmes necessary books etc.	20	13.2
	Total	150	100

Table –2 deals with the suggestions of the preraks for improving working of the centres. 45.34% of them expressed that there was a need to provide employment opportunities to learners. 26% of them expressed that remuneration/honorarium and their jobs should be increased and their roles should be made full – time. 13.2% expressed that provision of medical facilities in the centres, income-generating programmes, necessary books, etc. would greatly improve the working of the centres.

Conclusion

Adult education is an extremely important policy for countries like India where people are steeped in ignorance and poverty. The programme is capable of bringing about a major social transformation in all walks of life.

An examination of the programme at work revealed the dsismal trends. The key functionaries, the last link in the organization chain, are the preraks. They are the persons whose viewpoint and experience is of considerable importance in understanding the programme. They expressed their dissatisfaction with regard to the physical facilities, learning materials and need to provide employment opportunities to learners, and remuneration of the preraks should be increased and the jobs of preraks should be made full – time.

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A study on factors promoting retention of interest in literacy among neo-literates

Anuradha Sharma

One of the serious problems in a programme of such a vast dimension is how to keep persons literate once they had acquired the basic skills in reading, writing and numeracy through adult education centers. The reversion to illiteracy occurs not only in the case of adults who acquire literacy through short duration non-formal programmes, but also with children who drop out of the formal school system prematurely after acquiring temporary literacy.

Gadgil (1945) reported that the incidence of relapse into illiteracy was especially high among the middle and backward classes among the agriculturists and agricultural labourers and among the very poor ones. Shankar, R (1972) revealed that participation in the functional literacy test was more in a test conducted after nine months. It is further concluded that extending the period of training resulted in better writing speed but not reading speed. Seth (1984) found significant relationship between the main occupation of the learners and attitude towards literacy, between gain in literacy skills and continuous participation in the programme.

Thus there are 3 basic elements to be kept in view in promoting the interest of neo literates (a) identification of learning needs of neo-learners, (b) provision of learning opportunities to meet the needs (c) creating a good personnel and organization environment of sustain the learning interest of neo-literates.

The present study is planned to study the factors responsible for promoting retention of interest in literacy among neo-literates.

Objectives of the Study

To measure the retention in literacy skills among the adult neo-literates.

To find out the relationship between retention of literacy and social factors.

- To find out the relationship between retention of literacy and organizational factors.
- To make some practical suggestions for retention of interest in literacy among neo-literates.

Methodology

Data was collected after 6 months of neo-learners' final evaluation (Administered by ZSS of block Kharar, Ropar district).

Tools Used

i) An Evaluation sheet prepared by the researcher.
ii) Scoresof three competencies achieved during final evaluation test administered by ZSS of block Kharar, (Ropar district).
iii) A questionnaire prepared dealing with social and organizational factors.

Sample

Purposive sampling techinique was used. Only those adult learners were taken who had taken the internal final evaluation test conducted by the Zilla Saksharta Samiti block Kharar. A total number of 80 learners randomly selected from 168 learners from four villages of Kharar block were taken.

Analysis of Data

After the collection of data it was analysed using statistical techniques of percentage.

Analysis and Interpretation of Data

Measurement of retention in literacy sills, after a gap of six months of final evaluation

Total learners	Retained literacy skill learners	Not retained literacy skill learners
80	41	75
%age	51.25%	48.75%

Out of total sample of 80 learners who were tested, 51.25% were able to retain the literacy skills, whereas 48.75% were not able to retain the literacy

skill according to NLM norms after a gap of six months when the researcher gave the same difficulty level test to the learners.

Distribution of learners on the basis of success or failure in three competencies according to the NLM norms

Achievement in skills	Reading		Writing		Arithmetic	
	ZSS	Researcher	ZSS	Researcher	ZSS	Researcher
Fail	7(8.75)	41 (51.25)	20 (25%)	44 (55%)	2.(2.5)	36 (45%)
Pass	73 (98.25)	39 (48.75)	60 (75%)	36.(45%)	78 (97.50%)	44 (55%)

The above table revealed the achievement in literacy competencies of learners' in the test conducted by ZSS and by the researchers, which was conducted after gap of six months. 98.25% got success in reading competency, i.e. more than 50% marks, when the test was conducted by the ZSS, whereas when the researchers conducted the test after six months only 48.75% learners were able to get success in reading competency.

In writing competency 75% learners got success when the test was conducted by the ZSS, i.e. got more than 50% marks (more than 15 marks), when the researchers conducted the same difficulty level test only 45% learners were able to succeed (i.e. having more than 15 marks in writing skills) according to NLM norms in writing skills. In Arithmetic 97.5% learners were ableto succeed when the ZSS conducted the test whereas only 55% learners were able to succeed when the researchers conducted the same difficulty level of test after a gap of six months.

Educational qualification of head of the family members

Educational qualification of the head of the family member	From total 80 learners head family members	From 39, not retained literacy skill learners' head family members	From 41 retained literacy skill learners' head family members
Illiterate	50 (62.50%)	28 (35%)	22 (27%)
Primary pass	18 (22.5%)	9 (11.25%)	9 (11.25%)
Eight class pass	5 (6.25%)	3 (3.75%)	2 (7.5%)
Matric class pass	7(8.75)	1 (1.25)	6 (7.5%)

Of the learners 35% not retained literacy skill learners and 27% retained literacy skill learners belong to families with illiterate head of family, and on the other side 7.5% retained literacy skill learners and only 1.25% not retained literacy skill learners were from families where the head of the family had more than matric level education qualification. It means educational qualification of the head of the family members also had effect on the retention of literacy skills.

Number of months regularly attended the literacy center

Months	Retained literacy skill	Not retained literacy skill	Z Scores
1.	4 (5%)	19 (23.75%)	3.56**
2.	3 (3.75%)	9 (11.25%)	1.78
3.	3 (3.75%)	4 (5.00%)	.24
4.	0 (0)	5 (5%)	2.00**
5.	2 (2.50%)	3 (3.75%)	0.4
6.	7 (8.75%)	1 (1.25%)	-2.31*
7.	12 (15.00%)	0(0)	-3.85--
8.	4 (5%)	1(1.25%)	-1.44
9.	4(5%)	0(0)	-2.00*

*Significant at .05 levels
** Significant at .01 levels

Above table revealed that in total 36% learners' attended the center more than 6 months. Among these, 34% were those who had retained the literacy skill and only 2% were those who had not retained the literacy skills. Whereas 40% not retained literacy skill learners and 12.25% retained literacy skill learners attended the center less than three months.

Suggestions by the learners for increasing interest in literacy skills.

Suggestions	Total (percentage)
Self interest	47 (58.75)
Volunteer should be regular	41 (51.25)
Center should be near	26 (32.09)
Motivate the learner	22 (27.50)
Importance of education should be emphasized	13 (16.25)
Library should be near	12 (15.00)

The above table gives more than hundred percent response because more than one response was given by the respondents. It is clear from the above table that 58.75% learners said that learners should have self interest in literacy skills. 51.25% stated that the volunteers should be regular. 32.09% revealed that the centre should be near, 27.50% said that learners should be motivated from time to time, 6.25% revealed that importance of education in life should be emphasized, only 15% said that a library should be very near their residence. These are some of the suggestions, which the learners gave, for increasing interest in literacy skills.

Kind of activities that should be conducted in the literacy centers

Activities	Number (total percentage)
Increase general knowledge	38 (97.50)
Information on nutritious food	33 (82.24)
Stories (religious historic	30 (75.21)
Health and hygiene	27 (57.22)
Songs	22 (55.5)
Immunization programmes	19 (47.60)
English reading	6 (15.26)

The above table shows the activates that should be conducted in the centers. 97.50% learners were interested in general knowledge, 82.24% stated that information on nutritious food should be provided. 75.21% wanted stories (religious or historic), 57.22% wanted information on health and hygiene and 55% preferred songs and 47.60% said that immunization programme should be organized, very few (15.26%) said that English reading course should also be included in the programme.

Number of children in the family

Actual no. of children	Not retained literacy skill learners	Retained literacy skill learners	Z-value
0	1 (1.25%)	1 (1.25%)	0
1	2 (2.50%	3 (3.75%)	-52
2	7 (8.7%)	5 (6.25%)	.53
3	8 (10%)	18 (22.5%)	-2.54
4	19 (23.75%)	7 (8.7%)	2.71
5	4 (5%)	4 (5%)	0

Of the 80 learners, majority of them and three or four children. Those who had retained the literacy skills most have three children, whereas those who had not retained the literacy skills have four children. This may be one of the factors, which may cause retention in literacy skill.

Conclusions

The age of the learners and occupation of family member of the learners did not affect the retention of interest in literacy among neo-literates. However, education of the head member, number of children and number of family members in a family affect the retention of literacy skills of the learners. Those who attended a literacy center for more than 6 months have been able to retain the literacy skills.

Factors like attitude of family members, learners helping their children in their studies. See/listen to literacy programme on TV/Radio and presence of co-curricular activities in literacy classes, method of teaching and regularity of volunteer teacher in the center positively correlated with literacy competencies.

Practical recommendations

- Environment building activities like pad yatras, meetings, rendering of literacy songs, slogans and Kalajatha programmes should be repeated from time to time to disseminates messages of literacy and mobilize the neo-literates.

- Panchyati raj institutions, educational institutions, community groups such as Mahila mandal, women groups, youth groups, farmers, social and political activist groups should be actively associated with the campaigns.

- The village panchayats/area coordinators to have a first hand impression of what happens and should regularly monitor and center.

- The volunteers teachers should be provided with teaching learning packages of guides, teaching aids and modules that may held the volunteers in the actual job/work context.

- Organization of library services (static and mobile) for neo-literates.

- Organization of short-term skill proficiency courses for neo-literates so that their interest in competencies can be maintained.

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The Association regularly brings out following six periodicals:

INTERNATIONAL JOURNAL OF ADULT AND LIFELONG EDUCATION
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(*Editor in Chief:* KC Choudhary; *Executive Editor*:Dr. Madan Singh; Editor: S.C. Dua)

This bi-monthly carries information and news on literacy and population.

For information on their subscription, availability of back numbers for sale, etc., please write to: General Secretary, IAEA, 17-B, IP Estate, New Delhi - 110 002
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The Indian Adult Education founded in 1939, aims improving the quality of life through education visualizes as a continuous and lifelong process. It directs its efforts towards accelerating adult education as a process a programme and a movement.

The Association co-ordinates activities of various agencies – Governmental and voluntary national and international – engaged in similar pursuits. It organizes conferences and seminars and undertakes surveys and research projects; it endeavors 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 institute the Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of eminence.

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

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

It's headquarters are located in the Shafiq Memorial at 17-B, Indraprastha Estate, New Delhi – 110 002.

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Indian Adult Education Association

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

The average length of a manuscript should normally be between 1500 and 2000 words; in exceptional cases, longer articles can be accepted. Mimeographed, zeroxed or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2" margin on A4 size paper. Footnotes and references should come at the end and not on every page. Authors are requested to submit one typed copy along with the floopy disc (MS Word).

INDIAN JOURNAL OF ADULT EDUCATION

Guest Editor's Note

ARTICLES

This issue of The *Indian Journal of Adult Education* has a number of research papers of high value, some of them following rigorous research methodology. The papers included in this issue are largely research- both quantitative and qualitative.

Yogendra Lal Das has done a very a critical analysis of literacy programme in the State of Bihar which throws up some salient points for the planners and implementers, based on empirical data.

Bhagat et.al., addresses training methods and arranges them in the hierarchy of preference, particularly for the basic Agriculture and Horticulture trainees. Can we draw lessons or adapt them in adult education programmes, is the question they leave us to ponder over.

Rameshwari Pandya et. al. evaluate the adult education programme in Baroda City, particularly with reference to Pragati Centre. They have identified the areas where there is need for further improvement.

K. Sudharani et.al. enquire into the problems of neo-literates in the CEC's of Nellore district and come to the conclusion, among many others, that unmarried men in age group 15-24 Have fewer problems attending CEC's than the rest.

Sanku Dey makes an inter district analysis in literacy rates of the State of Meghalaya and notes significant improvement in literacy levels of both males and females with higher growth rate among the females.

Asha Patil examines the role of language in building educational culture with reference to adult literacy and concludes that the matter of text books/ primers of adult literacy programmes should be need based and transmutation of book knowledge should become part of one's living experience.

Poonam Dhawan examines the issue of civic education and adult literacy and seems to go back to the original idea of social education as the need of the hour for our adult education programme. May be she is more concerned about the quality of life.

Debabrata Basu tackles the issue of on- line education and hopes that this could be fruitfully utilized for adult education programmes.

Navleen Kaur discusses the role of Continuing Education as the key to Human Resource Development

Rajesh Modi et. al. addresses impact of globalization, privatisation and decentralization in education.

This issue, as previous ones, maintains high research standards. It is hoped that the readers would find it useful in their quest for further knowledge and research.

<div align="right">N.K.AMBASHT</div>

A Critical Analysis of
Literacy Scenario in Bihar

Yogendra Lal Das

Background

Literal meaning of literacy is the ability to read and write only, but in true sense it has broader connotation, which include overall personality development of a person leading to total transformation of the society/country/ universe. Mahatma Gandhi considered education (literacy) as the basic tool for the development of consciousness and reconstruction of society. Therefore, literacy is inevitable for every individual. Federico Mayor, former Director General of UNESCO, rightly pointed out that "if we do not invest all our resources, energy and will in education, the race will be lost and the balance between men and nature will be re-established by disasters that are not only unthinkable but also avoidable now". In view of above facts literacy has occupied the most important place in social sector planning process particularly in a developing economy like ours. Thus, expenditure incurred in imparting literacy especially to disadvantaged group of the society such as Scheduled Caste and Scheduled Tribe, Women etc. has been considered as productive and worthwhile investment.

In the post independence era, several efforts have been made for eradication of illiteracy and attaining the goal of 'education for all' in both the formal and non-formal sectors. Specifically, the year of 1978 became the landmark in the history of adult literacy when the nation-wide adult education programme was launched. Similarly, in view of the New Education Policy of 1986 stressing the need for change in approach and strategies with major focus on mass movement/ community mobilization and continuing / life long education, National Literacy Mission (NLM) was created in 1988. The main objective of NLM was to achieve full adult literacy within a short span of time up to 2005 by way of ensuring community participation and providing impetus for encouraging volunteerism among adult/youth literates through creating conducive environment to literacy.

Rapid Teaching-Learning process is another important strategy of NLM.

Literacy status in Bihar

Despite operationalising the nationwide literacy programme/campaign in the state of Bihar for more than a decade the fact remains that it still stands at the bottom level in terms of literacy percentage in the country. Bihar is lagging far behind as compared to the national average of literacy percentage. Situation in this regard can be figured from the following tables and description.

Table-1.
Decadal Increase in Literacy Rate in India and Bihar during1951-2001

Year		India	Bihar	Difference (%)
1951	Persons	18.33	13.49	4.84
	Male	27.16	22.68	4.48
	Female	8.06	04.22	3.84
1961	Persons	28.30	21.95	6.35
	Male	40.39	35.50	4.89
	Female	15.33	8.11	7.22
1971	Persons	34.45	23.17	11.28
	Male	45.95	35.86	10.09
	Female	21.97	09.86	12.11
1981	Persons	43.47	32.32	11.15
	Male	56.38	47.11	9.27
	Female	29.76	16.61	13.15
1991	Persons	52.21	38.48	13.73
	Male	64.13	52.49	11.64
	Female	39.23	22.89	16.34
2001	Persons	64.8	47.0	17.8
	Male	75.2	59.7	15.5
	Female	53.6	33.1	20.5

It is explicit from the above figures contained in table 1, that in the post independence era (since 1951 to 2001), Bihar has been lagging far behind in terms of literacy as compared to rest of India. Gradually the gap has been widened in later phase. Especially, the gap in truncated Bihar (i.e. during 2001 when it was split into Bihar and Jharkhand) has been quite high.

Another significant feature emerges from the figure that initially, during 1951, difference between male and female literacy rate was by and large same at both the national and state level (i.e. 18-19%). But, the contrary picture emerged in recent (2001) census as relatively a big gap of about 28% between male and female literacy rate is reflected in Bihar as against the difference of about 5% to 18% over the period of 50 years (during 1951 to 2001). As far as overall literacy percentage is concerned. During the same period, differences in males and female literacy rate increased from about 4.5% and 5% to 15.5% and 20.5% respectively.

Table-2.
District wise Rate (in 2001)

Sr. No.		State/ District	Literacy Rate			Difference between Male and Female Literacy (%)
			Total	Male	Female	
1		2	3	4	5	6
		Bihar	47.53	60.32	33.57	26.75
	1.	West Champaran	39.63	51.91	25.85	26.06
	2.	East Champaran	38.14	50.14	24.65	25.49
	3.	Sheohar	37.01	45.54	27.43	18.49
	4.	Sitamarhi	39.38	51.02	26.35	24.67
	5.	Madhubani	42.35	57.26	26.56	30.70
	6.	Supaul	37.80	53.23	21.02	32.21
	7.	Araria	34.94	46.50	22.14	24.36
	8.	Kishanganj	31.02	42.80	18.49	24.31
	9.	Purnia	35.51	46.16	23.72	22.14
	10.	Katihar	35.29	45.51	24.03	21.48
	11.	Madhepura	36.19	48.87	22.31	26.56
	12.	Saharsa	39.28	52.04	25.31	26.73
	13.	Darbhanga	44.32	57.18	30.35	26.83
	14.	Muzaffarpur	48.15	60.19	35.20	24.99
	15.	Gopalganj	48.19	63.81	32.81	31.00
	16.	Siwan	52.01	67.67	37.26	30.41
	17.	Saran	52.01	67.81	35.74	32.07
	18.	Vaishali	51.63	64.00	38.14	25.86
	19.	Samastipur	45.76	57.83	32.69	25.14
	20.	Begusarai	48.55	59.71	36.21	23.50
	21.	Khagaria	41.56	52.02	29.62	22.40
	22.	Bhagalpur	50.28	60.11	38.83	21.28
	23.	Banka	43.40	56.28	29.10	27.18

24.	Munger		60.11	70.68	47.97	22.71
25.	Lakhisarai		48.21	60.97	34.26	26.71
26.	Sheikhpura		49.01	62.56	34.13	28.43
27.	Nalanda		53.64	66.94	39.03	27.91
28.	Patna		63.82	73.81	52.17	21.64
29.	Bhojpur		59.71	74.78	42.81	31.97
30.	Buxar		57.49	72.82	40.36	32.46
31.	Kaimur		55.57	70.57	38.90	31.67
32.	Rohtas		62.36	76.54	46.62	20.92
33.	Jehanabad	(Arwal included)	56.03	70.90	40.08	30.82
34.	Aurangabad		57.50	71.99	42.04	29.95
35.	Gaya		51.07	63.81	37.40	26.41
36.	Nawada		47.36	61.22	32.64	28.58
37.	Jamui		42.74	57.10	26.92	30.18

(Source: Census, 1951-2001)

It is conspicuous from table 2 that out of 37, as much as 18 districts fall under the category of below state average in respect of overall literacy percentage according to census 2001. Rest, 19 districts stand at above state average (47.53%). Patna, at the top and Kishanganj at the bottom in this respect. Apart from Patna, the districts like Rohtas, Munger, Aurangabad, Jehanabad, Kaimur, Buxar and Bhojpur districts in the State appear to be far better on literacy front than that of other districts.

The districts of Darbhanga, Kosi, Purnea and Tirhut division are lagging far behind in terms of literacy, probably because of concentration of population in rural segments and persistence of the problems like poverty, migration etc.

So far as male literacy rate is concerned, 18 districts are ahead of the state average (60.32%) and remaining 19 districts are lagging behind. This is pertinent to note that almost all such districts among males as well.

While 18 districts are ahead of the state average of female literacy rate (33.57%), 19 districts are below average. A great deal of inter-district variation has been evident in terms of the gap between literacy rate of male and females. Though invariably, females are lagging behind the males in each district. But, in some cases, it seems to be horrible. Especially, in the districts like, Buxar, Bhojpur, Kaimur and Jehanabad despite having relatively much

higher overall literacy rate, the gap between male and female literacy rate is of more than 30%. **It clearly indicates that girls and women at large have not been brought into the educational mainstream at those places, rather least preference has been give to female literacy. Hence, special female literacy drive needs to be initiated in those districts to bring the females at par with their male counterparts and to attain a sustainable threshold level of literacy. In addition, the difference in Madhubani, Supaul, Gopalganj, Saran and Siwan also seems to be wider than other districts. Hence, special efforts are to be made to promote female literacy in those districts as well. Most of the districts of Bihar are still under TLC/ PCP phase and they have been instructed to launch the project for residual illiteracy/ special literacy programme. The following table will reveal the existing situation in this regard.**

Table-3
Campaign/ Programme Status of literacy
Districts in Bihar

Sr. No.	District	PRI	TLC	PLP	CE
1.	Gaya	✓	✓	✓	
2.	East Champaran	✓	✓	✓	
3.	West Champaran	✓		✓	
4.	Kaimur	✓		✓	
5.	Nawada			✓	
6.	Nalanda	✓		✓	
7.	Jehanabad	✓			✓
8.	Gopalganj (Stagnant)	✓	✓		
9.	Araria	✓		✓	
10.	Purnea	✓	✓	✓	
11.	Kishanganj	✓		✓	
12.	Buxar			✓	
13.	Rohtas		✓	✓	
14.	Saran (Stagnant)	✓	✓		
15.	Siwan (Stagnant)	✓	✓	✓	
16.	Bhojpur				✓
17.	Aurangabad		✓	✓	
18.	Muzaffarpur	✓	✓	✓	
19.	Sitamarhi	✓	✓	✓	
20.	Sheohar	✓		✓	
21.	Darbhanga	✓			✓
22.	Madhubani (Stagnant)	✓	✓	✓	
23.	Samastipur	✓	✓	✓	

No.	District				
24.	Saharsa	✓			✓
25.	Madhepura	✓			✓
26.	Supaul	✓			
27.	Munger				✓
28.	Begusarai	✓			✓
29.	Khagaria	✓			✓
30.	Jamui	✓			✓
31.	Lakhisarai	✓		✓	
32.	Sheikhpura	✓	✓		
33.	Bhagalpur	✓	✓	✓	
34.	Banka	✓			✓
35.	Katihar (Stagnant)	✓	✓		
36.	Vaishali (Stagnant)	✓	✓	✓	
37.	Patna		✓	✓	

Table 3 clearly indicates that at the present juncture, 4 districts are still under TLC phase, 9 districts under PLP and 13 partially under TLC and PLP both and 11 districts have entered into CE phase. However, It is important to point out that out of 11 CE districts, only 3 districts have been covered under CE projects. The CE project has not been sanctioned to the rest 8 districts.

As shown in table thirty one districts of Bihar fall under the category of low literacy districts as per recent criteria of the NLM. Project for Residual Illiteracy/ Special Literacy Programme having major focus on female literacy is to be launched in these districts. Most of such districts submitted the PRI Project Proposal in accordance with the NLM guidelines, which have been approved by the PAC of NLM a few months back. Despite several reminders of NLM & SLMA most of the districts have not settled their earlier accounts hence the sanction letter has not been issued and the Government has not made the fund available.

One can find from above figures that as against 80,75,889 target non-literates of 15-35 years age as identified in literacy survey, 42,23,499 constituting for 52.29% have been made literates according to the latest (December 2005) Monthly Progress report of the districts.

The external evaluation results show 52.44% achievement of learners in accordance with the NLM norms. As per external evaluation results, performances of different districts range between around 10% the lowest at Darbhanga to 86 % at Muzaffarpur, (the highest). The districts like Bhagalpur, Buxar, Nalanda and Rohtas have also shown better performance as compared to other non-AFLP districts.

Table-4
District wise Target, Coverage and achievement under TLC is non-accelerated female literacy programme districts of Bihar

Sr. No	Name of District	Target as per Literacy Survey	No. of P-III Completers	Percentage of P-III Completers	Learners' Achievement (%) in External Evaluation
1.	Aurangabad (Ph-I)	151933	79506	52.33	39.00
	(Ph-II)	156000	00	-	-
2.	Begusarai	434000	217712	50.16	37.50
3.	Bhagalpur (Ph-I)	159228	130393	81.89	82.00
	(Ph-II)	Not Surveyed	-	-	-
4.	Bhojpur	495964	258398	52.10	22.40
5.	Buxar	157356	133755	85.00	83.74
6.	Darbhanga	914098	466652	51.05	10.50
7.	Gaya (Ph-I)	283322	269479	95.11	Not Available
	(Ph-II)	-	0	-	-
8.	Gopalganj	357738	0	-	-
9.	Jehanabad (including Arwal)	259595	202900	78.16	41.10
10.	Kaimur	204690	149998	73.28	56.04
11	Katihar	441428	-	-	-
12.	Lakhisarai	202019	152410	75.44	42.70
13.	Madhubani	111659	180327	16.20	Not done
14.	Munger	303366	250240	82.45	40.28
15.	Muzaffarpur (Ph-I)	320091	2799875		86.14
	(Ph-II)	246759	ot Available		Not Available
16.	Nalanda	430718	385602	89.52	77.71
17.	Nawada	299390	0	-	-
18.	Patna (Ph-I) (Ph-II) Not yet started	237268	209253	88.19	Not Available
		-	-	-	
19.	Rohtas (Ph-I)	184151	184151	100.00	73.74
	(Ph-II)	160000	0	-	-
20.	Samastipur	282769	239756	85.0	Not Available
21.	Saran	262306	0	-	-
22.	Sheikhpura	139709	0	-	-
23.	Siwan (Ph-I)	175332	156977	89.53	26.23
	(Ph-II)	345000	0	-	-
24.	Vaishali (Ph-I) (Ph-II)NotSanctioned	289000	276115	95.54	66.54
		-	-	-	-
	A ll	8075889	4223499	52.29	52.44

Source: Status Report of SIMA/NLM, 2005

Table-5.
District wise Target and Achievement of Literacy in AFLP Districts of Bihar

Sr. No.	Name of the District	Target as per Literacy Survey	No. of P-III Completers	Percentage of P-III Completers	External Evaluation Result	AFLP External Evaluation	Enrolment of Female Learners
1.	Arana (Ph-I)	200000	149362	74.68	57.14	-	162326****
	(Ph-II)	220216	165664	75.23	62.00	63.00	-
2.	East Champaran (Ph-I)	408319	307816	75.38	-	90.00	217037*
	(Ph-II)	427375	0	-	-	-	-
3.	Banka	316837	244062	77.03	66.50	33.16	120153**
4.	Jamui	335000	282120	84.21	70.84	37.00	73020**
5.	Kishanganj	341484	272907	79.98	-	8020	15628*
6.	Madhepura (Ph-I)	213600	161208	75.47	37.0	63.00	104630**
	(Ph-II)	169451	111968	66.07	39.0	-	-
7.	Khagaria	383261	150341	39.22	23.5	60.72	53164**
8.	Purnea (Ph-I)	296616	250153	84.33	-	61.9	139530*
	(Ph-II) Not yet started	0	-	-	-	-	-
9.	Saharsa	524746	213398	40.67	35.07	36.00	147983
10.	Sheohar	91380	50000	54.71	-	51.71	49128*
11.	Sitamarhi (Ph-I)	289760	177218	61.16	-	60.28	152860*
	(Ph-II)	Not consolidated	-	-	-	-	-
12.	Supaul	809747	338105	41.75	26.50	54.09	226130**
13.	West Champaran	669810	422009	63.00	-	91.8	365549*
	All	5697302	3296331	57.85	59.03	60.22	1963138

(Source: Status Report compiled by the SLMA/NLM, 2004)

* New TLC districts included both male and female learners.

** Old TLC (PLP) districts implemented AFLP exclusively for females.

*** During AFLP, 2nd phase TLC and Ist phase projects were going under TLC projects area both males and females were covered.

Table-5 clearly suggests that out of 13 AFLP districts, 10 districts have already covered the entire Geographical area therein under TLC/AFLP project whereas in 3 districts, namely, East Champaran, Sitamarhi and Purnea have partially covered the target area.

It is relevant to note that out of 13 AFLP districts, 7 districts had arelady carried out TLC projects before launching AFLP. These districts are Araria, Banka, Jamui, Madhepura, Khagaria, Saharsa and Supaul. Therefore, in those districts, AFLP was the part of mopping-up operation under PLP. Another six districts namely; Kishanganj, Purnea, East Champaran, West Champaran, Sitamarhi and Sheohar virtually implemented TLC project in totality. However, special stress was on promoting female literacy and incorporation of the special components of AFLP such as special literacy camps for non-literate female PRIs, SHGs training and Skill Development Training to outstanding women VTs.

During TLC Phase, altogether 5697302 non-literates belonging to 15-35 years were identified as the target group in course of literacy survey. Among them, 3296331 completed P-III which has been computed to 57.85% of the target.

The districts, which have implemented both TLC and AFLP, have not shown identical performance in both the phases. For instance, this has been figured from the table that the districts like Madhepura, Khagaria and Supaul have shown far better performance during AFLP phase than that of TLC phase whereas Banka and Jamui have shown poor performance in this phase. Araria and Saharsa appear to be by and large similar in both the phases. Among new TLC/ AFLP districts, West Champaran, East Champaran and Kishanganj have shown excellent performance in terms of learning achievement of learners as their success rate ranges between 80 to 91 %. Sitamarhi and Purnea districts also have shown satisfactory performance by way of achieving 60% and 62% success rate respectively. In aggregate, 60% learners of AFLP districts qualified NLM norms of learning achievement against the total target.

The aggregate figure of Bihar shows that out of 13773191 non-literates, surveyed under TLC projects, 7519830 (i.e. about 55%) of the target have been made literate so far. Figure may slightly swell after getting number of P-III completers in a *few* districts, which have not furnished the figure of P-III completers so far, though the external evaluation has already been done

and the campaign is over now. External Evaluation Result is also in conformity with the achievement percentage reflected through the number of P-III completers in the state. Under AFLP, about 20 lakh female learners were enrolled. Achievement of Learners in AFLP phase seems to be better as compared to TLC phase in the state of Bihar.

Finally, AFLP appears to be successful model in a state like Bihar, which needs to be replicated in Special Literacy Programme under PLP and Project for Residual Illiteracy (PRI) under Continuing Education Project. Constant Monitoring of literacy projects by NLM, Special emphasis on female learners, specific operational strategies for special group of learners and interweaving the additional inputs in the project to the VTs really make remarkable change and lead to the great success in a time bound literacy programme like TLC/ AFLP.

Table-6
Financial Status

Sr. No.	Description	TLC	PLP	CE
1.	Total Sanction	11163.93	3489.96	Not Available
2.	Released Centre Share	5136.10	1207.45	461.58
3.	Released State Share	2396.56	523.93	-
4.	Interest	753.95	217.49	21.36
5.	Total Receipt	8286.61	1948.87	482.94
6.	Expenditure	6279.90	1223.35	450.90
7.	Balance Amount	1747.74	766.93	32.04

(Source: SLMA Report, September, 2004)

It is apparent from the figures contained in table 6, that as against Rs.11,163.93 lakhs sanctioned amount of TLC, Rs.7532 lakhs i.e. 64.6% have been released by the NLM and SLMA to the literacy districts. Total expenditure incurred against released amount comes to 83.4% of the released amount. Thus, around 17% of the amount released by the govt. remained unspent with the ZSSs.

Merely, half of the sanctioned budget was released to operationalize PLP to the concerned ZSSs. About 72% of the fund made available to the ZSSs was spent and about 18% were lying as unspent balance with them by that time (up to September 2004). Two CE districts of Bihar have received only one installment of the project for the first year to the tune of Rs. 461.58 lakhs. The substantial amount had been spent amount had been spent.

Above financial status of the various literacy projects in the state of Bihar, Clearly reveals this fact that **there is sizeable gap between financial requirement, availability and use of fund probably because of tardy implementation of the project, inordinate delay in settlement of accounts and gap between approval, sanction and release of fund by the Government**

Weaknesses of the Policy and Programme Implementation Process:

- Barring some exceptions, campaign approach in most of the cases did not yield to mobilize the community to the great extent for taking up the challenge of eradication of illiteracy with all zeal and dedication. In each literacy district only a few social workers, students, intellectuals and Panchayat Raj Representatives came forward to extend their utmost support and cooperation to the campaign. Whereas majority of them were found indifferent.
- Activities of environment creation could not alter the need hierarchy of the commons mass. Consequently still eradication of poverty/ Backwardness remains the top priority to them whereas literacy does not occupy the prime importance in their lives.
- Short-term literacy projects did not suit most of the districts in sate like Bihar. Hence, this strategy is not based on their felt need. Volunteerism could not be sustained for a longer duration.
- Problem of sustainable motivation in the absence of economic incentives to VTs/Literacy worker also cause for impeding the pace of progress in terms of literacy outcome.
- In some cases, lack of administrative support, conflict and non-cooperation among team of literacy workers at different levels, lack of committed volunteers/workers etc. also resulted into tardy implementation, non-implementation or stagnation of the project.
- Inordinate delay in project approval and release of fund, non involvement or least involvement of active NGOs/PRIs, lack of convergence/integration of literacy programme with health, rural development and other sectors etc. have also hampered the progress and implementation process of the project.
- Monitoring mechanism at grass root level to state level has not been very effective and linked with the follow-up actions.
- NLMA/ SLMA could not devise Monitoring/Evaluation/Operational strategies and guidelines well in advance or right from commencement of TLC/PLP/CEP. It could not be used as check

and balance measure to move from one phase of literacy project to another.

- Evaluation, particularly concurrent evaluation had not been carried out in many districts in TLC phase. Wherever, it has been evaluated, its basic purpose has not been served generally by way of using the findings/recommendations of evaluation to correct the deficiencies in process of implementation due to reluctance on the part of ZSSs on the one hand and in some cases appropriate and feasible ways and means had not been suggested to improve the state of affairs by the evaluating agencies on the other.
- Lack of strong and efficient Management Structure/Organizational network from grass root (Village/Panchayat) level to ZSS level has also been responsible factor for poor performance at various places.
- Improper financial management and poor documentation have also created hurdles.
- Village Literacy Committees/Peoples, representatives, media personnel and intellectuals/ opinion leaders have not been adequately oriented to take part in creating learning society.
- Special strategies could not be planned for special target groups such as migrant labourers, floating population, extremely deprived sections (Mushars/Doms/Mehtar, flood victims etc.)
- Absence of uniform procurement policy guidelines has caused for misutilization of fund at some places.
- Absence of budgetary provision for Monitoring, Environment creation and contingent expenditure in CE project and curtailment of even approved budget during sanction of the literacy projects sometimes creates hindrances to the ZSSs.
- Shift in policy and programme of adult education/literacy without proper manpower planning has adversely affected the pace of implementation.

Policy Implications

Under such circumstances we have to go a long way in order to attain the goal of adult literacy. The following measures can be suggested as prospects to remove the deficiencies of literacy projects.

- Literacy programme needs to be implemented as an integral part of integrated rural development programme having provisions for vocational skill development and income generation programme

because of the fact that literacy/education has link with national development as well as societal needs.

- Adult Literacy Programme needs change/shift in approach and strategies. Rather than adopting campaign approach and short-term strategies of TLC/PLP. Project, a long run project of adult *literacy* (at *least* for *ten* years) for each district of the state like ours having provisions of economic incentives to full time literacy workers and volunteer is to be made. In each district, in order to attain the objective of basic literacy to 15-35 years of age, the project should be implemented in various phases. Instead of Ad-hoc/Casual approach of NLM, Govt. of India with special reference to the man power planning at both state/SRC and ZSS level, like other developmental programmes of social sector, permanent management structure and infrastructure need to be created in view of strengthening the implementation process. Untill and unless the basic literacy is achieved, the districts should not move towards next phase (i.e. from Total Literacy to PLP and PLP to CEP). Developmental activities needed to be made an integral part of literacy.

- ZSSs (the implementing agency) can explore the possibility of ensuring the participation of NGOs, Peoples representatives/ Panchayat Raj Institutions and the Govt. development departments in effective implementation of literacy projects.

- SLMA in collaboration with SRCs can evolve effective monitoring mechanism and follow-up actions to deal with the problems persisting in literacy districts.

- The district unit of Mass Education can be associated with the adult literacy programme.

- Recurrent orientation of ZSS functionaries/VEC/PRI representatives and Govt. officials may yield in mobilizing the community to ensure their participation in planning and implementing the programme.

- Taking into account the new approach, strategies and thrust areas of adult literacy, SRC personnel should be provided with adequate and appropriate training/orientation for their capacity building so as to enable them for providing quality technopedagogic supports to ZSSs and other agencies involved in implementing micro literacy projects.

- Inter-sectoral linkages between ZSSs and other literacy/elementary education departments/ resource support institutions need to be established with a view to improve the quality of academic resource support.

- Sensitization of community through strong advocacy material/ orientation on gender issues with a particular reference to girl/female education may also help in raising the level of literacy in the state.
- State should have autonomy to plan alternative adult literacy strategies independently and approve the plan of action submitted by ZSSs so that micro level problems and prospects may be taken care of . The state should have also liberty to intervene into the matter of financial management/account settlement/procurement of TLM etc. considering real district specific needs and problems in order to implement literacy project unabated.
- An explicit and uniform procurement policy guidelines needs to be formulated and circulated to all the concerned agencies so as to check the misutilization of fund under material procurement head.
- Special curriculum/ TLM and teaching-learning strategies need to be planned for special target groups.
- Financial parameters of the literacy projects are to be reviewed and revised with special reference to the administrative and management requirement of the ZSSs.
- Adult literacy should not be looked into isolation; rather efforts should be made to achieve the goal of "Education for All" by way of ensuring universal enrolment, universal participation and universal achievement of 6-14 years children in primary/elementary education. Eventually, it will lead to control the problem of adult illiteracy.

Thus a systematic approach of planning, implementing and monitoring the literacy programmes will help in achieving the desired goal.

Preferential Hierarchy of Training Methods

G .R. Bhagat
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Abstract

The study on relative preferences of Basis Agriculture Training (BAT)/ Basis Horticulture Training (BHT) course trainees was conducted with 60 trainees registered during the session 2003-2004 with SKUAST-Jammu. Seven training methods were identified after preliminary discussions and paired comparison technique was used to get their responses. The scale value for method demonstration came to be maximum (1.418) among the various methods used as stimulus under the study. The least preferred method was lecture. The consistency of scale valued was 0.035, which indicated high reliability of the scale values calculated.

Introduction

Development of human resource and its better utilization is the basic philosophy behind any training programme. The untrained manpower in the organizations are provided with the requisite training activities so as to enable them to fit into their jobs and meet the challenges skillfully. Besides, training for new technologies or new knowledge developed is also a crucial part for already trained manpower. Still more important factor which contributes to the success of training programme, is the method(s) used for training. Effective training method from trainees' perspective is very essential to know for achieving high level of success from training.

Sher-e-Kashmir University of Agriculture Sciences & Technology (SKUAST), Jammu conducts one year Basic Agriculture Training (BAT) and Basic Horticulture Training (BHT) course for the in-service candidates of state department of Agriculture and Horticulture respectively to train the available manpower and promote human resource. The trainers use various training methods but no systematic effort has been made so far to evaluate

the relative effectiveness of training methods from trainee's point of view, so that the training programme and methodology adopted could be tailored according to their perceptual gradation. Keeping this in mind the present investigation was undertaken to evaluate the relative effectiveness of various training methods and study the preferential hierarchy of training methods as perceived by the Basic agriculture and Basic Horticulture trainees.

Methodology

The present investigation was undertaken with 60 out of 71 Basic Agriculture and Basic Horticulture trainees registered for one-year training course for the session 2003-04 at SKUAST-Jammu. After thorough screening, seven methods of training were selected for taking trainees responses. These methods include Lecture, Audio-Visual supported Lecture Method, Demonstration, Exercise Approach, Class Interactional Method, Workshop and Field Trip.

All the trainees were practically exposed to all these methods before taking their responses. Method of paired comparison as proposed by Thurstone was utilized for extracting their responses. The number of pairs was calculated as:

No. of pairs was = n (n-1)/2
Where n = No. of training methods selected under study.
Here n = 7,
Therefore, No. of pairs = 7(7-1)/2
= 7 (6)/2
= 42/2
=21

These 21 pairs of training methods in all possible and mutually exclusive pairs were presented to 60 Basic Agriculture and Basic Horticulture trainees on December 9, 2003 at Krishi Vigyan Kendra R.S. Pura. They were asked to select one training method, which they consider better than the other on the basis of their experience and perceptions.

The stimulus given by the respondents were appropriately marked. The responses were taken on the telesheets decoded and subjected to analysis as suggested by Thurstone.

Result and Discussion

Calculation of scale values
(i) F - Matrix of training methods judged by the trainees

From the recorded stimuli, observed frequency or F- matrix or the frequency with which each column stimulus was judged more than row stimulus was developed and results have been presented in Table 1. It can be observed from the table that there is no comparative judgment for each training method with itself (e.g. Lecture vs. Lecture and so on). The cell entries in diagonal lines from top left to down right were assumed to be n/2 i.e. 30 in each such case.

Data incorporated in Table 1 reveal that 54 trainees judged Audio-Visual supported lecture favourable over lecture, 52 trainees judged Method demonstration favourable over Lecture and so on. In each cell entry row stimuli is preferred over column stimuli.

Table-1
F-Matrix of Training methods preferred to one another by the BAT/BHT trainees

Training Methods	Lecture (A)	Audio Visual supported lecture (B)	Method demonstration (C)	Exercise Approach (D)	Class international method (E)	Workshop (F)	Field Trip (G)
Lecture (A)	30	54*	52	44	49	45	55
Audio-Visual supported lecture (B)	06	30	43	28	34	35	37
Method demonstration (C)	08	17	30	19	11	14	26
Exercise approach (D)	16	32	41	30	26	21	23
Class interactional method (E)	11	26	49	34	30	22	19
Workshop (F)	15	25	46	39	48	30	44
Field trip (G)	05	23	34	37	41	16	30

* It can be read as 54 trainees preferred Audio-Visual supported lecture to lecture and so on (Preference of row response over column response.

* It can be read, as 54 trainees preferred Audio-Visual supported lecture-to-lecture and so on (Preference of row response over column response.

(ii)   P-matrix of training methods judged by the respondents

The cell entries of F-matrix were divided by N, the total no of respondents (60) to get P-matrix. The data so obtained have been presented in Table 2. The cell entries of P-matrix give the proportion of number of times that the column stimulus was judged more favourable than the row stimulus.

It has been stated earlier that the cell entries in the diagonal lines were N/2 i.e. 30 in each case. Thus when divided by N i.e. 60 gives a proportion of 0.500 which has been shown in the each cell of the diagonal line in Table 2. After finding out the proportion, the column sum of each was calculated.

Table-2
P-Matrix corresponding to F-Matrix of training methods

Training Methods	Lecture (A)	Audio Visual supported lecture (B)	Method demonstration (C)	Exercise Approach (D)	Class international method (E)	Workshop (F)	Field Trip (G)
Lecture (A)	0.500	0.900	0.866	0.733	0.816	0.750	0.916
Audio-Visual supported lecture (B)	0.100	0.500	0.716	0.466	0.566	0.583	0.616
Method demonstration (C)	0.133	0.283	0.500	0.316	0.183	0.233	0.433
Exercise approach (D)	0.266	0.533	0.683	0.500	0.433	0.350	0.383
Class interactional method (E)	0.183	0.433	0.816	0.566	0.500	0.366	0.316
Workshop (F)	0.250	0.416	0.766	0.650	0.800	0.500	0.733
Field trip (G)	0.083	0.383	0.566	0.616	0.683	0.266	0.500
Total	1.515	3.448	4.913	3.847	3.981	3.048	3.897

(iii)   Rearranged P-matrix

The P- matrix was then rearranged with the stimulus having smallest column sum at the left and highest at the right. After arranging the column sums in ascending order, the column stimulus in the table head were rearranged as shown in Table 3. The columns were taken one by one and the row values from top to down or each column were rearranged in the same order. This gave rise to the rearranged P-matrix, which is presented in Table-3. It may be found from the table that there was no P- value equal to or greater than 0.99 or equal to or less than 0.01.

So, as per the criterion set up by Edwards (1969), the method of complete data was followed in this case.

Table-3
Re-arranged P-Matrix of training methods-smallest to highest column sum

Training Methods	Lecture (A)	Workshop (F)	Audio-Visual supported lecture (B)	Exercise approach (D	Field trip (G)	Class interactional method (E)	Method demonstration (C)
Lecture (A)	0.500	0.750	0.900	0.733	0.916	0.816	0.866
Workshop (F)	0.250	0.500	0.416	0.650	0.733	0.800	0.766
Audio-Visual supported lecture (B)	0.100	0.583	0.500	0.466	0.616	0.566	0.716
Exercise approach (D)	0.266	0.350	0.533	0.500	0.383	0.433	0.683
Field trip (G)	0.083	0.266	0.383	0.616	0.500	0.683	0.566
Class interactional method (E)	0.183	0.366	0.433	0.566	0.316	0.500	0.816
Method demonstration (C)	0.133	0.233	0.283	0.316	0.433	0.183	0.500
Total	1.515	3.048	3.448	3.847	3.897	3.981	4.913

(iv)   Z-matrix, the hierarchy of training methods

Z- matrix corresponding to the rearranged P-matrix was obtained by converting the cell entries of rearranged P-matrix (P_{ij}) into Z_{ij} with the help of statistical Table of Normal Deviates. Thereafter the column sum for each training method was obtained by adding the respective cell entries, taking the sign into consideration.

The means were obtained by dividing the sums with the number of training methods served as stimuli (i.e. 7). The absolute scale value of the stimulus with the largest negative deviation (0.854) was added to all the column means to make the scale values for that stimulus zero and all others with positive sign.

The scale values of training methods as perceived by the BAT/BHT course trainees have been presented in Table 4 and diagrammatically in fig. 1.

Table-4
Z-Matrix-Hierarchy of BAT/BHT trainees with respect to their preferences towards training methods

Teaching methods	Lecture (A)	Workshop (F)	Audio-Visual supported lecture (B)	Exercise approach (D)	Field trip (G)	Class interactional (E)	Method demon-stration (C)
Lecture (A)	0.000	0.674	1.282	0.622	1.379	0.900	1.108
Workshop (F)	-0.674	0.000	-0.212	0.385	0.622	0.842	0.726
Audio-Visual supported lecture (B)	-1.282	0.210	0.000	-0.085	0.295	0.166	0.568
Exercise approach (D)	-0.625	-0.385	0.083	0.000	-0.298	-0.169	0.476
Field trip (G)	-1.385	-0.625	-0.298	0.295	0.000	0.476	0.166
Class interactional method (E)	-0.904	-0.342	-0.169	0.166	-0.479	0.000	0.900
Method demonstration (C)	-1.112	-0.729	-0.574	-0.479	-0.169	-0.904	0.000
Sum Z	-5.982	-1.197	0.112	-0.904	1.350	1.311	3.944
Means Z divided by 7	-0.854	-0.171	0.016	0.130	0.192	0.188	0.564
Add largest negative deviation (0.854)	+0.854	+0.854	+0.854	+0.854	+0.854	+0.854	+0.854
Rank (Scale values) R	0	0.683	0.870	0.984	1.046	1.042	1.415

Data presented in the Table 4 reveal that method demonstration was the most preferred method of training as perceived by the respondents followed by class interactional method, field trip, exercise approach, audio-visual supported lecture, and workshop.

However, lecture came to the least preferred method of training by the BAT/BHT trainees.

Rank (Scale Value) R

Figure 1: Scale Values of Training methods selected under study

These findings are in agreement with those of Sandhu and Kaur (1994) who revealed that lecture method alone was the method, which resulted in least gain in knowledge and least retention of subject matter.

However, lecture supported by chart, bar diagrams and flannel graphs were proved superior to the lecture alone

Internal consistency check

Having obtained the scale values of the 7 selected stimuli (Training methods), on a least to the most favourable psychological continuum, an internal consistency check was applied.

This comprises comparing of observed or empirical proportions (P_{ij}) with those to be obtained in terms of theoretical or expected or derived scale values.

The smaller the difference between the empirical proportions (P_{ij}) and expected proportions (P_{ij}) the higher is the consistency of the scale values. If the difference is zero, it indicates the perfect consistency but this is rarely achieved.

(i) Theoretical normal deviates for scale separations

The first step followed in applying the test of internal consistency is to obtain the theoretical normal deviates (Zij') for scale separations or distance of the stimuli.

For this, a table was set up where the rows and columns were bounded by scale values obtained in the last row of Table 4. The scale values written on the left hand side were subtracted column wise from the scale values written at the top of the table 5.

The finally obtained valued of the theoretical normal deviates have been presented in the Table 5.

Table-5
Theoretical normal deviates (Zij') Corresponding to the scale distances the statement of Table 4.

Teaching methods	Lecture (A)	Workshop (F)	Audio-Visual supported lecture (B)	Exercise approach (D)	Field trip (G)	Class interactional method (E)	Method demonstration
Lecture (A)	-	-	-	-	-	-	-
Workshop (F)	0.247	-	-	-	-	-	-
Audio Visual supported lecture (B)	0.192	0.426	-	-	-	-	-
Exercise approach (D)	0.162	0.382	0.455	-	-	-	-
Field trip (G)	0.148	0.358	0.430	0.475	-	-	-
Class interactional method (E)	0.149	0.360	0.432	0.477	0.501	-	-
Method demonstration (C)	0.078	0.321	0.292	0.332	0.355	0.356	-

(ii) Theoretical proportions corresponding to the theoretical normal deviates

The next step followed was to compute the values of theoretical proportions (Pij') from the values of theoretical normal deviates. For it reverse process of calculating scale values was followed by consulting the same table of normal deviates as in case of Table 3. This gave rise to the table

with theoretical proportions corresponding to the theoretical normal deviated. The values of theoretical proportions have been presented in Table 6.

Table-6
Theoretical proportion corresponding to theoretical normal deviates of table 5

	Lecture (A)	Workshop (F)	Audio Visual supported lecture (F)	Exercise approach (D)	Field trip (G)	Class interactional method (E)	Method demon-stration (C)
Scale Values	0.000	0.683	0.870	0.984	1.046	1.042	1.418
0.000	-	-	-	-	-	-	-
0.683	-0.683	-	-	-	-	-	-
0.870	-0.870	-0.187	-	-	-	-	-
0.984	-0.984	-0.301	-0.114	-	-	-	-
1.046	-1.046	-0.363	-0.176	-0.062	-	-	-
1.042	-1.042	-0.359	-0.172	-0.058	0.004	-	-
1.418	-1.418	-0.465	-0.548	-0.434	-0.372	-0.376	-

(iii)   Discrepancies between the observed proportions and theoretical proportions

After determining the values of theoretical proportions (Pij') for each entry below the diagonal, the difference between the empirical proportions of Table 3 and corresponding expected theoretical proportions of Table 6.

For this purpose, each entry of Table 3 was subtracted from the corresponding entries of Table 6 (i.e. $Pij' - Pij'$). The discrepancies so obtained have been presented in the Table 7.

Table-7
Discrepancies between the observed proportions of Table 3 and theoretical proportions of Table 6

Lecture (A)	Workshop (F)	Audio- Visual supported lecture (B)	Exercise approach (D)	Field trip (G)	Class interactional method (E)	Method demonstration (C)
-	-	-	-	-	-	-
+0.003	-	-	-	-	-	-
-0.092	+0.157	-	-	-	-	-
+0.104	-0.032	+0.078	-	-	-	-
-0.065	-0.092	-0.047	+0.141	-	-	-
+0.034	+0.006	+0.001	+0.089	-0.185	-	-
+0.055	-0.088	-0.009	-0.016	+0.078	-0.173	-
-0.169	-0.049	+0.023	+0.214	-0.107	-.173	-

Summation taking all values as positive =0.735
Absolute average discrepancy = 0.735/n (n-1)
= 0.735/21
= 0.035

(iv) Absolute average discrepancy

The column sums of discrepancies were obtained taking the sign into consideration and have been presented in the last row of Table 7. The summation of these values i.e.á $|Pij - Pij'|$ was found taking all values as positive.

Thereafter average absolute discrepancy was calculated by dividing the summation of discrepancies á $| Pij - Pij'|$ by n(n-1)/2. In the present investigation n, the number of stimuli was 7. Therefore, n(n-1)/2 is equal to 21.By putting the values in the formula, the value of average absolute discrepancy was obtained to be 0.035. This value is 35% of one. It depicts that the scale values obtained were highly consistent which provides validity to the entire results obtained.

Conclusion

It can be concluded from above finding that Basic agriculture and Basic horticulture trainees perceived method demonstration as the most effective method of training. In contrast, lecture method was the least preferred method in the perceptual hierarchy of training methods. The internal consistency value was very low indicating the very high validity of the scale values calculated. It is therefore suggested in light of the above findings that while designing training programmes for the departmental personnel in future, the practices/ topic to be trained should be properly demonstrated before them so that they could comprehend it in a meaningful way. It is recommended to minimize the use of lectures alone as far as possible. Besides, field trips should be conducted for them at regular intervals. In addition class-interact ional method, exercise, approach, audio-visual supported lecture, and workshops may be organized for BAT/ BHT trainees along with other methods of training so that same message may be brought to their attention in a variety of ways and for successful conduct of training programme for them.

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Evaluation of Adult Education Programme
in Baroda City

Rameshwari Pandya
Richa Kapoor

Introduction

Adult education is a need which is so imperative and over-powering that all men and women must be helped to acquire the skills and knowledge that would enable them to properly fit into not the society which is fast moving. Adult education programme as envisaged in the national adult education programme is meant primarily for women and learners belonging to deprived section of the population this does not mean that others willing to join adult education programme should be excluded, but emphasis must be given to this section of the population for they constitute about 60 to 70 percent of India's population which did not have the benefit of any type of education whether formal or non-formal.

Pragati Centre was started in 1983 for conducting adult education programme in the Department of Home Science, Extension and Communication. 'Pragati' is the path building for the women's skills, thought process and generating new ideas. It also brings about awareness to women on different issues. It also helps the professional development of the third year students by providing the training in planning, organizing and conducting adult education programme.

In order to conduct the adult education programme, the Department of Home Science Extension and Communication had decided to contact Urban Basic Service (UBS), Urban Community Development (UCD) and Community volunteers to bring the adult learners to the Department of Home Science Extension and Communication.

Much of the success of adult education programme will depend upon the manner in which it is implemented and evaluated. The aim to evaluate the adult education programme of 'Pragati Centre' is not to 'prove' but to

'improve' the programme. In order to be suitable and effective, adult education programmes need to be evaluated from time to time.

So, the investigator had taken up an appraisal study of adult education programme of 'Pragati Centre' of the Department of Home Science Extension and Communication.

Looking at the above scenario of adult education programme, it was decided taken up a study on "An appraisal of adult education programme 'Pragati Centre' of the Department of Home Science Extension and Communication, Faculty of Home Science. The M.S. University, Baroda in the year 2003-2004

Section of the sample

The sample consisted of one hundred and twenty five adult learners who attended the adult education programme of 'Pragati Centre' of the Department of Home Science Extension and Communication, Faculty of Home Science in the year 2003, six Urban Basic Services and Urban Community Development Project's Community Volunteers and four teachers supervisors. The purposive random sampling method was used for selecting the sample.

1.   Construction of the tool and the response system

Sr. No.	Section	Aspects	Response System
I	Profile of the adult learner	• Age • Educational level • Regularity in attendance • Personality • Motivation to learn	Checklist Checklist Checklist 2 Point scale 4 Point scale
II	Opinions of the adult learners	• Curriculum aspect • Instructor • Physical aspect • Methods and materials	3 Point scale 3 Point scale 3 Point scale 3 Point scale and open ended
III	Reasons for not attending	--	2 Point scale
IV	Suggestions	• Adult Learners • UBS/UCD community volunteers • Teachers supervisor	3 Point scale and open ended

2. Categorization of variables under the study

Sr. No.	Variables	Basis	Category
1.	Age	• 25 or below 25 years • 26 years and above	Young Old
2.	Educational level	• 8th or below 8th standard • 9th to 12 standard • Graduation and above	Low Medium High
3.	Regularity in attendance	• 15 classes • Less than 15 chasses	Regular Irregular
4.	Personality	• 0-10 • 11-20	Regular Irregular
5.	Motivation to learn	• 0-30 • 31-60	Low motivation High motivation

3. Plan for statistical analysis

Sr. No.	Background Information	Basis	Category
1.	Total income of the family	Rs. 1000-2000 Rs. 2001-4000 Rs. 4001-6000	Low income group Middle income group High income group
2.	Salary of the adult learners (Per month)	Rs.1000-2000 Rs.1000-2000	Low salary High salary
3.	Work experience of the adult learners	Less than 1 year 1-4years	Less experience More experience
4.	Working hours of the adult learners	1-4 hours 5-8 hours	Less hours More hours

4. Different statistical measure were used for the analysis of the data

Sr. No.	Purpose	Statistical measure
1.	Background information of the respondents	Percentage
2.	Overall opinions reported by the adult learners	Percentage
3.	Overall opinion reported by adult learners according to the variables	Percentage
4.	Item wise opinions reported by the adult learners	Intensity indices
5.	Overall Difference in the opinions according to the variables	Chi-square
6.	Reasons for not attending the adult education classes	Percentage
7.	Suggestions by the • Adult learners • Teacher supervisors • UBS/UCD community volunteers	Percentage Percentage Percentage

Background information

It was found that majority of the adult learners had how education level. The reasons may be that adult learners had many responsibilities at their home like taking care of siblings, cooking food etc, or may be parents had a fear in sending their daughters for further education school college as the atmosphere is unsafe. Parents might also have thinking in their mind that if their daughter is highly educated it will be difficult for them to find a suitable match.

Attendance was not compulsory yet majority of the adult learners had regularly attended the adult education classes. This showed that the adult learners were willing to learn because, may be the content of the programme were or interesting they had a good company of friends with whom they enjoyed and regularly attended the classes.

Majority of the adult learners were found to be extrovert. This might have promoted active participation in the programme. In spite of regular attendance it was also found that majority of the adult learners had low motivation to learn. The reason may be that did not get the opportunity to express themselves before others. An opportunity for self-expression encourages and motivates a person, which gives a confidence when others appreciate a person's view. Hence, it might be possible that adult learners got a chance but were not appreciated by others. Their past experience might be such which demotivated them to study further. Another reason could be that, as it is male dominated society, adult female learners might have a fear that their freedom will be restricted if they would show their motivation and desire to learn. Another reason could be that continuous learning could motivate an adult to learn. But these are the adults who ere unable to continue their education. Hence, the adults showed low motivation, may be because of long break in education.

It was found that majority of the adult learners were Hindu and sixteen percent of the adult learners were Muslims. It was found that majority of the respondents belonged to the joint family. The reason may be as they are poor and living tin the urban slum area, where it is difficult to own a house as it is very expensive to by and everybody cannot afford so it might be possible that they lived under one umbrella only. Another reason can be that people get married at an early age, which increases the number of family members in each household.

It was found that majority of the family were, either in service or were labour. The reason might be that as they are poor, living in the urban area,where it is expensive and difficult, to get a place for establishing own business, as it requires lot of investment.

Majority of the adult learners had only one family member who was earning. The reason might be that here was only one male member in the family who could earn, other male member might be young and thus studying in school/college or they might be too old to go out to work. It might also be possible that female members where not allowed to go out for job. However, few women were, found to be earning. The reason might be that they had no male member in the family or male member were unable to get employment. It might be possible that women were forced to earn or they wanted to be independent and have their own identity.

It was found that the adult learners belonged to the low-income group. The reason might be that majority of the adult learners belonged to the joint family, where only one family member is earning. It might also possible that those who were earning were not much educated. Hence, they were getting low wages, as there is a lot of competition in job market in today's world. Further, it was found that majority of the adult learners had Gujarati medium of instruction in their school/colleges. It was also found that majority of the adult learners were not employed as they were young and they also had low level of education which is not enough to get an employment.

Some of the adult learners were employed and majority of them took employment because of their own motivation. The reason may be that they wanted to be a helping hand to their parents by adding some extra income, as they might be very concerned about the income status of the family. Other reason could be that the adult learners did not like to be dependent on others, as they want to the independent and to have their own identity.

Majority of the adult learners were getting low salary as they had low level of education. It was found that majority of the adult learners where working for very less hours. The reason could be that they had to reach home early and take care of the home-related responsibilities, which they could not afford to neglect. The job itself might be of short hours of work like the job of a helper. It was found that majority of the adult learners were attending the adult education programme for last one year. The reason may be that every year UBS/UCD community volunteers approach different slums

communities so that maximum slums could be covered and maximum people could get the benefit of the adult education programme which is conducted every year in the Department of Home Science Extension and Communication, Faculty of Home Science.

However, few of the adult learners were attending the adult education programme for more than one year the reason might be they were more confident in attending the adult education classes as they were able to manage the time with other responsibility of the house hold work. It might also be possible that they were enjoying attending the adult education classes as they had made friends while attending the programme and got used to coming to a 'Pragati Centre'.

It was also found that many of the adult learners came one foot to the Pragati Centre to attend the programme. The reason might to save money. However, some of the adult learners were coming by auto rickshaw and little more than one third of the adult learners who were encouraged to join the adult learners found that lot of time was wasted while waiting for bus.

Little more than one third of the adult learners were encouraged to join the adult education classes by their friends, may be because they wanted a company of their friends or may be parents were not allowing them to go out alone. Another reason can be that a person enjoys more in a friendly atmosphere, they feel free and comfortable hence a company of friends was stressed by them.

It was interesting to find that high majority of the adult learners had not faced any opposition in the family to join the adult education classes, may be, because their family members knew that the classes where conducted in Home Science Faculty where there only females which made them feel secured to send their daughters.

Inspite of the fact that majority of the adult learners belonged to low income group yet were not restricted or discouraged to go a head to attend the classes as there was no fees or expense to join the classes.

Aspect wise opinion regarding the adult education programme.

The finding of the study revealed that overall majority of the adult learners had high opinion regarding the adult education programme, may be the

programme was so well planned and executed by instructors and teacher supervisor which resulted in an effective adult education programme. It might be possible that the adult learners had a positive attitude towards the adult education programme, which might be a major factor of having high opinion regarding the adult education programme.

The other finding of the education aspect of the programme revealed that adult learners had high opinion for the knowledge, which was useful in day-to-day life and adult education programme helped in increasing the literacy level of the learners. Got benefit through the adult education programme in terms of increase in knowledge. The reason might be that content of the adult education programme was in their interest so, it can be said that the success of the adult education programme largely depends upon the content, which is selected, by the teacher, supervisors and instructors. Hence the needs and interest of the adult learners should be kept in mind while selecting the content for the adult education programme.

Further, it was also found that the adult learners had moderate opinion about the adult education programme, which taught many things besides the content, like discipline and handling different situations. It might be because they learnt it through the second hand experience. A person learns more through the first hand experiences. So, the instructors should give more opportunities to adult leaner to handle different situtiaons.

The finding of the "Self-Development Aspect" of the programme revealed that the adult learners had moderate opinion about it. That means the adult learners were concerned for their self-development to moderate level which is a very positive sign of development, in spite of having low education, low income and coming from poor family, still they showed the wish and willingness for their self-development. It is an in built wish, which was found in the adult learners. The reason could be many, may be they understood that this is a rapidly changing world towards development. To survive in this world a person has to accept and adopt change. Hence, they wanted to be in line fulfilling the demand. So there is a change in their attitude, actions and beliefs so as to be a good citizen of a nation and could contribute to the family indirectly by developing themselves Inspite of have low education status.

Another reason could be that the adult learners had interacted with those who were concerned for their development and who had high ambition in

their life or could take correct decision in life. The adult learners might be influenced with those people and might want to be like them.

As the adult learners were concerned for their self-development to a moderate level, it could be said that the instructors still have a cope to encourage them for their development to a great extent by improving in the delivery of instruction, actions, ideas thoughts and experience. The instructors should make them realize that a person should be capable enough to face the problem and handle different situations of life and that could be done by realizing the need and concern for their "Self development"

Further, the findings of the "health aspect" of the programme revealed that the adult learners were concerned to a great extent to find out about new recipes, trying out new recipes and also keeping a check on its nutritive value and diet of their family members. The probable reason might be that everybody wants to look good and healthy. As community people of slum areas are malnourished and often fall sick, so may be they wanted to take precautions by giving nutritious diet to their family members. Another reason could be that they like to serve new recipes to their family members as they may want to break the monotony of daily routine diet. It implies that the adult learners like to learn new recipes. Hence, the instructors should keep in mind while selecting the items for food demonstration under the adult education programme that it should be attractive, it should be of low cost and should have good amount of nutritive value.

The finding of the "creativity aspect" of the programme revealed that the adult learners had moderate opinion regarding creativity. The reason may be that as majority of the learners belonged to the low income group so they could not afford to buy the raw materials for making creative articles as it may be little expensive for them to make samples as they had to pay for transportation as the cam by auto rickshaw or by bus. The might have thought to generate income by making creative articles but they may not have skills to make such fine articles, which could be sold in the market, as lot of practice is required and knowledge about marketing for self-employment is must. Hence, the instructors must keep in mind that:

- Product should be of low cost
- Product, which is in demand, should be produced.
- Instructors should develop skills of adult learners for making creative articles.

- Knowledge about marketing strategies should also be provided

The instructors might have studied the psychology and characteristics of adults. The might have knowledge regarding how to deal with the adults in different situations. It might also be possible that, as the instructors where the students of final year (B.Sc), they were getting training under teacher supervisors to conduct the adult education programme. Hence, they might have given good performance, as they want to show their capabilities, talents and potentials. Shukla (1985) also found that instructors gave good performance. They use clear and loud voice, took personal interest in women learners. They went to women personally and spoke to them in a pleasant and soft voice ands hared good rapport with the learners. Further, it was found that majority of the adult learners had high opinion regarding the "Physical Aspect" of the programme as it is very well planned and maintained lab oratory where all the required facilities are available like gas, was basing utensils, comfortable chairs, desks, light, fans etc. Another reason could be that the available facilities has made the adult learners comfortable in the environment where they say many new faces and learnt many new things.

It was found that adult learners had high opinion regarding the "method and materials" aspect of the programme. The reason may be that teaching materials were very effective in catching attention which may have helped the adult learners is clarifying the concepts. Teaching materials may also have motivated the adult learners by arousing the curiosity of the learners. It might also be possible that the pace of learners might have increased with the help of teaching materials used in the adult education programme as a person can easily gain and recall the knowledge with the help of images, pictures diagrams and different audio visual aids.

Hence, maximum number of teaching aids should be used by instructors, which should be attractive and able to catch attention appropriate to the content and should also have images, pictures and diagrams which would help the adult learners in sharpening their memory.

However, in the case of demonstration method the adult learners were able to see and understand each step before proceeding to the next step.

Hence, the clear view might have resulted into the clear understanding on the part of adult learners. Shukla (1985) also found in her study that demonstration was found to be more effective than workshop method.

Significant difference in the opinion of the adult learners regarding the adult education programme.

The finding of the study revealed that there were no significant differences in the opinions with respect to the age, educational level, personality dimension, and motivation to learn.

Adult learners having age ranging fro twenty years to fifty years or above were similar in their opinions regarding the adult education programme. Their age, education qualification, personality and motivation in no way affected their opinion regarding the adult education programme. The reason may bet that effectiveness of adult education programme was teaching instead of age, educational level, personality and motivation of the learners, if the instructors taught well with proper teaching aids, teaching methods, well-modulated voice, appropriate pitch, tone they would be more appealing to the learners in spite of their different characteristics. Hence, this finding implies that for the adult education classes to be effective there should be useful content and instructors should be well trained so that the adult learners have high opinion in future also regarding the adult education programme.

However, significant difference was found in the opinion and regularity in attendance of the adult learners. The adult learners who were irregular had different opinion and regularity in attendance of the adult learners. The adult learners who were irregular had different opinion regarding the adult education programme in comparison to the adults who were regular in attending. The reason may be the irregular adults may have not found the programme meaningful as they missed the continuity. The adult learners who were regular in the programme might be very enthusiastic to know what next? May be they were acquainted with the presentation style of the programme. Whereas, it might be possible that irregular adults had not got much ideas about the manner in which the programme is conducted. When the continuity of attending the programme breaks, the may be finding it boring and less interesting. Hence, they were indifferent in their opinion regarding the adult education programme.

Reasons for not attending the adult learners had no reason for not attending the adult education programme as majority of them were regular. However, some of the adult learners stated that they were not aware about the place where the classes were conducted. The reason may be that the publicity for the programme may not have been done properly. Or they knew

the Home Science Faculty but they may not be knowing where the 'Pragati Centre' is located. It might also be possible that they they the earthy the girls of Home Science who did not know where exactly the adult education classes are conducted in the Department of Home Science extension and Communication as they may be from some other department.

However, some of the adult learners were not attending the adult education classes because it was expensive for them to come to 'Pragati Centre'. The reason may be that because of the long distance they were either coming by auto rickshaw or by bus, which became expensive for them to pay for transportation daily as they were poor.

Hence, this implies that the Department of Home Science Extension and Communication should make transportation arrangement for the adult learners so that they can attend the classes regularly and they won't have this reason for not attending the adult education classes. It was also found that nearly one fourth percent of the adult learners were not attending the classes because they had to look after sick family members at home, or take care of young child in the family. The reason may be that all family members were busy in their own work or may be adult learners could take care of them well another reason reported for not attending the classes was lack of creativity amongst them.

The reason may be that they feel inferior when they don't have the talent, which others have. As majority of the adult were fond to be extrovert yet they feel out of place when they do not get the required attention. Hence, while conducting the classes, the instructors should keep in mind that adult learners should get proper attention, equal importance their creativity and hidden talents should be enhanced and polished so that they feel that they can also do the best.

It was also found that adult learners did not attend the classes, as they were tired because of household work. The reason may be that the other family members did not help is household chores.

Hazarika (1971) also reported similar findings that on an average the women from the young, middle and old age groups had not attended the classes because of burden of household work. They had to perform many responsibilities because of family circumstances.

Suggestions

Following are the suggestion given by the adult learners, Urban Basic Service/ Urban Community Development Community Volunteers and teacher supervisor.

Suggestion given by the adult Learners

It was found that high majority of the adult learners suggested that computer education should be provided which shows that how enthusiastic the adult learners were to learn the computer. The reason may be that they cannot afford to pay fees to learn computers. They could get free computer education. Another reason can be that computer education in demand in today's world. The adult learner might be feeling inferior and handicapped when they meet others who know computer. Hence they suggested for the to conduct basic computer classes for the adult learners at no cost or low cost.

Further, majority of the adult learners suggested that more opportunities should be provided for self-expression. The reason may be that, as everybody needs to express their self, their views in front of others so that others can understand them. The adult learners may also want others to listen to them. Opportunities for self-expression may also motivate them to share their experiences and discuss their problems freely so that they can also get the solution at the same time from different people and listen to different point of view.

Further, the majority of the adult learners that library facility should be provided suggested it. The reason may be that they wanted to increase their knowledge and increase reading habit. As they had low educational level, they may not have the opportunity to continue their education yet they may have a strong wish to learn more. It may also be possible that they wanted to engage themselves in reading so that family members. May not feel that they are free and they don't have any work to do. Thence, this finding implies that the library facility would help the adult learners to continue their education and develop reading habit.

Further, suggestion given by the adult learners was like prior information should be provided before starting the adult education programme. Information like place where the classes are to be conducted, time, who are

the instructors, what activities would be conducted in the programme, duration of the programme etc. should be made available. It means advertisement or publicity should be done very effectively, neither too early nor too late, and reminder should also be given to the adult learners about the programme so that the adult learners can be motivated to attend the programme.

It was also suggested that more use of charts and posters may be made, through which instructors taught, and the matters should be written and displayed along with them. The reason may be they could read on their won at their own pace and follow instructions easily. It may also help them to recall the content taught to them.

Adult learners further suggested that most topics should be taught through the drama. The reason may be that it is easy to understand for them through the drama may be because they can better concentrate on the content when it presented through the drama rather than when it is presented in the form of lecture or talk.

Adult learners also suggested that written information should be provided in the form of booklet. The reason may be many things were going on in their mind because of which they may not be able to remember the content after the class.

It was also suggested that adult education programme should be conducted in the community where they live. The reason may be that it will be convenient for them as they don't have to pay for the transportation and also nobody will have opposition for joining the adult educational programme when it is conducted in the community itself.

As every thing has some advantage an some disadvantage, disadvantage for this suggestion is that instructors will not be able to use variety of media through which they convey the message effectively. Some time facilities like electricity may also not be available in the community hall. Hence, it may be difficult for instructor to conduct the programme effectively in the community.

Lastly, it was suggested that certificates should be provided to them so that they can have a proof that they had attended the literacy classes. It can act as incentive and may also motivate the adult learners to attend the classes regularly.

Suggestion given by the UBS/UCD Community Volunteers

Thoughtful attention should be given to the needs of the learners openness, which eases the expression of views and professional guidance should be provided. The majority of the UBS/ UCD community volunteers suggested these. The reason for these suggestions may be that learners would take interest in the programme if it is based on their needs and interests. First their needs should be satisfied. Then the instructors should proceed with the actual programme of delivery, which they feel is important. For that, instructors should identify that needs of the learners and plan the programme accordingly. If the programme is based on their interest, they will be motivated to participate in the programme and will naturally express their views.

Sharma and Patel (1986) also reported that programme must be built on basic needs, expressed or unexpressed, immediate and felt problems and interests of the concerned people and their community.

Many suggested provision for 'Professional guidance'. The reason could be the adult learners may be having different abilities and hidden talents, which could be enhanced and utilized if proper guidance is provided to them. Sharma also suggested it and Patel (1986) the emphasis should be laid on vocationalization related to the local environment. The aim of this programme should not only to be imparting education to illiterate adults but also to improve the community life. The gap between the world of letter and work should be narrowed.

Other suggestion given by the UBS/ UCD community volunteers was that the programme should be conducted regularly i.e. for the whole year. The reason may be that large number of communities can be covered within a year where as the adult education programme is conducted for four months only. Hence, majority of the women who are from the weaker section of the society can get the benefit of this programme.

Suggestion given by the teacher supervisor

Teacher supervisor suggested that awareness regarding marketing strategies should be providing to sell the products. The reason may be that the adult learners had made so much of efforts to make the product but their efforts can be utilized if the knowledge regarding marketing is also

provided can generate income, which may given them the feeling of satisfaction, motivation to learn further and they will also participate interestingly in the adult education programme. As Suguna (2001) reported that participation have two dimensions - quantitative and qualitative. People's participation in terms of numbers has no meaning. Today there is a need for change from quantitative to qualitative.

Hence, this finding implies that if the knowledge of marketing strategies is be provide to them, their quantitative participation can make a change in the qualitative participation in the programme.

Further, suggestion given by the teacher supervisors were like ice breaking session should be arranged for the adult learners in the very beginning of the programme which would help group to open up easily with the instructors and they can feel comfortable at the same time in the adult education programme. Further, it was suggested that product demonstration should be market oriented. It should have some value in the market or it should have customer demand so that it can be sold in the market.

More of "need felt topics should be incorporated e.g. environment, energy and health etc. it was also suggested that message should be imparted through games. The reason may be that more number of games will make the programme interesting and also it will be easy for the adult learners to learn. Games like puzzles, quizzes, one minute etc, should included which should not only be for the recreation but some message should be incorporated. Other reason may be that games can break the monotony and can encourage participation of adult learners.

Further, it was suggested that exhibition should be made as a permanent feature of the programme. The reason may be that environment influences a person. A person will react according to the environment in which he/she is. Hence, through the exhibition learning environment can be created in which adult learners can be encouraged and motivated to learn.

This finding implies that a good learning environment should be created for the adult learners with the help of charts, posters, flashcards, flipcharts, mobiles, specimens, models and booklet etc. that can attract the attention of the adult learners so that they can concentrate in the adult educator programme without diverting their minds in the other matters of life.

Conclusion

The aim of this study was to evaluate the adult education programme by studying the opinion of the adult learners and checking carefully the different aspect of the programme of 'Pragati Centre', which was essential for bringing about the improvement in the quality of the adult education programme of 'Pragati Centre'.

This study indicates that there are certain aspects, where adult learners seem to have gained from the adult programme but some should be more strengthened like education, self-development, health and creativity aspect of the programme. However, the adult learners had overall high opinion regarding the adult education programme. They found that the instructors were helping. Friendly and confident while conducting the classes. They used appropriate methods for imparting education. Physical facilities were adequate and had made the adult learners feel comfortable in the 'Pragati Centre'.

This study also gave emphasis that everyone in a learning society has to be literate. To justify and society, the adult learners should realize that how important the adult education programme is in removing the innumerable hurdles from a person's life as it is tool of learning and instrument of social change.

Women prefer programme, which are entertaining, economically beneficial and have immediate use. If such points will be consider, adult education programme will go a long way in the path of success. Sincere involvement and deeper interest on the part of teacher   supervisors and instructors will also helped in the improvement and the success of the programme.

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An Enquiry into the Problems of Neo-Literates in Continuing Education Centres of Nellore District (A.P.)

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Introduction

Literacy is one of the key elements of human resource development. In order to improve the quality of human resources of the country, the Government of India has launched a number of adult education programmes for the promotion of literacy. As a result, a large pool of newly made literates was created. In order to prevent them to relapse into illiteracy and institutionalize continuing education programme, the scheme of continuing education centers were launched through out the country.

Major objectives of continuing education is to provide facilities, for retention, continuing education and application of functional literacy, dissemination of information, creation of awareness about national concerns, improvement of economic condition, improved productivity, recreation and healthy living etc. Each continuing education centre is headed by a prerak and is expected to serve around 500 neo-literates in 'a population about 1500 to 2000. In order to achieve the above, the continuing education centers have to perform specific functions viz., organization of evening classes, maintaining library and a reading room, conducting training programmes of short duration, organizing Charcha Mandal (group discussion), conduct sports and games, recreational and cultural activities and act as a information window and communication centre.

In view of the above, the continuing education centers should perform a number of functions not only for retention of literacy but also to accelerate the socio-economic development of the country. Hence, it is necessary to have the knowledge of the activities that are being undertaken inside the continuing education centre and in the community. This will go a long way in formulating effective strategies for improving quality of the programme and to modify the various aspects suitable to the local conditions. In view of this,

the present study is formulated to identify the problems of neo-literates in attending the continuing education centers of Nellore District.

Objectives of the Study

The specific objectives of the study are as follow:

- To identify the problems of the continuing education centers with special reference to neo-literates.
- To study the relationship amongst problems and socio-economic and demographic characteristics of the neo-literates.

Hypotheses

Keeping in view of the above objectives, following hypotheses are formulated for testing.

- The intensity of the problems encountered by the neo-literates in attending the continuing education centers is not similar.
- There is no significant difference between the neo-literates personal problems and programme related problems.
- There is no significant association between the socio-economic and demographic characteristics and the problems encountered by the neo-literates in attending the continuing education centers.

Methodology

(a)   Locale and Sample of the Study

To study the problems of neo-literates in continuing education centers of Nellore District was selected., The Nellore district consists of 3 Revenue Divisions Le., Kavali, Nellore and Gudur. All the three divisions put together have 46 Revenue Mandals. A total of 356 continuing education centres are functioning in the district under the supervision of Zilla Saksharatha Samithi. From each of the Revenue division, 5 mandals were selected at random as a sample in the first stage. From the selected mandals, 40 continuing education centers were selected. 3 neo-literates from each of the selected centre were selected randomly.

The sample frames of the study are as follows:

District	-	1
Divisions	-	3
Mandals	-	15
Centers	-	120
Neo-literates	-	360

(b)   Data Collection

The researcher visited all the centers selected for the study and established good rapport with neo-literates. T-he problem inventory schedule were administered to the neo-literates individually.

(A)   Analysis of the Data

The data thus collected were pooled together and analyzed by using 't' test. ANOVA test was utilized to draw inferences. The 'F' or 't' test was applied t9 find out the differences if any between the mean problem scores obtained by any two groups. Whereas, the ANOVA techniques were utilized to find out the difference amongst three or more groups.

Classification of the Problems of the Neo-Literates

In order to identify the problems of the neo-literates in attending the continuing education centers, a 5-point rating scale was administered to them. In order to categorize the problems, the method of mean $\pm$ 1/2 standard deviation was followed.

The problems of the neo-literates are categorized as more prominent, prominent and less prominent. The items having 907.71 and less mean values are taken as less prominent problems, the mean values from 907.72 to 1011.28 are taken as prominent problems and the items mean 1011.29 and above are rated as more prominent problems. As per this categorization, out of the 34 problems, 11 items are found to be more prominent problems, 14 items are found to be prominent problems and 10 items as less prominent problems. 40 per cent of the problems are found to be prominent problems among the neo-literates in attending the continuing education centers. The detailed discussion on the three categories of the problems of the neo--literates is presented below.

More Prominent Problems

The first category of the problems ie., more prominent problems of the neo--literates identified are as follows:

Table-1
More Prominent Problems and their respective Mean values checked by the Neo-literates

Sr. No.	More Prominent Problems	Mean Value
1.	Financial problems	1197.00
2.	Self-employment opportunities are not provided	1127.00
3.	Centre is not organized properly	1118.00
4.	Women neo-literates feel shy to attend the centre	1092.00
5.	Inefficiency of teaching	1086.00
6.	Heavy work at home	1065.00
7.	Lack of books in continuing education centre	1040.00
8.	Difficulty in dealing with reading, writing and arithmetic	1034.00
9.	Child rearing	1033.00
10.	Library and reading room is not available	1022.00
11.	Dailies, weeklies, fortnightly and monthly magazines are not supplied	1019.00

From the above Table-1, it becomes clear that, out of 34 problems, 11 items are found to be more prominent problems of the neo-literates. The neo-literate problems are further categorized into two types viz., personal problems and programme related problems. Out of 11 problems, 6 items come under programme related problems viz., centre is not organized properly, inefficiency of teaching, lack of books in continuing education centre, non-availability of library and reading room, dailies, weeklies, fortnightly and monthly magazines, lack of self-employment opportunities. Personal problems of the preraks are financial problems, heavy work, difficulty in dealing with reading, writing and arithmetic, shyness of women neo-literates in attending the continuing education centers and child rearing duties of the women.

Prominent Problems

The second category of the problems i.e., prominent problems of the preraks identified are as follows:

Table-2
Prominent Problems and their respective
Mean values checked by the Neo-literates

Sr. No.	Prominent Problems	Mean Value
1.	Centre is far away	1005.00
2.	Quality of life improvement are not organized	992.00
3.	Family problems	989.00
4.	Lack of even minimum facilitates	980.00
5.	Primers are difficult to learn	961.00
6.	Agriculture work	950.00
7.	Inadequate space at the centre	944.00
8.	Non co-operation of the preraks	941.00
9.	Lack of unity among the neo-literates due to political conflicts	935.00
10.	Inconvenient timings of the centre	929.00
11.	Lack of awareness among neo-literates about continuing education	922.00
12.	No Separate centres for women	922.00
13.	Lack of interest on education	920.00
14.	Lack of time to attend the centres	917.00

From the above table-2, it appears that out of 34 problems, 14 items are found to be prominent problems of the neo-literates. Out of 14 problems, 8 items are programme related problems while remaining 6 problems are personal problems.

Programme related problems of the neo-literates are centre is located far away, lack of minimum facilities, inadequate space at the centre, inconvenient timings, lack of awareness among neo-literates about continuing education, primers are difficult to learn, no separate centers for women and lack of quality of life improvement programmes. Organizational problems are predominant and appropriate measures should be taken to solve these organizational problems.

Neo-literate personal problems are family problems, lack of interest on education, lack of time to attend the continuing education centre, lack of unity among the neo-literates, non co-operation of the preraks, participation in agriculture work.

Less Prominent Problems

The third category of the problems i.e. less prominent problems of the neo--literates is as follows:

Table-3
Less Prominent Problems and their respective
Mean values checked by Neo-literates

Sr. No.	Less prominent problems	Mean Value
1.	Bad habits	893.00
2.	Lack of co-operation from the villagers and village leaders	876.00
3.	Poor health	866.00
4.	Primers are not related to their meal life.	864.00
5.	Lack of co-operation from the family members	860.00
6.	Migration to other places in search work	835.00
7.	No discussion and debate programmes at the centre	795.00
8.	Equivalency programmes are not organized at the centre	767.00
9.	Individual interest promotion programmes are not organized at the centre	727.00

The above Table-3 indicates that the problems of the neo-literates in participating the continuing education centers. Out of the 34 problems, 9 items are found to be less prominent problems of the neo-literates. One fourth of the problems are less prominent problems.

The problems are divided into two groups i.e. personal and programmes related problems. Out of the 9 problems, 5 items fall under personal problems viz., bad habits, poor health, and migration to other places in search of work, lack of co-operation from the family members, villagers and village leaders.

The programme related problems are primers are not related to their real life, absence of discussion and debate programmes at the centre, equivalency programmes and individual interest promotion programmes are not organized at the centre.

Table-4
Mean problem score, SDs obtained by the Neo-literates of three groups and 'F' value

Sr. No.	Groups	N	Mean	SD	F
1.	More prominent problems	105	101.46	5.85	649,97**
2.	Prominent problems	145	90.49	2.75	
3.	Less prominent problems	110	80.42	7.08	

40 per cent of the neo-literates are facing moderate problems in attending the continuing education centre activities. 29 per cent of the neo-literates are found to be facing more problems to attend the continuing education centers. In other words, this high risk group if not tackled properly, may lead to failure of the continuing education centre activities in all fronts. Hence, appropriate measures should be taken to rectify the problems by conducting the short term training programmes to this group of neo--literates to overcome the problems at the initial stage itself.

The above results clearly indicate that the intensity of problems faced by the neo-literates is not similar and each group feels it differently. Further, the calculated 'F' value shows that they are significant at 0.01 level among the three groups of neo-literates in terms of their mean problem scores. Hence, the hypothesis "the intensity of the problems encountered by the neo--literates in attending the continuing education centers is not similar" is accepted.

Table-5
Problem Areas and Respective Mean problems scores, SDs and 't' Test

Sr. No.	Problem Area	N	Mean	SD	't'
1.	Personal problems	120	42.78	5.77	
2.	Programme related problems	120	47.83	6.03	11.47**

**Significant at 0.01 level

The trend of the mean problem scores shows that the neo-literates are found to be facing fewer personal problems than the programme related problems. Further, the calculated 't' value also shows that the difference between these two areas is significant at 0.01 level. Hence, the hypothesis "there is no significant difference between the neo--literates personal problems and programme related problems" is not accepted.

Table-6
Mean problem scores, SDs obtained by the Neo-literates belonging to different groups along with t/F values in the Total Problems

Sr. No.	Variable	Groups	N	Mean	S.D.	t/f
1.	Sex	Men	180	90.55	9.11	0.13@
		Women	180	90.68	9.23	
2.	Martial Status	Married	257	90.78	9.32	
		Unmarried	103	90.21	8.77	0.54@
3.		15-24	149	90.03	8.61	
	Age	25-34	136	90.93	9.46	0.53@
		35+	75	91.21	9.65	
4.	Caste	SC/ST	148	90.02	9.59	0.55@
		BC	114	91.16	8.84	
		OC	98	90.88	8.84	
5.	Occupation	Agriculture labour	255	90.56	9.27	0.19@
		Agriculture and others	105	90.76	8.92	
6.	Income	<10,000 (Less)	221	90.05	9.56	1.53@
		10,001-20,000 (More)	139	91.52	8.45	
7.	Type of family	Nuclear	271	90.80	9.20	0.67@
		Joint	89	90.05	90.05	
8.	Number of children	No child	119	89.94	8.82	
		One	131	91.63	10.37	1.26@
		2 and above	110	90.14	7.81	

a.   Problems V/s Sex

The aim of the programme is to provide literacy to the all sections of the community. As a result of this, both sex groups participated in continuing education centre activities. The mean problem scores of the two groups are calculated and "t' test is applied to study the differences if any between

these two groups. The calculated mean problems score of men and women indicates that men neo-literates found to be facing fewer problems than the women neo-literates. The 't' value indicates that the difference is not significant.

b. Problems V/s Marital Status

The sample neo-literates are categorized into two groups viz., married and unmarried, their respective mean problem scores are calculated to understand the influence of marital status on problems facing in attending continuing education centers. The trend of the mean problem scores is presented in the Table-6 and shows that unmarried neo-literates are found to be facing lesser problems than the married neo- literates. Further, the calculated 't' value also indicates that the difference between the mean problem scores of the married and unmarried neo-literates is not significant.

c. Problems V/s Age

In order to study the influence of age of neo-literates on their problems, the neo-literates are categorized into three groups viz., 15-24, 25-34 and 35 years and above and their respective mean problems scores demonstrates that the neo-literates of 15-24 years age group are found to be facing fewer problems than the other two groups i.e., 25-34 years age and 35 years age and above. On the other hand, 'F' value shows that the mean difference between the three groups of neo-literates is not significant.

d. Problems V/s Caste

In order to understand the influence of caste on the problems of the neo-literates, the neo-literates are categorized into three groups as SC/ST, BC, OC. The trend of the mean problem scores illustrate that SC/ST neo-literates are facing lesser problems than the OC and BC groups. The calculated 'F' value indicates that the mean problem scores of all these three categories are not significantly different from each other.

e. Problems V/s *Occupation*

The results relating to the influence of occupation on the problems faced by the neo-literates in attending the continuing education centers, the trend of the mean problem scores show that the neo-literate agriculture

laborers faced fewer problem than the agriculture and others. The calculated 't' value also shows that the difference between these two groups is not significant.

f. Problems V/s Income

Based on the level of income, the neo-literates are categorized into two groups i.e., less income (less than Rs. 10,000 per annum) and more income (more than Rs. 10,000 per annum) and their problem scores are calculated and presented in the table. The trend of the mean problem scores show that the neo-literates with less income group are found to be facing less problems than the more income group. The 't' value indicates that difference between these two groups is not significant.

g. Problems V/s Type of Family

The results presented in the Table-6 clearly shows that the influence of the type of family viz., nuclear and joint families, on the problems of neo-literates. The trend of the mean problem scores obtained by the two groups of neo-literates viz., nuclear and joint families clearly indicate that the neo-literates from joint families faced fewer problems than the neo-literates belonging to nuclear families. However, the obtained 't' value is not significant.

h. Problems V/s Number of Children

For analyzing the influence of the children on the problems faced by the neo--literates in attending the continuing education centers, neo-literates are classified into three groups viz., neo-literates with no children, one child and two and more children. The problem scores of the neo-literates of the three groups illustrate that the neo--literates with no children are found to be facing fewer problems followed by neo-literates with two and more children and one child.

The Table-6 illustrates that there is no significant relationship between the mean problem scores of the neo-literates and their socio-economic and demographic characteristics. Hence, the hypothesis "there is no significant relationship between the socio-economic and demographic characteristics and the problems encountered by the neo-literates in attending the continuing education centers" is accepted in case of all the variables.

Major Findings of the Study

- The more prominent problems of the neo-literates are found in the sphere of organization on the centre, inefficiency of teaching, lack of books, non-availability of library and reading room, lack of magazines, lack of self-employment opportunities, financial problems, heavy work, difficulty in dealing with 3Rs, shyness of women and child rearing duties of the women.

- The prominent problems of the neo-literates are found in the sphere of location on the centre at a distance, lack of minimum facilities, inadequate space at the centre, inconvenient timings, primers are difficult to learn, no separate centers for women, lack of quality of life improvement programmes, family problems, participation in agriculture work, lack of interest on education, lack of time, lack of unity among the neo-literates and non co-operation of the preraks.

- The less prominent problems of the neo-literates is found in the sphere of bad habits, poor health, migration to other places in search of work, lack of co--operation from the family members, villagers and village leaders, equivalency programmes and individual interest promotion programmes are not organized at the centre.

- The intensity of the problems encountered by the neo-literates in attending the continuing education centers differs from group to group.

- There is a significant difference between the personal and programme related problems of the neo-literates.

- There is no significant association between neo-literates problems and their socio-economic and demographic characteristics viz., sex, marital status, age, caste, occupation, income, type of family and number of children.

Summing Up

From the above analysis, it is clear that, the neo-literates belonging to men, unmarried, 15-24 years age group, *SC/ST,* agriculture labor, less income, joint family and no child are found to be facing fewer problems in attending the continuing education centers. Women neo-literates, married, 25-34 years age group, BC, agriculture and others, more income, nuclear family and one child are found to be facing more number of problems.

Gender Disparity in Literacy Rates of Meghalaya:
An Inter-District Analysis

Sanku Dey

Introduction

Education is a pre-requisite for the development of society. The importance of education in the human resource development (HRD) has been recognized by all sections of the society and in all types of economics. Education and literacy could be taken as a good reflector of development in a society. Literacy measures the most basic level of educational attainment in any society. Although literacy itself may not have all the advantages of education, yet it is a fairly good indicator of educational development. However, the increase in literacy rate does not mean that the gender disparity in literacy has been reduced.

The main objective of this paper is to highlight the inter-district gender disparity in literacy in the small state of Meghalaya rather than education attainment. For the purpose of measuring the disparity, three different coefficients/indices, as suggested by Naik (1971), Tilak (1983) and Kundu and Rao (1986) have been worked out and analyzed.

Meghalaya: A profile

The state of Meghalaya was formed in 1972, out of the earlier state of Assam. In 1972, Meghalaya had only two districts. The districts were reorganized in 1976 and three additional districts came into existence. Subsequently, by 1992, two more districts were carved out. At present, the state has 7 (seven) districts.

The state spread over 22429 sq. km. has 7 districts, subdivisions and ·39 blocks. The population of the state as per the 2001 census was 2.3 million out of which 50.6% is males and 49.45 are females. Economically, it is an averaged state of India, having a per capita income of Rs. 13114 at

current prices in 2000-01.However, as far as education is concerned, it is an average state, having a literacy rate of 63.31%, which is slightly less than the national average of 65.38%.

Gender Disparity in Literacy

The efforts of the Education Commission (1966), the National Literacy Mission (1978) and the National Policy on Education (1986) have brought some improvements in the level of literacy as is evident from census reports. The results show that throughout the period, female literacy improved at a faster rate than the male literacy, though initially the decadal difference in male literacy was higher. It is observed that though significant improvement in literacy rates have been achieved during the last decades, the literacy rate of Meghalaya in 2001 for persons, males and females are still 63.31%, 66.14% and 60.41 % respectively. Thus, one third of male and two-fifth of the females of Meghalaya are still illiterate.

It recent decades, however the prejudices against female literacy are gradually disappearing; consequently, the female literacy has been growing in faster rate than that of males, while male literacy rate has increased by 32.02 percentage during 1971-2001, the corresponding figure for females was 35.85 percentage points. As a result, the male-female literacy gap has considerably narrowed down.

Table-1. Gender Disparity in Literacy in Meghalaya (1971-2001)

Year	Literacy Rate			ACGR in Literacy Rate			Gap in M/F Literacy Rate	Disparity Indices		
	P	M	F	P	M	F		D (N)	D (T)	D (KR)
							9.56	28.02	32.42	16.71
1971	29.49	34.12	24.56	-	-	-	7.81	20.61	22.92	12.04
1981	34.08	37.89	30.08	1.46	1.05	2.05	8.27	15.57	16.84	09.73
1991	49.10	53.12	44.85	3.72	3.44	4.08	5.73	08.66	09.05	05.76
2001	63.31	66.14	60.41	2.57	2.22	3.02				

Although disparity exists between male and female literacy, yet it is note worthy that the two themselves are highly correlated (.9986)). Further, it needs to be mentioned that increase in the literacy will lead to the reduction of gender disparity in genera. The correlation between the literacy rates and disparity indices by Naik (1971), Tilak (1983) and Kundu and Rao (1986) are respectively (-.9671), (-.9601) and (-9530) which indicates that there exists a very high negative correlation between the two.

Gender Disparity at District Levels

A quick look at the literacy map of Meghalaya shows the variation in the literacy rates in different districts of Meghalaya. Table-2 presents the district level data on literacy by sex for 1991 and 2001. it is observed that though literacy rates improved for both sexes over the period under study in every districts, male literacy is higher than female literacy except the district Jaintia Hills, where female literacy is higher than male literacy.

A ranking of districts according to literacy levels reveals that despite the differential increase in literacy rates the relative position of districts have more or less continued to be the same except that of Ri-bhoi district.

A comparison of two census data reveals that during 1991-2001, the number of districts having 50% or less literacy rates decreased from five to zero; while the number of districts with 60 percent or more literacy rates went up from one two four. It is also significant to note that the number of districts having 50 percent or less female literacy rates declined from six to two while the number of districts with more than 60 percent female literacy rates rose up from one to three.

Table-2
Literacy Rate by Sex for the State & Districts of Meghalaya
(1991 and 2001)

Districts	1991			2001		
	M	F	T	M	F	T
West Garo Hills	46.10	30.81	38.64	57.51	44.51	51.03
East Garo Hills	54.7	41.7	48.38	67.39	55.74	61.7
South Garo Hills	51.28	34.02	42.88	62.6	48.61	55.82
West Khasi Hills	52.98	47.94	50.52	67.02	64.21	65.64
Ri-bhoi	43.88	35.73	39.93	69.22	62.67	66.07
East Khasi Hills	67.13	61.86	64.58	78.12	75.82	76.98
Jaintia Hills	34.37	36.31	35.32	50.52	55.51	53.00
Meghalaya	53.12	44.85	49.10	66.14	60.41	63.31

Rural Urban Disparity in Literacy

Urban-Rural Disparity in literacy varied considerably across the districts (Table-5). The districts of West Garo Hills and Jaintia Hills have the highest disparity in this regard. Incidentally, disparity indices shows by all three

indices are negative in case of Jaintia Hills because female literacy is higher than male literacy. By comparison, a Ri-bhoi district has lowest Urban-Rural disparity as are revealed by all three indices in the year 2001. As in case of disparity in male-female literacy, the districts with low Urban-Rural disparity are those where overall literacy rate is also high, where as higher Urban-Rural disparity is characteristics of areas with low over all literacy rate. There has been a considerable decline in Urban-Rural disparity in literacy during 1991-2001. This came about due to the faster progress in rural literacy in state during 1991-2001.

Table-4
Rural-Urban Literacy Rate in Meghalaya (1981-2001)

Districts	1981		1991		2001	
	Rural	Urban	Rural	Urban	Rural	Urban
West Garo Hills	21.69	61.25	34.34	78.29	46.09	85.17
East Garo Hills	33.05	47.41	46.99	68.78	57.97	82.15
South Garo Hills	-	-	-	-	52.28	83.96
West Khasi Hills	34.47	52.35	49.06	71.82	63.13	83.83
Ri-bhoi	-	-	-	-	62.66	77.10
East Khasi Hills	31.95	65.25	43.36	83.68	63.72	88.65
Jaintia Hills	20.77	66.01	30.35	81.37	48.97	91.14

Table-5
Disparity in Urban-Rural Literacy in Meghalaya (1991 and 2001)

Districts	1991			2001		
	D (N)	D (T)	D (KR)	D (N)	D (T)	D (KR)
West Garo Hills	56.14	113.74	49.18	45.88	76.58	39.39
East Garo Hills	31.68	45.05	23.22	29.43	39.19	23.25
South Garo Hills	-	-	-	37.73	5675	31.06
West Khasi Hills	31.69	45.05	23.65	24.69	31.54	19.44
Ri-bhoi	-	-	-	18.73	21.86	13.83
East Khasi Hills	44.60	57.79	37.73	28.12	32.38	23.11
Jaintia Hills	62.70	144.45	58.37	46.27	79.57	41.20

Analysis of Disparity Indices

Table-3 provides the disparity indices in literacy rates in the districts of Meghalaya by sex in 1991 and 2001. In the case of Naik's disparity Index, the districts which have reduced the disparity by more than 10 percentage points over the last decade are: West Garo Hills and South Garo Hills.

However, in the case of disparity index by Kundu and Rao, we find that there is no district, which has reduced the disparity by 10 percentages points. It is worth mentioning that with the spread of literacy, the disparity has come by all the scales of measurement.

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Table-6
Disparity Levels by different Indices

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Level of Disparity	1991	2001
More than State average	West Garo Hills, East Garo Hills, South Garo Hills, Ri-bhoi	West Garo Hills, East Garo Hills, South Garo Hills, Ri-bhoi
State Average: D(N) D (T) D (KR)	15.57 16.84 09.73	8.66 9.05 5.76
Below State Average	West Khasi Hills, East Khasi Hills, Jaintia Hills	West Khasi Hills, East Khasi Hills, Jaintia Hills

Correlation between male and Female Literacy Rate

Correlation (Male, Female)   = 0.9986
Correlation (Total, D(N))   = -0.9671
Correlation (Total, D(T))   = -0.9601
Correlation (Total, D(KR))   = -0.9530
Correlation (Rural, Urban)   = 0.9573

Conclusions

It is clear that there has been a significant improvement in the literacy levels of both male and female. However, the growth of female literacy was higher than males, especially in the last decade, which helped in reducing the gap and disparity in male-female literacy. It is matter of concern that, during the period under review, the districts, West Garo Hills, East Garo Hills, South Garo Hills and Ri-bhoi district did not make any progress towards the reduction of gender disparity.

The data also shows that though the rural literacy rate has significantly increased across the state, still it is lower than the literacy rate of general population. Rural-Urban literacy gap is quite wide in the state. Urban literacy is almost double of rural literacy.

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Role of Language in Buildine Up Educational Culture with Special Reference to Adult Literacy

Asha Patil

Language is both an expression of culture and a vehicle for cultural transmission. It is both cause and index of social and cultural change. Society is continuously restructuring itself. As a result, new knowledge is added. This new knowledge should be properly comprehended, interpreted and transmitted to all sectors of the society, specially to the illiterate and neo-literates. Education plays a vital role in this regard, where language acts as an important tool for it.

India has a very long oral cultural tradition. With the advent of technology printed text came into existence. The sacred and ritual literatures of India including Vedas were all products of an oral milieu. Although the Indian tradition to the large extent was oral, it functioned within a highly literate framework.

Now the main question is despite its literate underpinning why did the Indian tradition continue to exhibit these 'non-literate' characteristics? To understand this we have to deal with the basic question – What is literacy?

Literacy should not be limited only to reading and writing but must be looked at in a much broader perspective. We need a more ramified characterization of literacy and its practices without limiting ourselves narrowly to the presence or absence of script literacy, textual literacy and so on.

In an oral mode, the interpersonal interactions are very situation bound (i.e. context bound). Since the interaction takes place face to face, there is very little motivation to articulate explicitly all the details of the situational context one is dealing with. Consequently there is very little inclination to reflect on these and, thus develop a capability for articulation.

Writing, however, is a different sill. It requires articulation to achieve successful communication. Since writing makes explicit the need for articulation, it opens the way to reflect on methodologies for articulation and levels and structuring of articulations.

The knowledge of these factors is crucial for those who are involved in adult teaching or are writing primers for adult learners. It should be remembered that spoken language is the medium of communication as well as cognition. Abstraction and representation are restricted in spoken language.

Another important aspect is curriculum. Adult learners have rich experience of life. Teaching them directly in a standard language may be irrelevant to his/her life style. Hence, adult education must be work centered and need based education. It must weave educational programmes around work. Curriculum has to be flexible, need based, motivating for the learners.

Further dimension to this problem e.g. Tulu, which does not have a script, is written in Kannada script. The divergence of the language of education from toe language of mass communication also inhibits literacy. Bi-and multilingualism poses serious challenges to the adult learners. e.g. adult learners face such problems in the metropolitan cities. For the linguistic minorities, there is a need for literacy in both the languages-mother tongue and language used in common.

Cultural factor- the linguistic factor is intimately related to the cultural factor. The Indian languages indicate the diverse ethnicity of the people speaking them the maintaining their individual identity as well.

The history of the development of Indian languages show that a language when becomes a carrier of all knowledge becomes a spoken language. It acts as a means of knowledge. There is a tradition of oral transmission of knowledge, not linked with the ability to read and write.

Economic and political factors-These factors play a vital role in increasing illiteracy acting as a big hurdle in communication between the literate educated and the illiterates.

Literacy programme should be implemented taking into consideration all the above factors. There is a need to bring radical change in the attitudes and existing educational programmes. Literacy could be effective and

successful if it is need based. The needs as felt by the community and as observed by a trained literacy worker together constitute the expressed needs. Hence literacy programme should not be centrally directed and its curriculum/primers cannot be uniform. However, the objectives need to be spelled out and not be fitted in a rigid time mould. In this context, the primers play very important role. Unless proper care is taken in curriculum formation to aim at self-actualization, adult education is bound to be incomplete. Unless reading the dialect is linked with the reading of the standard language, the problem of relapsing into illiteracy will remain as it is. Use of dialect in literacy is not an end in itself, but a means to attain necessary skills.

Material developed/produced in local dialect not only helps to motivate learners but also ensures the functionality of the programme. It is more effective for bringing the learners quickly to the threshold of literacy. This one time effort is not enough. Constant bridging at all levels is necessary to relate the local to the standard, which invariably is the high status language. It is to be remembered that the purpose of the adult education in not to develop the undeveloped languages and dialects, but to develop the human potentials through conscientization. Therefore, knowledge of language dynamics is a must for a literacy worker. This is proved by the following example-if in a slum, a literacy worker asks the child. Again the worker reframes her question, 'tuza bap kay karto?'(What does your father do?) The child immediately replies, 'daru pito ani aila marato'. (He drinks and beats mother). This shows the distance between the slum language and the standard spoken language resulting in the problem of comprehension and expression.

The rules for moving from the spoken to the written or vice versa have to be carefully worked out and graded before literacy texts are prepared. In Dungarpur district of Rajasthan, the first two primers out of three primers were prepared in local dialects and the third one was in standard Hindi. So the learners had to learn both the languages-mother tongue as well as the standard language. Same was the case in Dhanbad district of Jharkhand state where the tribals- Santhals- learnt literacy through Santhali language

Persons who are involved in the preparation of primers should develop a strategy to help to transfer the skills from local to standard languages and to make it feasible for the learners to learn in home language simultaneously with the dominant language of that areas/locality or a standard language. The learners should be made literate in either one or both the languages according to their choice. Facilities may be provided for this purpose.

In India there are many tribal communities with a number of their own languages. Each of it does not necessarily have a script. But we cannot ignore the existence of these tribal language varieties as they are used for communication purpose. How these tribal languages can be exploited and intermediated with other nearby language has to be examined very careful. For example, in Korapat district of Orissa, Desia is a tribal language, which is a variety of Oriya. Similarly in Ranchi, Sadri is used which is a variety of Hindi. The teaching material can be prepared in both the languages to facilitate learning.

Problem of Santhali speakers is somewhat parallel to the situation of Konkani speakers. The Konkani speakers are spread in Goa, Maharashtra, Karnataka and Kerala. Konkani language is written in for scripts namely Nagari, Kannada, Malayalam and the Roman script. The Santhals are mainly distributed in Oriass, Bengal, Bihar, Jharkhand and a few thousands in Assam. The language consequently is written in five scripts Nagari, Bengali, Oriya, Roman and Santhali-a script recently developed by a Santhal, Raghunanadan Murmu. Since the matter of script is an emotional one and the adoption of one over the other has wider implications, the literacy worker has to find a middle way.

In Indian languages prestige is often attached to the standard language. In such case, texts have to be simplified to guide the neo-literate/adult learners. This can be done through preparation of graded materials. Just like in learning 'second language', the learner is first introduced to situational and structurally graded material and solely through the simple language used for native speaker learner is guided to progress to greater complexities. Similarly the adult learners can be introduced to simple language slowly moving towards complexities.

If functional adult literacy is to be achieved in a meaningful way, it is needless to say that the basic primers should be prepared in grades starting with local languages and subsequently moving towards standard language.

One must understand that language is not taught in vacuum. Unless the content of the instructional material is closely knit/woven around the needs and interest of the learners, learning will not be an interesting experience. Learning through ones own language acts as an incentive that motivates them. Therefore, 'ya basa' or 'lala tala la' –(lessons in primers) though need based but may not be generalized.

Diversification of instructional material

Even accepting this diversity as basis, to what extent the initial material can be generalized needs to be studied thoroughly and scientifically. Language must be well integrated with the content to make literacy really functional. One of the aims of the literacy programme is to impart a level of competency to the learners so that he/she can sustain his/her interest on his/her own without lapsing into illiteracy. To achieve this it is not enough to give a mere recognition and manipulation of scripts, reading of controlled texts and writing letters to relatives about one's health or the village fair. The adult learner must be made a competent reader with understanding of fairly complex structures so that he/she can read newspapers, make sense of various government forms and notifications are not even comprehended by highly educated native speakers. Therefore, it must be understood that both the content and language must be graded to carry the learner through successive skills while maintaining their relevance and creativity.

In the teaching of Indian scripts to adults, very little attention was given to pattern-perception based on the similarity in the shape of the letters. Adults are taught to learn to write the letters with meticulous care. Till today, script is never taught as a language related topic.

Vocabulary is a major factor in facilitating reading and writing. It is not enough to recognize a word in isolation in its most common meaning, it is important to know its use in context. e.g. In Marathi, 'ya'. When the person leaves the house 'ya' is said, 'ya' is also used to invite him again. It is also used to invite a person in if he is standing in the door. If the person does not know the context, then the meaning of 'ya' changes person to person. This might lead to miscommunication as well. One of the reasons of poor reading ability is due to the lack of vocabulary competence.

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Civic Education and Adult Literacy in a Globalizing World

Poonam Dhawan

Literacy and participation in democracy go hand in hand just as illiteracy and poverty go together. Struggle for literacy is not only struggle for a better livelihood and cleaner environment alone, but also a struggle for equality, dignity and freedom. Every individual and every nation has a role to play in this process of social transformation to a farer and just society.

Adult Literacy programme is a priority programme with almost all countries because Literacy skill does form basis of education and at comprehension level provides both control over resources (physical, human, intellectual, financial) and control over ideology (beliefs, values, attitudes). It is a known fact that in almost all countries non literate people are at the lowest level of the social strata. They are generally property less, without access to basic social services. Though they form majority in numbers they remain marginal in terms of ownership of means of production and are generally not in a position to sustain their education, health and safety. They also face a combination of obstacles in shape of social, motivational, instructional and cognitive ways. Factors like ignorance, discrimination, marginalisation and exploitation on issues of caste-class-ethnicity-cultural homogeneity do sometimes play a negative role in their lives. Literacy though not a panacea for all problems can contribute meaningfully to equip the non-literate person to fight against injustice, exploitation, inequality and corruption. Therefore, literacy/education has a moral as well as a social value in the development of a nation so that the benefits of development reach the socially excluded groups.

The involvement of weaker section and women, both as targets as well as agents of development is relevant but difficult. Another critical issue that needs to be accepted in frank and candid terms is that basic literacy acquisition is merely learning the skills to read write and be comfortable with numbers, whereas, in benefits terms literacy acquisition, is a journey

of non literate person from culture of oral tradition to literacy and from dependence to confidence. This is the major reason despite the progress and the literacy rate improvement in 1991-2001 decade, in tits endeavours to achieve the goals it has set for itself in adult education; India is still facing some challenges. Studies by expert groups and the constant evaluation of the programme indicate several challenges. India still has the largest number of Non-literate people in the world.

The literacy levels of the women are still low. The fact that female literacy is acknowledged as being one of the most significant indicators of development makes this more alarming. There are large regional disparities in literacy rates between rural and urban areas, tribal and non tribal areas as well as between states. Seven states Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan, Andhra Pradesh, West Bengal and Maharashtra account for seventy percent of India's non-literate population. Out of these the few Hindi speaking states like Uttar Pradesh, Bihar, Madhya Pradesh and Rajasthan account for half of India's Non-literate population. This combined with socio-economic backwardness of these states makes the achievement of the literacy to its desired levels particularly difficult.

Literacy and People Friendly Approach

To meet challenges and to be true to its objectives, it is imperative that literacy instruction be delivered effectively and efficiently to a large number of participants to be able to have significant economic impact. There is need to do some rethinking and bring in some freshness in the programmes so that with the help of innovative methodologies and people friendly approaches better results are achieved. It will also be necessary to make the Non-Formal Programme more structured and institutionalized. The methodologies and approach may be flexible but the content transfer be staggered in such a way that it is able to build required competencies, among Non-literate in a phased manner.

Required Emphasis of the Programme

Undoubtedly agenda for the future is global peace, co-existence, well being and holistic development. In a world of globalization and keen competitiveness, strengthening democratic ideal and creating easily available and universally accessible opportunities for all citizens and to create an attentive public that represents the informed judgment and lives together

in peace with mutual respect for each other, is the cherished goal. Adult literacy and civic education can make valuable contributions in the direction of well being assurance and holistic development, provided programmes is people friendly and people relevant. It is important to note that in the past only those programmes have registered success that have taken in to consideration culture, heritage, history, language and social condition of the people, and also understood the social relational context. People's participation and involvement in the programme is the only key to success.

Instrument of Social transformation and Emancipation

Besides capacity building at national level Adult literacy and Civic Education can become a source of social transformation, and reach the un-reached at micro level. Globalization has unified the world. In this world of transition, literate and emancipated population that believes in neutrality, interdependence, co-operation and co-existence has become an imperative need.

Peace and prosperity are needed at any cost for one and all. De-culturation, de-humanization and alienation must be avoided at all cost. In a culturally plural society, literacy and education can foster universal and external values, oriented towards unity and integration of the people. Value education can help reduce obscurantism, religious fanaticism, violence, superstitions and fatalism.

A Composite Programme of Empowerment

Adult literacy and Civic education as a global learning package must be looked at as composite programme of empowerment and enrichment of human being and human life that builds capacities of individuals to deal efficiently with given life situations efficiently and enables individuals to place themselves in position of advantage without displacing the other.

Programme for strengthening Civic Society

The adult literacy and Civic education programme may work to create a vibrant society that is neither closed nor homogenized but is open in nature and mediates between citizens to deal with conflicts in a nonviolent way and manage conflicts, competitions and contradiction of the system by taking into consideration both individualism and collective pluralism.

As an Agent of Democratic Ideal

Democratic ideal is the ideal of common good and shared human interests. It presupposes three types of equality

i)   Intrinsic moral of persons.
ii)   Basic autonomy of a person to determine for self and
iii)   Political autonomy for citizens.

A true democracy requires persons who posses capabilities and resource for collective decision making. If adult literacy and civic education programme is able to explain to people their rights and motivate them to use rights Judiciously with responsibilities a lot will be achieved. The success of the programme will largely depend upon how content of the programme gets connected with a self image and self concept and how it improves sense of self worth of the individual. In its larger implication in terms of its capacity to create a learning facility that would not only sustain and enhance literacy but also ensure more equitious economic development.

To Promote Understanding about Social Roles

Adult literacy and Civic Education programme may act as socialization and maturation inputs for people to enable them to understand their social roles and responsibilities. With the influence of institutions like marriage, family and school, declining the children and adults need to be provided with extra support to reinforce core massages and clarify beliefs that can be rechecked and critically analyzed. In the given curriculum of schools and colleges hardly any value orientation is done. The drop out and the left outs of system do not as it is get any opportunity for value clarification. In today's world of information and technology a person functionality and rationality will improve with negotiation skills. Negotiating power will be an outcome of thinking and social skills. The life skills education may help is strengthening retention of literacy.

Therefore, life skills education, in the perspective given by WHO 1993, as defined as "the abilities for adaptive and positive behaviours that enable individual to deal effectively with the demands and challenges of every day life", will be of extreme relevance to the adult literacy programme. Once the learner demands literacy and service provider provides the required support, changes may occur. Effective acquisition of life skills can influence

productivity, self-esteem and self-confidence. Learning to negotiate with self and others may create awareness and empathy.

The only clue to successful management of the programme will be Honesty of purpose and programme planning on the basis of well researched policies, learnt experiences and implementation of the Programme at Grass root levels with conviction and transparency. Only them adult literacy and civic education programme can play a leadership role.

Action Proposed

- Institutionalize Adult literacy and Civic Education Programme

- Attract Non-Literate adults towards literacy through a variety of area specific and need based motivational activities.

- Aim to create consciousness about the Rights and duties of citizenship and foster a spirit of service to the community

- Mobilize University Departments to provide a strong and sustained technical support to adult education activities and support in environment creation that will support motivation of non-literate persons on regular and continual basis.

- Create strong co-ordination and inter-sectoral linkages between central and state government, agencies and non-governmental organizations.

- Empower women and special groups.

- Strengthen principled leadership to address issues of economic and social equality.

- Create political will responsive governance.

- Strengthen institutions like family, education, economy, law and co-operatives.

- Strengthen values of tolerance, pluralism, multi-culturalism and co-existence through formal and non-formal education and media.

- Address concerns of minorities and marginalized groups and support human rights.
- Mobilize effective support for citizenship and enhance equal participation in policy making and social responsibility.

- Protect individual's rights and provide an enabling environment.

- Promote global learning and institutionalize adult education activities

  and ensure availability of trained manpower.
- Assist in building a culture of peace in the minds of men and women, so that they become gender sensitive and learn non-violent conflict resolution, care and respect for natural environment and cross-cultural understanding in order to forge a genuine global neighborhood.

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Problems and Prospects of On-line Education: Rethinking Distance Education in a Changing World

Debabrata Basu
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Education shapes the destiny of a nation. It is instrumental to developing the human resource and transforming the national economy. The traditional structure of the classroom education has existed for hundred of years and has evolved by passing through various phases. However, the last ten years have soon a dramatic shift in philosophies of education based on new computer technologies. Distance education, as an alternative to formal and mainstreamed full-time educational courses, has adopted/is adopting these new, powerful forms of telecommunications to make it a more attractive option. E-mail, computer based conferencing, structured hypertext and the virtual classroom enhance the nature and quality of distance education. Traditionally, the focus of teaching was based on a system in which the learner was led through a series of readings and exercises,. Recently, researchers and practitioners support a model of collaboration among the learners and teacher to crate understanding and expertise. Following from this is evident a renewed interest in innovative computer-based tools to facilitate human collaboration (Harasim, 1992).

Simultaneously, a number of social factors have become crucial to the design of learning systems Global restructuring has reduced both securing of employment, thus making retraining a necessary factor in workers employability. It has also dramatically reduced the resources available to traditional educational institutions once responsible for retraining. Consequently, industry, governments and students, have all requested more applied, cost-effective education leading directly to employment. Open learning at a distance seems a timely solution (Race, 1994). In many third world countries, the appalling imbalance between school passed outs and college/university going students is a general observation. In Indian the percentage (of college/university going students to the total high school passed outs) varies between 6-7% while in developed countries it revolves

around 30%. With the increasingly opened job market internationally, both diverse and specialized quality education has become indispensable for developing countries. Moreover, the imperatives of WTO, where education itself has been commoditised, providing quality education has also become a trading issue. On-line distance education in this backdrop has become a promising provision in the near future if not at present.

Advantages of on-line education

Enables educated anywhere, and to anyone – The world –wide-web empowers the educational institutions to deliver training and critical information to its wide spread student base no matter where and what time zone the users are in. They can just access it whenever they feel like, from home or from office. Always on; class starts you want.

Facilitates self–paced learning – It gives the students the flexibility t go through the programme content at the time that is most convenient t him and thereby achieves an appropriate balance of work, famil, community and educational commitments.

Better Access– Determining the best time to schedule a class and lure the student into, the "brick and mortar" classroom being one of the major drawbacks of traditional training programs. On-line education provides access to training for students when and where they need it.

Cost Savings – A much-touted benefit of online learning is cost savings. Lots of amount can be saved in travel and downtime alone by using on-line learning. Training materials can be updated for a fraction of he cost of revising materials distributed by other means. Payback can be seen clearly over the near and long term.

Learner Focused – Technology can personalise content with each individuals learning style, experience and skills.

Measurable – Powerful Learning can Management system (LMS) features make the implementation, hosting, tracking, testing, auditing and administration of online course a flawless process. On-line

learning provides secure and reliable systems for recording and capturing what an individual knows and is able to do.

Better Learning Outcomes – Research from around the world has proven that the online education results better outcomes in terms of learning and knowledge retention when compared with traditional methods of teaching.

Faster – Response Time – Time sensitive training can be delivered faster than through traditional classroom methods. By using communication technology to deliver training to multiple sited at the same time, online education becomes a competitive advantage.

Better Use of "Experts"- An expert presenter or trainer can be used more cost effectively with on-line education than through traditional classrooms. Programs that require the presence of an expert can send the expert's message to multiple sites simultaneously – saving time and money. And the message is consistent for every delivery of the course.

Clients of on – line education

Cook (1998) lists up the potential clients of distance education, which are also true for on – line distance education.

- Those wishing to further their careers or improve their opportunities for employment

- Those wishing to change profession but without the immediate financial penalties of a full time course.

- Those unable to afford that costs of full time education

- Those studying for pleasure – such as those in retirement or with time to space fro their work and social activities.

- Those without access t full time education because of distance

- Those unable to access classes due to disabilities.

In particular the potential clients may be

- Housewives from the rural areas and urban slums

- Senior citizens

- Drop-outs of the formal system of education

- Students not eligible for university and college enrolment

- Products of adult literacy classes

Communication aspects of distance education as a whole and on-line education in particular

The new media have added to the tools for distance education in three areas : delivery of material to the learner, exchange of information between learner and institution, and exchange of information between learners. A list of available technical options is given according to these three areas –

Delivery of information (institution to learner)	Information exchange (institution – learner)	Discussion (between learners – including the facilitators)
• Conventional (post, courier etc.) to deliver print, video, disks and CD-ROM • Telex • Fax • Radio • Television • Satellite • E-Mail • Web-based delivery	• Meetings • Post • Telephone • Fax E-mail • Web forms	• Physical group meetings • E-mail discussion groups • Conferencing systems • IRC • Audio conferencing • Teleconferencing • Video conferencing • Netmeeting, White pine etc. • MUDS, MOOs and virtual environment

Disadvantage of on-line education

The disadvantages of on-line education, especially within the context of developing countries, can be put under certain issues as put forward by Mclean (2201) in the context of distance education –

Quality of education

- Isolation from teachers, libraries and other learners make distance education inherently difficult.

- Distractions of work and family make learning difficult.

- On-line education in developing countries in hindered by logistical problems, financial constraints and hum resource gaps.

Access and equity of education

- On-line education favours the same relatively privileged, groups as conventional education

- On-line education does not necessarily cost less, when it does extend access, it does so by providing education, which is poorly resourced and widely regarded as second-rate.

The role of North

- On-line education is a form of cultural imperialism, since the model of distance education come form the North

- Donor-funded on-line projects often cannot be sustained over the longer term

- The use of overseas consultants leads to problems with the language and culture of course

Potential of communication technologies

- Infrastructure, logistical and affordability constraints (including the "digital divide") make ICTs an unrealistic tool for most learners in many developing countries.

- ICTs worsen educational inequalities by passing on more costs to the learners.

The cases for and against distance education in developing countries:

Keeping in view the special consideration for developing countries, the issues of its elative advantages and disadvantages are critically structured below-

	Proponents claim	Critics claim
Quality of education	• Greater Flexibility • Less disruptive • Conventional education can not meet diverse educational demands	• Isolation • Distractions of work and Family • Financial constraint, human resource gap
Educational access and equity	• Can reach groups • Lower cost, more democratic	• Favours relatively privileged groups • Not necessarily costs less
Role of North	• Can share experience • Foreign aid available • Advice from international organisations	• Cultural imperialism ˙ • Unsustainable project effect • Language and culture
Potential of ICTs	• Quality course material, interaction • Telecentres as a strategy	• Infrastructural, logistical and affordability constraints • Worsen educational inequalities

How to make Internet accessible and relevant to common man ?

Accessibility of Internet to common man will certainly be a prerequisite to achieve the above said mission and vision. Making Internet access equitable, if not universal, therefore, will be an integral action to meet the purpose at hand. Some strategies are given below.

Suggested strategies

- Formation of information-sharing groups, locally as well as within the country
- Use of IT to eradicate illiteracy and banish poverty
- Make provisions for info-exchange and free flow of information
- Preparation of low-cost software on developmental issue
- Preparing literature and training common man o use interned and e-mail
- Securing help of NGO and encouraging them to work in this field
- Enable industry-education partnership

- Preparing 'info-mediaries' to search for information that is needed by neo-literates and common man
- Creation of info-banks
- Setting up of relevant, need-based web-sites
- Enlist and enroll volunteers to act as 'info-mediaries'
- Secure help from NRIs of a particular region to donate for infrastructure, wed-based hardware and software requirements
- Multi-institutional partnerships
- Work on the model of "wired village" at Warana in Maharashtra state of India.

Indian Institutions Providing Distance Education (offering courses in Agriculture and Rural Development): **Considering the importance of agriculture and rural development as the mainstay of rural livelihood of India, a list of institutes, offering related courses in correspondence, is given below.**

- **Birla Institute of Technology and Science**
- **Christian Medical College**
- **Indian Institute of Finance**
- **Indira Gandhi National Open University (Degree) Agricultural Development in India**
- **Kakatiya University (Degree) : Co-operation in India**
- **Osmania University, India : Rual Development (Postgraduate); Planning and Rural Industries (Degree); Rural Banking (Degree); Rural Industrialization (Degree)**
- **University of Hyderabad**
- **Tamil Nadu Agricultural University : Agriculture and Allied Subject Correspondence Programme (Community Education); Farm School on Air (Community Education)**
- **University of Mysore, India; Study of Rural Society – Problems, Development, Reconstruction (Postgraduate)**
- **Yashwantrao Chavan Maharashtra Open University : Agriculture (Training, Continuing Education); Pomology, Diploma (Diploma, Continuing Education)**

Conclusion

The new media offer extraordinary new tools which have the potential to transform open and distance education from second choice, to he first choice

for long term study. The technology to make it possible is here now – or at least round the corner. However, the problems and difficulties in implementing it are likely to be as they always have been human problems, rather than technological ones. Courses can only be successful when they meet the needs of the consumers. Cook (1998) has reiteratively warned that technology without the content will be just another toy to play with. Regardless of the technology, good design of instructional materials with a relevant and appropriate curriculum is sill the key to an effective distance learning programme.

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Continuing Education - A Key to Human Resource Development

Navleen Kumar

Many third world Countries and Developing Countries are recognizing that only socio-economic planning is not enough, and that Human Resource Development is a key enabling factor in development. All these countries are aware that Education and Human Resource Development" will play a key role in the 21st Century. They also have a considered opinion that Formal Education alone cannot be effective, with structural inequalities in society.

Asia's largest Democracy, the Republic of India, is a member of the third world nations. India has also realized that in order to strengthen the developmental and democratic processes, there is a need to provide 'Education for all and fore life' visualizing the progress of literacy in India, the census figures of 2001 (as shown in table 1.1). it is expected that by the year 2005the percentage is going to increase still further by 71 %(Estimate of National Literacy Mission).

Table-1.1
Literacy in India (1981 to 2001) (Years and above)

Year	Male	Female	Total
1981	46.9 %	24.8 %	36.2 %
1991	63.9 %	39.4 %	52.1 %
2001	75.85 %	64.16 %	65.38 %

The onus of increase in the rate of literacy lies largely on the literacy programmes which are going on in all the 29 states and 6 union territories of India. The situation is all the more exhilarating in the state of Punjab and Union Territory of the Chandigarh. From tables 1.2 and 1.3 we can see the rate of growth of literacy in Punjab and Chandigarh from the last two decades

Table-1.2
Literacy in Punjab (1981-2001) (7 Years and above)

Year	Male	Female	Total
1981	51.23 %	34.35 %	43.37 %
1991	65.66 %	50.41 %	58.41 %
2001	75.63 %	63.55 %	69.95 %

Table- 1.3
Literacy in Chandigarh (U.T.) 1981-2001) (7 years and above)

Year	Male	Female	Total
1981	78.88%	69.30 %	74.80 %
1991	82.04 %	72.34 %	77.81 %
2001	85.65 %	76.65 %	81.76 %

The increase in literacy numbers has brought scores of people towards the level of being functionally literate. This set of productive people (15-35 years age group) with fragile level of literacy has to be taken further. This is now possible with the onset of Continuing Education Phase. Literacy Campaigns have brought in a positive change in attitudes, a new confidence among the learners to upgrade their skills and adopt it for the individual development, and eventually for social action. Achievement of basic literacy is not an end in itself. It is an entry point to the world of communication and information. It is the access to the world of communication and information. The access to the world of letters and skills acquired by the neo-literates need to be further reinforced and widened to enable them to fully play the crucial role for their own personal, social and economic upliftment and for the development of the country. The ultimate goal of literacy program is to create a learning society by providing for life-long and life-wide learning opportunities, which may result in the release of creative energies of the people.

This aim is to be achieved through Continuing Education Centres (CECs), which are being established in almost all big village of the country. To serve around 500 neo-literates or a population of 1500 to 2000, when one goes through the whole scheme of Continuing Education, one finds a wide coverage of courses under it. Important concerns of Continuing Education range from providing education (formal) to those who aspire for pursuing their further studies. This is taken up through the National Open School

System under the Equivalency Programs. In addition to the normal subjects, an option to choose one vocational skill for earning a living, out of a series of skills, is provided. The inclusions of the vocational component in Equivalency Programs serve the purpose of making it a qualitative and fruitful program for the beneficiaries.

Provision of Income Generating Programs (IGPs) has been made under continuing education. These would help to acquire or upgrade their vocational skills and enable them to conduct income-generating activities. These IGPs are delivered according to the local needs and interests of the learners. IGPs may supplement the existing arrangements under schemes like TRYSEM, DWCRA, JRY, IRDP, Krishi Vigyan Kendras, and Farmers Training Centres etc. with part-time vocational course or short-duration training programs.

Quality of Life Improvement Programs (QLIPS) have been designed to enhance the well being of all its citizens. It is directly concerned with helping to raise the living standards and to improve their lifestyles through education. The Quality of Life indicators being Biological, Social, Economic, Humanistic and Environmental, the role of QLIPs is to facilitate positive societal change with respect to these indicators.

Individual Interest Promotion Programs (IIPPs) aim to provide opportunity for individuals to participate in, and learn about their chosen social, cultural, spiritual, health, physical and artistic interests. These programs focus on individual development by providing opportunities for promotion of individual interests. This would help in improvement in the quality of human resources of the society. Categories of the individual interests would include: leisure time interests, cultural interests, interests promoting self-reliance, personal development and self-actualization interests.

Involvement of Non-Government Organisation (NGOs) and the Panchayats have given an impetus to this program, youth clubs, women self-groups and such other agencies or groups have been able to organize local specific programs, according to the felt needs of the society. The village education committee members are sometimes also the members of the village Panchayats. They help in providing the infrastructure, motivating people, grass-root level planning, according to needs of the people, existing problems, the resource available etc.

Life-long learning is the initiative of each individual and that individual's determine their learning objectives throughout life and need access to all forms of formal, non-formal and informal educational opportunities to achieve these objectives. Continuing education polices are still not adequately integrated with national development policy and as a result only a handful of Governments seem to know what Continuing Education is for, how it is to be administered and what should be its outcomes and contributions to personal and national will-being. This in turn causes many other problems of serious nature.

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Emerging Role of Women in Computer Science in Developing Countries

Neelam Hingorani

Abstract

Women pursue education and careers in computer science far less frequently than man do, in developing countries. Recent study finds, only 12% of PhD's in Computer science went to women and only 6% of computer science professors were female. Apart from ethical concerns at women's lack of participation in computer science, the demography of the country is such that the developing countries will not have enough engineers and scientist unless under-represented groups increase their participation. This report examines the influences against a women's pursuing a career in a technical field, particularly computer science. Such factors include the different ways in which boys and girls are raised, the stereo types of female in computer science, subtle biases that female face, problems resulting from working in predominantly male environments. The theme of this research is that women's under representation alone is not primarily due to direct discrimination but to subconscious behavior that tends to perpetuate the status quo.

Humanity has concurrently developed computer technology and progressed to the era of women's right during the course of century. Although women are making progress and gaining equal treatment from society, there is a large gap between the numbers of men and women participating in the field of computer science and information technology. As per the latest survey, only 16% of the bachelor's degree in computer science was awarded to women. Only 20% of women received master's degree, 12% of PhD's and 16% women were enrolled fro PhD. In addition, 19% of Assistant teachers, 10% of Associate Professors and 6% of computer science professors were female in the universities surveyed.

Sparse representation of women in science and technology, both as producers and users and selected issues set the agenda for Asia specific

regional conference which emphasized that there is deep rooted gender inequality in science and technology. The outstanding academic promise women showed early in their lives was not translated in to successful careers. The percentage of women in science and academics was very low. There should be general sensitive personal policies at all levels in bridging the nutrition divide among women, Nutritious security is crucial, it should begin from the period of pregnancy than should be a 'life cycle' approached to this issue. The lack of female computer scientists can be attributed to the negative effects of cultural stereotype barriers in the education programs and the small number of female role models for young women. Thus the gender bias is sharply visible in every part of the works. It is seen that science and technology was a great tool for women's empowerment but often in went unrecognized on account of lack of enhanced involvement of women.

Gender discrimination and difficulties balancing career and family responsibilities

The central concern today involves the difficulties in balancing the responsibilities of a career in computer science with the responsibility of raising a family. Since women are helpmates in the background they do not typically have helpmates of their own. As it is, the situation today is a fact of women's 'biological clocks'. Most students do not complete the PhD until the middle or late 20's and tenure is typically not granted until the middle 30's. Hence the childbearing years directly coincide with the period of time during which a woman is completing the PhD and working towards tenure.

Difficulties with Self Esteem

Women experience a much greater lack of self-esteem during their educational years than do men. It is seen that the strategies that they develop for coping up with the pressures. 30% of women versus 15% of men questioned their ability to work, 27% versus 12% found criticism difficult to accept. Only 30% of the women versus 57% of the men felt confident speaking in their educational circle and 33% versus 9% feared that speaking up would reveal their inadequacy. In addition women experience "academic isolation" because their work is often not taken seriously. Their mentors and advisor neglect them or they are not in leadership positions in research groups.

Cultural Factors

Parents often propagate stereotype gender roles by giving traditional toys to their children. Children gain mot of their practical knowledge by playing with toys. From infancy, girls are given different toys than boys. Parents give their daughters dolls or cooking sets and to their sons Lego blocks or video games. Games based on traditionally made interest such as war and sports. Recreational and educational software programmes reflect the gender topping away at the computer is the classic picture of the successful programmer who can blame girls for not wanting to the image when they have to be pretty in order to be accepted in to society. In addition to this women need physical safety. Females require safe access to the work place particularly at night. Availability of a well-lit, short route to the office from well lit, safe parking and a sense of safety in the department at night are crucial. It is accepted academic and professional practice to work at night in the department or on public terminals is not feasible, as women's working hours are restricted to a subset of those available to her male colleagues. In many places it is a real problem to do work at night for security reasons, but is necessary for professional reasons.

Economic Factors

The advent of Internet has systematically changed the economics of the computer science industry and this change may encourage more women to enter the field because of several factors. The Internet has created a vast explosion in the demand for trained computer scientists. The computer is scrambling to find a supply of computer scientists and programmers because computer science enrolled has decreased. Girls are considered as liability by their parents while boys are considered as security for their old age. Parents generally tend to send their boys for technical educational and girls are sent to colleges fro stereotyped courses like arts, humanities, fashion designing, interior decoration etc.

Solutions to the Problem

The solutions are centered on both increased awareness and outreach programs. Solutions that address increased awareness include the establishment of annual conferences for women in computer sciences, better communication channels at all levels of academia, the reduction of discriminatory or inappropriate behaviors and increased access to resources

for all students outreach program could include mentoring programmes for college and undergraduate students. The empowerment of the quality of computer science classes in elementary and high schools and establishment of networks of female computer scientists which could serve as recruiting centers and support group.

In order to achieve a balance between family responsibilities and career-demands, sufficient welfare policies like maternity leave policies, affordable quality child care should also be provided. Also very few policy makers are trained to think from a gender perspective. Training of policy makers on how to engender the policy process is of utmost importance.

Conclusion

"Multi curse, multi abuse and multi neglect is broken now, so the bud is allowed to bloom freely without social and other restrictions. Women have been labeled as 'the world's most wasted asset" now needed is social awareness and change in attitude. Women deserve esteem, respect and love not as individuals but as "symbols of reverence creation and values" which are spiritual and aesthetic". To give women the place which so richly and rightfully deserve in society.

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New Version of Education: Seed of Development

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Abstract

The paper entitled "A new version of education: Seed of Development" is mainly contemplated to address the key issues of current education system and how a new version of education can address the problems and bring a quality improvement in education, which is considered, to be a seed of development. The impact of liberalization, globalization, privatization and decentralization have thrown up new challenges to India, not only for business houses, agriculture, banking, insurance but also education. However, our system of imparting education makes the student bore. Our students do not understand the applicability of the theoretical inputs. Certainly, the defects lie in the system and not in the students. We have many engineers, technocrats and management graduates but India is still a developing coutry. Western education put equal emphasis on practical exposure and there by students acquire both the power of learning and power of execution. We have to go beyond this benchmark and come out with a full proof education system, which not only sharpens the intellect but brings balance and all round development of our students. In order to make our country a developed nation we must improve the quality of our Human Resources. Right kind of education can only develop such type of Human Resource.

Education is a driving force for economic development. It is both repository and creator of knowledge. Through education accumulated experience can be passed on in this knowledge era, societal transformation and wealth generation is possible only through education. Education imparts development of various faculties of a man so that he can contribute his best towards the progress of the society or state to which he belongs.

The original meaning of education: to bring out that which is hidden within that is potential. Education can have a great role to play in decreasing social disparity between groups and improving social mobility. Every country

develops its system of education to express and promote its unique social cultural identity and also to meet challenges of times. Without a proper education system the goal to derive maximum benefit from the assets already created and to ensure that the fruits of change reach all sections is not possible.

The impact of liberalization, globalization, privatization and decentralization have thrown up new challenges to India, not only for business houses, agriculture, banking, insurance but also education. A totally new version of education is urgently needed to bring about a revolution, which will involve individual in a process of change. It must inspire individual to follow the new understanding of education that can bring about a transformation of values in the interest of not only person but also the society at large.

Education today is in disarray in our country, the university training of the Indian students is almost wholly unrelated to the real thoughts and aspirations of their mind. Our colleges are still sticking to unnatural, unscientific and even injurious methods, which have long become obsolete in western countries. Our schools and colleges may very well be described as a tyrant's house where wagon-loads of information on various subjects are thrust upon young mind by terrorize discipline and nobody cares to understand **and sympathizes with the obvious biological demand of the students. Education does not lead to balanced growth of an individual in the present system.** It is bound to be so, because there is some basic mistake in what we have so far been thinking education to be. We have taken man to be only intellect. Man is not intellect alone and the education being given is only of the intellect. The rest of the man remains untouched and incomplete, only intellect develops. It is just as if somnolence's whole body shrinks and wastes, only his head goes on becoming bigger. Our education has given a birth to an inverted crippled state a man having only two legs and nothing else. Only his intellect has developed and all the remaining parts of his body have remained undeveloped.

Certainly intellectuality should grow, but in proportion to all limbs of life in a balance. It should grow hand in hand, with health, with heart, with being. The task before us, so far as this spread of the right type of education is tremendous one, the glaring of omission have to be made up, the wrong methods have to be corrected. Having understood the defective links and problematic areas of our present education system. We have to come out

with an innovative and creative learning system, which not only impart knowledge but also make teaching and learning a pleasure. A system in which, both teachers and students must enjoy and bring quality improvement, Following are the major suggestions with remedial measures.

Character Building

In the light of ancient teaching, we should attach more importance to character building than to stuffing of information in the student's mind. In order to strengthen the will, systematic practice of concentration and self-control must be provided. It should be remembered that examples, and not mere oral instruction are the requirement for the teachers. This practice will also be of immense help in sharpening the intellect and developing different faculties of students. Education should be made value based. Ethics in life makes the students sincere, honest and dedicated towards his endeavors.

Sense of patriotism

It is of utmost necessity that our education system develops strong national feeling. For this, the first thing necessary is to instill into the students, a faith for their country and their people. A proper presentation of history, which may introduce students to the glorious achievement of their fore fathers in different fields is a must. Students should be encouraged to give presentation on Indian entrepreneurs, leaders, scientists etc. and make them aware about their struggle and contribution for developing India.

Developing Power of Education

Any educational programme will remain hopelessly incomplete if special provisions are not made to make out people fully active. How to make out student healthy, strong, hardy, energetic, thoroughly practical and efficient? For awakening practical aptitude the curriculum of every school and college must provide graded courses of manual work.

Students are required to illustrate their lesson with their own models made of paper, cardboard and other accessories. Hundreds of games need to be introduced which develop the power of observation and quicken the inventive genius of every student and help him or her to be prompt, alert and precise.

Assimilation of theory and Practice

We should also follow the philosophy of the Hebrew system of education provide for all round growth by combining theories and practice. Academic institutions must have a strong tie up with

- Industries
- Research institutes
- Non government organizations (NGOs)
- Business Schools
- Institute like Entrepreneurship Development Institute of India EDII), Centre for Entrepreneurship Development (CED)
- Center for Innovation
- Financial Institutions like IDBI, IFCI, ICICI, and NABARD etc.
- Collaboration with Foreign Universities

In addition to these, following activities have to be introduced.

- Visit social/religious organization
- Multi – skill of lecturer, with the involvement of faculties. This ensures that the curriculum is well integrated and holistic
- Developing different groups of students, to penetrate deeper into their specialized subjects
- Sending faculties and students abroad for global exposure.

Such alliance and activities with some sort of vocational training have educational values of their own. Not only does it go to enhance the bread winning capacity of students, but also for their all round development that makes the students use the power of understanding and power of execution together.

Learning Through Activity

Our pedagogy has to be developed into a complete science. In the advanced countries of west, serious effort is put forth to make each particular lesson easy and interesting; succeeding lessons are graduated according to the growing power of student's mind. Lesson on different subjects are co-ordinated as far as possible to spare the little ones from unnecessary mental strain. **Learning Through Activity (LTA)** is an important feature to bring a quality change in our present education system. Different types of

co-curricular and extra curricular activities have to be designed to provide a practical exposure to the students to understand the subject in its right perspective. Activities like debate, elocution, general knowledge test/quiz, factory visit, sports day, organizing different workshops and seminars, visiting the trade fair, book review assignment, presentation on current affairs, organizing mega events etc. make the students more practical and also bring clarity in their theoretical input.

Development of Inquisitiveness

Our education system should awaken the questioning. Inquisitiveness in students should be encouraged. Teacher should arouse the dormant questioning in students, awake inquisitiveness and make students fearless and courageous enough to find solutions.

Developing Interest and Receptivity

The traditional way of delivering a lecture makes the students yawning and ignoring the input of the lessons. Students should be imparted academic inputs, which create interest and grip their attention and involve students at the deepest level. Following are the various ways to make the lecture interesting.

- Use story-telling format.
- Use humors in classroom.
- Use anecdote to explain the complex theory.
- Use of mind-mapping techniques.
- Role-play.
- Simulation exercise etc.

Interesting and Challenging Evaluation System

If we ask students, what's the most dreadful part of academic life? The unanimous answer will be "Exams!" The fear of exams at the end of the year kills the joy of learning.

However, daily observation, open book exam system, multiple choice exam followed by viva voce on each subject and course, teachers remarks through out the year will decide whether you move further on or your remain a little longer.

Communication

Every person in the world should know two languages. One is his mother tongue and the other is English as an international vehicle for communication. Globalization demands unification of world economy with the domestic economy. Knowledge of English language helps a lot to raise our voice, to express our concern and sometime to prove our point of view. In fact, all researches, which take place, have to be translated into English, otherwise, the research has a limited spread. English is also to be considered as a vehicle for knowledge.

Due Consideration to Art of Living

The present day education doesn't teach the art of living. Our so-called education makes people sad and serious. And if one third of life is wasted in a university in being sad and serious, it becomes ingrained: you forget the language of laughter. The who forgets the language of laughter has forgotten much of life. A reverence for life should be the foundation to make students optimist.

Inculcating Innovation and Creativity

Indian students are tremendously lacking in innovation and creativity in their work. Without innovation things become dull and kill the very interest of learning. Students should be encouraged to collect and present creative story. Workshops on creativity and problem solving should be organized. The future progress of any nation depends upon the creative and innovative quality of its countrymen. We hardly come out with product, which is new to the market. After World War. Japan was ruined. But the company like SONY brought innovation in its product design and management techniques, made Japan a superpower. Infact, disseminating innovative ideas is a practice in Japan. "Ashai" a newspaper, was publishing innovative ideas under its special column entitled "BLUE PEN". We must motivate our students to think creatively.

Conclusion

Investment in education is a long-term strategy for any country to progress. But the prevailing system, needs to be revived, at least the important omissions mentioned before have to be made up; due attention

has to be paid to physical, cultural, practical aptitude; inculcating creativity and innovation; character building through value based education, making students understand the application part of theoretical inputs. The power of learning and the power of execution must go hand in hand. No doubt, if the above suggestions are implemented, it will create miracle in our present set up of education. Of course, this is a great responsibility. When the teacher and our education system are able to fulfill these requirements, only then we can convert our dream to make India a developed nation into a reality.

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IAEA Periodicals

The Association regularly brings out following six periodicals:

INTERNATIONAL JOURNAL OF ADULT AND LIFELONG EDUCATION
(*Editor:* K.C. Choudhary; Executive Editor: Prof. S.Y. Shah)

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This bi-monthly carries information and news on literacy and population.

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

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

It's headquarters are located in the Shafiq Memorial at 17-B, Indraprastha Estate, New Delhi – 110 002.