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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 and current experiments in the field. Contributions on a wide range of themes within this broad framework are welcome.

The average length of a manuscript should normally be between 1500 and 2000 words; in exceptional cases, longer articles can also 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 floppy disc (MS Word).

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EDITOR'S NOTE

After some rethinking and organizational restructuring, the Indian Journal of Adult Education is appearing in the hands of its eager readers and contributors. Your Editor is happy over the matter for two reasons: one, to be informed and educated by the articles edited by him; and two, to give the readers to the extent possible, the articles in readable English.

The articles in this issue, written by knowledgeable contributors, cover a wide range dealing with several aspects of adult education; but the fact remains that Literacy, rather Total Literacy, is still the crucial issue.

Two of the eight UN Millennium Development Goals are Total Literacy and Gender Equality by 2005. These two goals are neither too high nor unachievable. But they may remain illusive unless rich countries come forward with generous donations to help the poor ones. The former South African President Nelson Mandela has made a fervent appeal to every parent in the world to do his/her best to give every child access to education. An idea is afloat that the coming Decade be declared, 'The Education Decade'. No doubt, the IAEA gets a clue from this noble idea.

Prof. B.B. Mohanty
Guest Editor

Looking at Literacy: Report of a visit to NCECs/ CECs of Hoshiarpur District

Ashwani Sharma
Kuldip Puri
Navleen Kaur

As a sequel to the on-going literacy movement, an effort was made to review the working of the Nodal Continuing Education Centres/Continuing Education Centres of Hoshiarpur District in the state of Punjab on 18th November, 2003.

Topographically, Hoshiarpur District is situated at the foot of Shivalik Hills between two historic rivers of Satluj and Beas. From the foothills to the plains, Hoshiarpur spreads over an area of 3,829 sq. kms. It is also famous for its rainwater streams called 'Choes'. This district is popularly known as the land of 'Choes' and 'Chaudharys'. Comprising 1,544 villages, 11 cities and townships, Hoshiarpur District has a population of 15,35,421. The district has the maximum number of villages as compared to the other districts in Punjab. Geographically, the region is divided into Kandi area and Bet area.

The main occupation of people of this district is agriculture. Agriculture in Kandi area depends upon rainfall. During every rainy season, this district is in a flood-like situation, Bet area inhabits Gujjars and other backward classes. Irrigation in this area depends on the Dholbaha and Chohal dam, which has been constructed for this purpose. The agricultural produce in hilly areas are maizepotatoes & peas. The plain area crops includes rice, wheat and sugarcane. 1,293 sq kms. area out of the total area is under forest cover, whereas 2,968 sq. kms. of land in the whole state of Punjab is under forest cover.

The NCEC/CECs came into existence in January 2003 with the appointment of Preraks and Nodal Preraks with the monthly remuneration of Rs. 300/- and Rs. 700/- respectively. The place for running these Centres was given by the local Panchayats, the venues were Schools normally or community centres. There were no other amenities like blackboard, durrie, charts, almirah, etc. Even the books for the library reached a day before the date of our visit.

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There were about 20 to 22 books, published by the Regional Resource Centre. It was further observed that:

- for dropouts, primers had to be provided in the Centre.
- the Preraks had not been trained on how to run the Continuing Education Centres.
- the local community was not aware of the existence of this set-up.

In the villages, Mahimdual Khurd and Jandolee of the Mahilpur Block the picture was different from that in the Garhshankar Block. In village 'Mahimdual Khurd' a Sewing Centre was functioning under CEC activities. The Centre was unique in itself. It had a fairly good support of the lady Sarpanch and the local community. The trainer was involved in providing training in sewing, embroidery, fabric painting, oil painting, and the like Young educated girls were the main beneficiaries of this Center. The neolearners were not yet the beneficiaries of this Centre. The trainer charged a monthly fee of Rs. 100/- each from the learners (who were economically sound). There was a demand from these learners to get training in beauty culture, computer, etc.

When Punjab was under the spate of terrorism in 1991-92, Garhshankar and Talwara Blocks were taken up as Pilot Projects by BGVS. It was in March 1994 that the whole district was covered under the 'Total Literacy Campaign'. At that time, the Census (1991) figures of this district were 70.74 percent, 61.61 percent in the case of women and 79.88 percent in the case of men the highest in Punjab. The 2001 Census figures show still more improvement in the district literacy status. Hoshiarpur now stands at 81.40percent with 86.97 percent literate rate in the case of men, and 75.56 percent in the case of women. Even today, it remains as a top ranking district of Punjab.

For realization of the NLM objectives, the ultimate goal of the literacy programme is to create a learning society with 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 the establishment of Continuing Education Centres in the villages. Through CECs, the literacy processes have to be continued to result in the release of creative energies of the people which must be sustained to enable the people to realise their potential, to help themselves, and achieve self-reliance. Hence, the importance of creating satisfactory arrangements for continuing education of all learners. With this background, a review of the Nodal Continuing Education Centres and Continuing Education Centres of Hoshiarpur district was made Garhshankar and Mahilpur Blocks were first taken up. In the Garhshankar Block, the villages

'Rourke Khas', 'Chak Phaluk' and 'Padhi Sura Singh' were visited. It was observed that the situation in the villages of the Block was almost similar.

This Centre is basically run with all the efforts of the lady Sarpanch and the community. This village is a small village with a population of 400 people only, solely dependent on agriculture. The objective with which the CECs were opened is not yet fulfilled. The CEC/NCEC are yet to be functional.

The village 'Jandolee' was our next stop in Mahilpur block. This was a Nodal Continuing Education Centre, which had a postgraduate girl as its Nodal Prerak. Comprising of 3000 people, this village has its people and even the educated youth employed in the brick kilns. Older people and women work as farm labourers. Under NCEC, a Sewing Centre is functioning. People visit this place for reading newspaper. Lok Chetna Kendra members are being involved in the functioning of NCEC/CEC. It is housed in the village Community Centre. This village is not so developed.

To be precise, much more needs to be done in the following areas:

- Coordination at all levels i.e. District, Block, Panchayat.
- Proper establishment of NCEC/CECs.
- Distribution system of books is to be improved.
- Efforts should be made to bring in more and more learners under CECs/NCECs.
- Need for giving training to Preraks, the main backbone of this programme.
- To make the community aware of the NCECs/CECs and their working.
- More frequent interaction between district administration and field functionaries is necessary.

Continuing Education : Changing Perspective

J.P. Dubey

Adult Education strives to realize the concept of education as a lifelong process through its component of continuing education with a wider access and equity, participant in the developmental process, capacity building of people for a rapidly changing world and equipping them to deal with new situations arising in their personal and working lives. To meet the development needs, many developing countries have their national development plans aimed at providing the basic needs of people. And in order to realize the development goals, the efforts are made to link the plans with education and development. But this alone could not meet the growing challenge of growth in a number of people and large number of people could not be benefited. Hence reinforcement educational strategies had to be adopted in the form of eradication of illiteracy, post-literacy, continuing education, and other non-formal education measures.

Through a massive exercise of literacy campaigns twenty-four States and territories of India have been fully covered under the Total Literacy Campaign, and the rest are being covered progressively. More than 92 million people have been made literate in the 574 districts covered so far. There are 302 districts, which are nearing the completion of the post-literacy phase. The demand generated by the completion of literacy campaigns in 574 districts could be met by the corresponding number of available post-literacy and continuing education programmers. In all, the program of continuing education is available only in 227 districts of the country. The chances of a dramatic increase in its number is highly unlikely because of the absence of grass-root support structures competent to harmonize the vision and program of continuing education in several districts.

The aims of continuing education is to devise and develop educational contents and provide opportunities responsive to the needs and wants, suitable to the images and voices of the designated sub sectors of the population, and enable them to engage in lifelong learning. The UNESCO (1972) extended the scope of education as an intervention that could create a learning society

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in which all agencies of society are educational providers and all citizens are engaged in learning. In India, the growth of this movement has been closely related to the degree o availability of literacy provisions to its vast majority of people. Total Literacy Campaign's achievement provided the opportunity of creation of demand for the provision of post-literacy and continuing education. This had not been a smooth process because, the effectiveness of these three interventions depended on one following closely the others, other wise the second and third stages of interventions would need added reinforcement for the gaps created due to non-continuum.

The premises on which foundations for Continuing Education are developed have been diverse and are based on success stories from within and outside the country. One of the significant changes assimilated in the theory of Continuing Education is to view the Literacy, Post-literacy and Continuing Education as a coherent learning continuum by the National Literacy Mission. Secondly, Continuing Education envisions to establish a responsive, alternative structure of learning striving to meet the variety of needs of all sections of society. It also aims at making it a process of capacity building of its people who work in a context that respects the technical and cultural ethos of the local people rather than attempting to impose skills and culture alien to them, because such efforts could lead to their estrangement from the programme specially, if it has not came from themselves.

The efforts of revamping of the working of the Literacy Mission in the year 2000 has, amongst others, initiated the amalgamation of various components of Adult Education which were advocated long back by the Expert Group for Executive Committee of NLMA 1992, as all the three stages of Literacy, Post-literacy and Continuing Education are seen as a coherent process, leading towards a learning society. Schemes of Continuing Education in the form of residual literacy, individual interest programmes, skill development, income generation programme, quality of life improvement programme, rural libraries, future oriented programme etc. could allow for opening of Continuing Education Centers (CECs) in a village as a center of organized activity and information window. Jan Shikshan Sansthans, the key player in the Continuing Education programme are supposed to be strengthened and developed as a repository of vocational and technical skills in both urban and rural areas, and these will also proved resource support to Zilla Sakshasata Samitis.

The programmes and funding of the CECs have now been made more liberal as each district can now plan to have 900 CECs and 100 Nodal CECs with 100 percent central financial assistance for first three years in their districts. In accordance with the revised norms of financial assistance, the

NCEC and CEC are provided non-recurring assistance of Rs. 45,000/- and Rs. 25,000/- once in 5 years, while recurring assistance for NCECs and CECs is provided @ Rs. 45,000/- and Rs. 25,000/- per annum respectively. The management of CEC and NCEC is the responsibility of facilitators. The Prerak is a key functionary to identify and setup CECs and NCECs and implement the programme in consultation with the local committee. The Prerak is some of the case is assisted by Assistant Prerak responsible for basic literacy in the CECs and NCECs.

The National Literacy Mission Authority is being assisted by the Directorate of Adult Education, State Literacy Mission Authority, State Resouce Centre, Zilla Sakasharata Samity and Jan Shikshan Sansthan on are institutional basis, and contrubuto4s are drawn form teachers, volunteers, writers, motivators, mangers, information managers and local self government for the literacy programme. There more than 100 general universities with Department of Adult Continuing Education & Extension and 5000 colleges, besides several agricultural universities, medical colleges, technology institutions and other private colleges and universities which need to be roped in for the promotion of literacy. Universities having such departments have been engaged in the literacy programme since 1978 and have developed their Continuing Education Programmes meant for two sets of population: one those who are or have been associated with the universities and other who do not have had the benefit of any type of prior education.

The Ninth Plan UGC Guidelines 1997 – 1998 have outlined the approach of these University Departments of Adult Education for university groups, adult/ extension education for those not eligible for universities based courses and community outreach by reaching out to society. The courses identified by these departments are of two categories (1) Non credit courses of short-term duration and (2) community centered courses of immediate concern of the near by community. The exercise necessary before visualization and designing of the CE courses were done by these departments through their field-based activities both by the functionaries as well as students.

Discussion

The deliberation in proceeding pages show that thee are certain issues which need to be analysed while conceptualizing, linking, designing and implementing the programme of continuing education. The scope of continuing education program of NLM and other institutions like universities needs to be looked into in such a manner that the larger goals of creation a learning society is realised. Other aspects which need a better understanding are

partnership, certification, funding, equity, sustainability and ownership CE programmes and structure.

Universities along with the respective colleges have developed extension services and continuing education programme for various sections of population. Their institutional association with literacy programme would help in strengthening the CE programme in following areas:

- Widening the scope and coverage of CE beyond the neo-literates and post-literates.
- Designing and developing newer CE courses which are market friendly and productive to the individual.
- Providing sustained help in creating a resource pool for various components like materials preparation, audio-visual aids preparation and quality training of various levels of functionaries.
- Helping the CECs and NCECs to network better with other development agencies.
- Undertaking pilot programmes and pilot studies on CECs.
- Advocacy of literacy and post-literacy as a positive developmental intervention programme.

The issue of certification holds the key to success of any educational programme. The dominant feeling of the participants is reflected when they receive any type of certificate for their efforts put in. the difficulty arises when there is no standard form of comparability established for the purpose. There is a strong need of developing a system of understanding the learning achieved at these centers or developing of provisions of recognition of prior learning of the beneficiaries for moving to the higher stages of knowledge acquisition.

The strength of continuing education rests on its thrust on capacity building and human resource development. Under the scheme Continuing Education centers will be provided with variety of learning opportunities to neo-literates as well assist them to undertake different kinds of skill development programme for income generation taking into account local needs, local conditions and local resources. Does this mean that these are meant for the beneficiaries at the CECs o the people manning the CECs, or those who creates such provisions? There are various groups of people closely lined with the CE programmes whose training needs also should be addressed while making the provision of capacity building programmes under CE, for this purpose agencies like universities, management bodies and other should also be associated, who were not part of the same during the last several

years. The schemes of CE, was started in 1995 as a fully funded centrally sponsored scheme with 100 percent assistance for the first three years and 50 percent share from the State Governments for the 4 and 5 years.

Funding of CESs, as has been decided in thee policy frameworks, has been made more liberal with an additional input of hiring/renting a place for housing the CECs. It is likely to be motivation in urban and semi-urban areas where the Jan Shikshan Nilayams could not the CECS take off, there are possibilities that these could begin to raise finances for themselves as has been experienced in some of the districts where self-help groups and other training facilities have generated surpluses.

Looking at the question of quality of continuing education, the programme's comparability with other educational exercise of the same nature is flawed for two for two reasons: one, that the group for which this exercise is intended may or may not be forthcoming, and second, the expenditure involved in the CECs per learner is abysmally low in comparison to the other educational provisions. Does it mean that for providing a quality intervention commensurate with the others, a sustained and commensurate funding is required? At the initial stage this may be true but in the long-run some CECs may emerge as a center of easily accessible quality continuing education centers.

Some Questions:

The entire scheme of eradication of illiteracy, post-literacy and continuing education are governmental interventions for a better cause with a clear–cut understanding of progressive withdrawal of funding from these activities in the long run. The questions, which emerge from this proposition are who are going to fund these activities after three years? Would these CECs be in a position to sustain themselves on their own? Are there some partners who could take on the job of providing a meaningful partnership as well as developing a mechanism of making these institutions sustainable? What could be the role of Panchayats as partner and as structure willing to assimilate the CECs in their regular activities? What would be the fate or role of the structure developed during the total literacy campaign? What would be the level of planning and programme formulation of CECs?, A district?, A block? or a village? What would be the role of primary, secondary or college education in the overall scheme of continuing education? What would be the mechanism of evaluation of a programme which is more of a nature of qualitative changes rather than the acquisition of discreet technical skills? Do the planners and executive feel that there is a need for creating and recreating the same

environment, zeal, and mission which worked in the favour of total literacy campaigns, and what is its cost-benefit ratio?

The situations around convince us that CE should no longer be limited to neo-literates and post-literates. Its scope has to be widened. Other segment of he population who are in need of improving their skills, upgrading their income, learning new-skills must be accommodated in the new continuing education vision. The universities which have remained outside the operation, excepting a few, need to be associated, and a partnership is developed for the purpose of achieving long-term objectives of creating a learning society. The UNESCO (1987) in its Sub-regional Seminar in Australia defined continuing education as a broad concept which includes all learning opportunities people want or need outside the basic literacy-education and primary education. The is an inclusive approach and the universities, with their expertise in designing, developing and conducting short-term, non-credit courses for the people willing to upgrade there knowledge, skills and income, can be very useful in the changing the perspective of continuing education. Having all these assumption being taken care of, the continuing education programmes at grass-root level can be developed as a center of organised activities and window of information to the nearby people in more convenient manner.

Need for Formal Education

S.P. Shanimol

The word education has many connotations. Education means the harmonious development of all the powers of a human being - physical, social, intellectual, aesthetic and spiritual. The essential elements in the educative process are a creative mind, well integrated self, socially useful purposes and experience related to the interests, needs and abilities of the individual as a participant in social living.

Gandhiji has defined education as an all round drawing out of the best in the child and in the man-body, mind and spirit. In modern times every educational institution aims at developing the whole personality of the child. No one can claim that he has understood the child fully unless he explores the child's background. The development of the whole personality is only a fraction. Unless the home and the community cooperate with the ideas of the school, the personality of the child will be hindered.

Education has two aspects viz., individual aspect and social aspect. From the point of view of the individual aspect, it helps man to make a deliberate and conscious effort to live comfortably and happily in his physical and social environment. The social aspect involves in providing the individuals with appropriate social environment to develop them physically, mentally and emotionally to fulfill their social obligations. The individual has to derive the maximum benefits from the rich culture and knowledge to play the role of an useful member of the society.

Rabindranath Tagore, Sri Aurobindo and Mahatma Gandhi also emphasised upon the harmonious development of the body and soul by the process of education. Socrates lays more stress on the spiritual development of the child, when he says that education is to "dispel error and discover truth". Education has to lead the individual from darkness to light, from ignorance to knowledge, from wickedness to righteousness, from falsehood to truth.

Education is an indispensable factor for the development of the individual

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and the society. The history of education begins with the history of human culture. We have seen that the aims and meaning of education are governed by the philosophy of education, which is based on the philosophy of life. It may be said that education is a process by which the society deliberately transmits its culture, heritage, accumulated values, knowledge and skills from one generation to other. In the early days the process was not planned or structured. As knowledge became complicated with multiple skills, educational process began to be planned and executed. Such a planned or structured system of education is called formal education. It is carried on at a particular place with a curriculum. So, formal education is place bound, time bound, rule bound and curriculum bound.

If the idea of education is a preparation for life, it follows to learn many things for life from outside formal educational institutions. The illiterate farmer or merchant who has never been to a school or college has the cultural heritage and accumulated wisdom of the society. He has learnt it form his experience in life. There is no formal teacher or school for him. The world is his school and experience is his teacher. This kind of education, which is a natural and unconscious process, is known as informal education.

Here is another type of education, which is known as non-formal education. From the above it is understood that formal education is an intentional process and informal education is an incidental process. Non-Formal education has certain qualities of both. Non-formal education is an arrangement in which flexibility is the key factor. There is flexibility with regard to time, place, mode, curriculum, etc. In developing countries this is the system adopted to make the dropouts and illiterate adults educated.

People are constantly learning in every situation. Alongside the familiar, formal diploma-based system of education, is a whole range of educational activities in numerous forms and settings. If this involves an intentional and systematic learning process, then it can be defined as non-formal education. Non-formal education can take place at an individual and at a collective level. We live in an actively learning society. Education is being increasingly used as an instrument to realize broad social objectives. Within the formal education sector, this mainly means learning in order to obtain an entry-level qualification for paid work, and learning whilst in a job. Non-formal learning process can also lead to joining the job market, but in addition, is also often becomes a part of a broader programme, such as, rural renewal, social action projects, sustainability projects, neighbour watch, etc. In addition, one of the strong points of non-formal education is its ability to create a meeting point for various people and cultures.

It is a fact that the concept of NFE (Non-Formal Education) was developed in relation to the messes of the third world countries. The picture of the illiterate millions wallowing in poverty and ignorance and facing the misery of living in highly structured and ruthless society is hard to look at. Therefore, a few planners and administrators thought of developing the society in such a manner that majority is made aware of its social-economic milieu and is enabled to develop skills to enrich and uplift its standard of living.

The non-formal education programme originated in India through a resolution of the Central Advisory Board of Education (CABE) adopted in 1974. The Board was stated to be convinced that the goal of universal education cannot be realised through exclusive reliance on the formal system of education with its single point entry, sequential character and full-time teacher. The Board, therefore, recommended that formal system of education should be given up and a large element of non-formal education should be introduced within the system.

Multiple entries and programmes of part time education have to be adopted in a big way for those children who cannot attend schools. The age of children to be covered by non-formal education progammes is 9-14.

The target groups of non-formal education are:-

1. Children outside school
2. The unemployed youth
3. Adult illiterates and new literates
4. Women and girls

Non-formal education is wide ranging, because it comprehends all learning outside the formal system and has no parameters of time and space. It can be classified for pre-school, un-schooled and under schooled children in the age group 1-15 and for youth and adults, unschooled, under schooled or needing new additional skills in the age group of 15 to 16.

It is important that good practices around the above-mentioned themes are put forward into the arena because it is through becoming familiar with existing good practices that both people involved in education and civil servants will get on the right path.

The most important point is that local councils develop an education policy that is broader than merely basic adult education. For this, an integrated vision and approach, which will bring departments and funding agencies

together, is necessary. Local councils are ready to meet the challenge of the issue of local education in an interactive manner. To that end, they must work together with various social organisations and institutions. In situations where councils are interactively developing a new social policy, there is a good opportunity to include a broad policy on education.

Non-formal education helps us to deal with the intuitive, emotional, instinctive, artistic and subconscious aspects of our mind, all of which help us to develop our social, interpersonal, psychological and emotional life skills Whilst the formal system of education prepares us very well for the world of work, its limitation is that it does not teach us how to deal with the emotions that arise during times of stress and crisis, or how to unite abstract concepts with everyday life. Through integrating non-formal education into the formal education system, we harmoniously develop both the left and right hemispheres of our brain. Such an integration creates individuals who are more balanced and who can create and maintain social peace and harmony in our cities, people who are interested in taking care of the urban and natural environments. Non-formal education is a lifelong education and not something that finishes when we leave school.

There is no doubt that in the future, due to the intense competition of eight billion city dwellers for human resources such as work, money living space, nutritious food, clean water and air, that the external sources of urban stress will greatly increase. This is the reason why we have to start integrating now non-formal education into the formal school and vocational education systems. By doing this, the next generations will be able to deal with the additional burden of social and urban stress in a more relaxed and peaceful way. Non-formal education is very necessary as it gives us the emotional education which enables us to deal with modern life. If we follow non-formal education, then our lives will be less expensive on the economic, energetic and emotional levels. This kind of emotional education is something that people of all cultures and faiths need. In previous generations these ideas were found mainly within the teaching of the world religions. Therefore it would be appropriate to try and extract the essence of the good ideas relating to emotional intelligence, interpersonal relationships, peace healing and environmental care which are within all the religious and spiritual traditions and present them all to modern society as a part of non-formal education.

Several definitions of the concept and practice of non-formal education are available, but what really distinguishes in form all other systems is that NFE purposes to be more effective in solving certain problems of education for both individual growth as well as national development. NFE encourages

and will help the children and young people outside the school who have yet to find a place in society. Non-formal education for school age children, thus, merges into provision for unemployed youth.

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Role of Adult Education and Continuing Education in the 21st Century

Yashwant Singh Rana

Education is an indispensable component of Human Resource Development. It is an essential tool for communication and learning, and for acquiring and sharing information, which are pre-conditions for individual growth and national development. The elimination of barriers which isolate the school from the society at large and divorce work form training, a sustained effort to close the gap between generations, the stimulation of cultural life wherever it can develop and thrive – these are some of the practical requirements which education must meet, if it is to fulfil its role in the world of tomorrow and produce the individuals who will rebuild our society.

However as we move to the twenty-first century, the problem of illiteracy with its global dimensions poses an urgent challenge to the world community. India is no exception. It is indeed a glaring indignity that one-third population of the world is illiterate. In developing countries one half of the children denied the opportunity of basic education and continue to enlarge the ranks of illiterates.

The only solution to this malady is universalization of primary education and adult literacy in a given frame of time, as the countries with limited resources cannot afford the later for indefinite period, education, therefore is to help to mould the individual citizen of the coming century – a century which is beginning to emerge out of our present civilization, out of the religious and philosophic history and its social and cultural past. The barriers of time, which confine mankind within, is fraught with uncertainty. They must be broken down.

This is why a perspective outlook is so necessary and so important to evolve long term policies. But we must also break through those constructive spatial barriers inherited from the past, which cramp man's creativity. It is vital to think in terms of developing countries in the world in general and India in particular and at the same time take urgent step to eradicate illiteracy.

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Adult Education is a vast term. But most of the time in India, illiteracy is used as synonymous with Adult Education. Adult Education has three main components i.e. literacy, functionality and awareness.

"Adult Education and Continuing Education programmes form parts of various non-formal programmes being undertaken by universities to provide facilities for lifelong education to various members of the society who desire to improve their knowledge. With the growth of technology, more and more leisure time has been made available to people. Again due to rapid growth rate of knowledge in science and technology, the information received by an individual becomes obsolescent in a few years time. Hence, the individual feels the necessity to update his or her knowledge.

The Universities have the more responsibility of taking up the task of updating the information that they had provided earlier. Besides, people get tired of pursuing a vocation for a certain span of time. They crave to acquire new qualifications so that they can change jobs. Some others have a fancy for study of various subjects and University courses provide them the necessary support.

All these types of considerations have given rise to lifelong education programmes in the shape of Adult Education and Continuing Education programmes.

"According to Fordham (1985) lifelong education programmes through Universities are of five types –

(a) Part-time programmes
(b) Short Professional Courses
(c) General Education of Adults (literacy)
(d) Development of Adult Education as a field of study
(e) The training of Adult Educators"

Each university has its own priorities. Hence the types of programmes undertaken vary from university to university and also from country to country.

A document of the British Open University (1976) describes Continuing Education as "All learning opportunities which are taken up after full time compulsory schooling has ceased." The same document suggests that the Continuing Education programmes should meet personal, economic, vocational and social needs.

Some of the Courses offered by the University of Edinburgh are - Livings Local History Course, Dalkeith Natural History Course, Livingston Art Workshop, Football – an Innovatory Course, Dress Making Course, Woodwork Course, Scottish Country Dance Courses, Keep Fit Course, Swimming Course, etc.

Researches on different aspects of Adult Education and Continuing Education programmes of universities provide feedback. The universities carry out necessary changes in their programmes based on the research findings.

Chedai (1977) in a study of characteristics and motivational patterns of University Continuing Education in Ethiopia found mostly unmarried male population as learners. The reasons for which the participants, were attending courses were occupational advancement, desire for sociability and social service and cognitive interest.

Gordon (1977) concluded that the University Adult Education courses were beneficial for national building.

Oaenwa (1977) found in his conclusions that every University must have its Adult Education programmes so that Adult Educators may be trained. He also champions the cause of Extension Education in Nigerian situation.

Dhillon (1978) Claims that educated adults aspire for more courses in Continuing Education. 57 per cent of the sample wanted to learn something new or to learn more about previously acquired knowledge or skill.

Sullivan (1980) pointed out that increase in the number of women participants in Adult Education programmes in American Society was due to the changing role of women and upheaval in family life.

Kulich (1982) stated that the four categories of Continuing Education programmes in Canadian Universities are:

(a) Full-time degree study
(b) Part-time degree study
(c) Non-credit Continuing Education
(d) Professional Continuing Education

Bird (1981) found in his study of university in three East Caribbean islands of Antigua, St. Kitts and Monserrat that teachers, social workers and civil servants benefited considerably from University Adult Education programmes. However, the programmes were not integrated with National Education Policies.

There was a need for providing training to the staff members of these departments.

Webber (1978) found that adult participants of the community education classes had completed High School education. They wanted to attend classes for developing a new interest or hobby. They were not from the lower economic group of society.

Dhillon (1978) found that educated adults aspired more for Continuing Education. About 57 per cent of the sample was ready to learn something new or to learn more about previously attained knowledge or skill. Less than eight years of basic education did not favour learning. Similar was the finding in respect of individuals having poor health. More than 16 per cent of the sample expressed interest in areas such as Bible study, prayer, travel, card games, television show, meditation, energy conservation and medicine, etc. Sources of self-directed learning for majority of participants were travel, participation in cultural activities, reading newspapers, magazines and books and watching television, etc.

A review of the above mentioned studies reveal that there is difference between participants in developed and developing countries.

The U.G.C. has also mentioned some objectives of the Adult Education and Continuing Education Centre of the universities.

The main objectives are: -

(a) To enrich higher education by integrating Continuing Education and Adult Education programmes with Extension work in the system, and thus, provide opportunities to remove its isolation.

(b) To provide an opportunity to the faculty and the students to have field experiences and to sensitise them to societal problems and realities.

(c) To provide opportunities for disseminating knowledge in all walks of life of different segments of population to enable individuals and groups to fill the gaps in their intellectual growth, professional and technical competence and understanding of contemporary issues.

(d) To enable universities to establish the necessary linkage with the community with a view to fostering social change through meaningful relationship and interactions, which are mutually benefited by offering

need-based and relevant educational programmes that may ultimately promote self-reliance.

(e) To cater to the felt-needs of all sections of society, specially the under-privileged sections, in order to secure their effective participation in development.

(f) Faculty and student participation in extension research and action research in selected areas in relation to major problems of development in cooperation with the Government.

We find that various courses that are offered in Indian Universities are professional courses, courses in human relationships, leaderships and management skills, general education courses, programmes for rural community, programmes for weaker sections, illiterates, training of personnel and Continuing Education. In the Twenty-first Century, we must aspire for higher achievements in the field of Adult Education and Continuing Education. As mentioned earlier this field is very vast and vital. Education is imparted in three streams i.e. informal, non-formal and formal. Adult Education and Continuing Education are imparted mostly by non-formal stream of education. It is very difficult to treat informal and non-formal education as water tight compartments.

Anyhow, our main discussion is limited to Adult Education and Continuing Education. The major area of Adult Education and Continuing Education is considered to remove illiteracy from the poor and non-privileged sections of society. Previously it was concentrated to liquidation of illiteracy. Throughout the World efforts are made by Government Education Departments, NGOs and other institutions to remove the illiteracy. In many countries there is a great success.

In India we are still lagging behind. We have not so far implemented universalisation of Primary Education. It is a matter of relief that now the HRD Ministry has made it a point with the approval of the Central Government to impose univseralisation of primary education. Similarly, a programme has also been prepared to educate the dropouts by the Open School system also.

Continuing Education has been given due importance by raising for it the Central budget to about 3800 Crores. The time lapses between the sanction of TLC and PLC Projects have been finished. Now the Continuing Education Programme will start after the TLC and PLC are just completed. Now, it will be a continue process.

In above mentioned researches we have found that the various sections of society have been benefited by Adult Education and Continuing Education programmes.

In India the U.G.C. has already laid some objectives for achieving the betterment of citizens of all age groups. It will be great achievement of the University Adult Education and Continuing Education Centres, if the cherished goals of the Twentieth Century are fulfilled. University graduates and post-graduates will have to go to society with a missionary zeal to make the rural and urban unprivileged and deprived people aware of their fate. They can make them realise their rights and duties. This can result in empowerment of deprived sections of society.

Acording to the 1991 Census, about fifty per cent of the Indian people are illiterate. Why not to have a goal setting attitude before us to make literate all these people and to have a learning society in the world in general, and in India in particular.

In the Twenty-first Century, we can have some objectives and goals before us in the field of Adult Education and Continuing Education. As far as the functional component of Adult Education is concerned it acquires the characteristics of Continuing Education. The neo-literates will utlise their knowledge of the alphabets and numeracy to their benefits.

The whole society is inter-dependent. The concept of a global village has not only emerged, but it has turned into reality due to information technology, multimedia, Internet – website, satellites, liberalisation, WTO and UN and their agencies, etc. Now, it can be concluded that the vast world has turned into a global-village community.

In such circumstances, there is great stress and strain upon the mind of the people. The people who were the citizens of one country, are turning to be the citizen of the world community. One will have to delimit himself. Now he will have to strive hard to make himself fit and adopted to the changing atmosphere of the world society. This society has become very complex. He has to bear many contradictions. He is to eschew his social, cultural, religioustic, economic, ethnic and other values.

The concept of modernisation with the help of science and technology is at his threshold. He cannot deny the compulsions of the growing and complex arena. He may not be shy at these challenges. If he is to live, he is to accept the challenges for struggle.

So, for this purpose he strives for his stresses and strains. Then he finds the solutions to his problems with adult educators. These adult educators and instructors of Continuing Education help him. Thus, he tries to adapt himself to the local and societal needs and situations.

The television, the multimedia, the technological know-how help him to go ahead. The space technology, bio-technology, liberalisation with pragmatism and material technology are the means, which are before every individual. To know and use these means for the betterment of life is not under the control of every individual of this world. The use is made by a few. So, to enhance the use of these means the need for Adult Education and Continuing Education is there. This is a big challenge in the new millennium.

The diseases and environment pollution hazards are also there. The population problem, the ghosts of AIDs and sex-related diseases and contagious diseases are creating a havoc among people.

To make the people aware of national and international terrorism and gangsters; should be one of the objectives of Adult Education and Continuing Education.

The Population Explosion should be a avoided. The norm of one child may be adopted in the 21st Century. The use of water, grains, air, shelter and land may be restricted to every individual.

The Government and administration must be made aware of the corruption and slacknesses on their part for which the innocent people are suffering.The people must be made aware of their duties and rights. They should not be allowed to be exploited for petty political, economical, social, ethnical interests. Education about voting, solidarity, national integration and international understanding may be adopted with more missionary zeal.

The experiences of Germany, the Netherlands and Belgium are extended to the whole world. In Belgium U3A (University for Third Age group) is serving the old persons by giving the on training in Yoga, self help, how to use the leisure time, how to live with fellow women, isolation life training, etc. Similarly in Germany and the Netherlands, the retired persons share their experiences with one another. They also contribute by sharing the experiences in a more free atmosphere. These elderly citizens can be used as adult educators and trainers for Continuing Education. Thus, their lives also become purposeful and participatory in society. They can serve with more zeal and experience without putting any financial burden on any agency.

In the end, we can conclude that let us be more practical and realistic in our approach and functioning in eradication of illiteracy.

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Sustainability of Continuing Education Programme in Kerala

T.Sundaresan Nair

Introduction

Continuing Education is a continuum of basic literacy and post-literacy phases. Continuing education provides an opportunity to the people at grassroot level to strengthen their literacy skills and take up other activities, such as, continue their education, increase their income and improve the quality of their lives. It promotes self confidence amongst them to improve their personal, social and economic conditions. It is a process of lifelong learning which includes all types of learning which they may want, according to their needs and interests.

The scheme of Continuing Education Programme launched in Kerala on October 2nd 1998, ultimately aims at "Human Resource Development". The National Literacy Mission sanctioned 4000 Continuing Education Centres, which have to become Community Development Centres. Being an evolving project which needs effective community participation and local support, the responsibility of establishing and running the Centres was entrusted to the local self Governments.

While discussing the sustainability of Continuing Education Programme in Kerala, the earlier programmes launched in this State have to be remembered.

Kerala Stands Unique

Against the national average, Kerala stands first in literacy, according to Census data. Kerala is now striving to secure 100 per cent literacy in the age group of 5 to 60. As per the 2001 Census, the percentage of literacy in Kerala is 90.98. An appropriate and conductive climate has evolved in Kerala through voluntary efforts. All the National Programmes started in India after Independence were also organised in Kerala with the joint efforts of various Government and Non- Governmental Agencies.

Two Experiments

Kerala had two unique experiments connected with total literacy campaign during 1989, one in Kottayam town and another in the Ernakulam District. These two experiments paved the way for another state level experiment for eradicating illiteracy with special emphasis upon the age group of 5 to 60.

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People's Education and Literacy Campaign, Kottayam

Before the launching of TLC in the State, an experimental programme on rapid literacy was organized at Kottayam Municipality namely PELCK (People's Education Literacy Campaign, Kottayam) for achieving 100 per cent literacy in 100 days. Kottayam town was declared the first totally literate town in India on the 25 June 1989 (99.6 per cent).

Total Literacy Campaign - Ernakulam

The emergence of Ernakulam as the first fully literate district in India is a landmark in the history of Adult Education in India. The campaign made the entire illiterate population of the district literate within a period of one year only. This is considered as the biggest campaign mounted in a district, which succeeded with the patients and continuous honorary work by 20,000 volunteers over a period of one year. The success of the Kottayam campaign, combined with the rapid advancement of library movement, has created a conducive atmosphere for taking up the task of eradicating illiteracy from the State. Ernakulam was formally declared as the first totally literate district in the country on 2 October 1989.

TLC, Kerala

The experience of the Ernakulam TLC Project prompted the Government of Kerala to take up the challenging task of achieving total literacy in the remaining districts of the State within a year. The programme was inaugurated on 4 February 1990. This programme envisaged imparting functional literacy to about 4 million person above the age of 15 years in the State. About 4 million voluntary workers were mobilised and trained for the purpose. The Government of Kerala sponsored the Kerala Saksharatha Samithi (KSS) for the implementation of the programme. The project was implemented successfully with the assistance of lakhs of instructors and master trainers.

In order to ensure the successful operation of the programme, a three-level implementation mechanism was built into the Project. There were a Sate Coordination Centre, District Coordination Centres, Project Offices and Sub-Project Offices manned by the project staff. The Government also ordered for all the existing functional literacy and adult education programmes to merge into the Kerala Total Literacy Project. On 18 April 1991 the State got the status of the first totally literate State in the country achieved through a time-bound, target specific, successful campaign. Twelve lakh literates emerged out of the programme. The literacy percentage of the state increased to 93.64 through the TLC.

Post-Literacy Programmes (PLPs)

Post Literacy Programmes in Kerala were started on 2 October 1991. The PLPs were intended to conduct programmes for retaining the basic literacy skills achieved

by the neo-literates and to extend activities to the illiterate pockets, which remained untouched by the TLC. Akshara Sanghoms (Literacy Circles) and Jana Vidya Kendrams (Clusters of Akshara Sanghams) were the special features of the post-literacy programme.

Continuing Education Programmes (CEP)

The new project of Continuing Education was drawn up in Kerala, taking into account the changed attitudes and expectations of the community. The implementation of the programme followed a highly decentralized model, utilising fully, the potential of the three-tier Panchayati Raj Systems.

The Continuing Education Programme is the opportunity to engage in life-long learning. It includes post-literacy activities for neo-literates and school dropouts, continuation of learning beyond elementary literacy and application of this learning for improving their living conditions. Continuing Education includes all learning opportunities, the people need outside basic literacy.

Despite its initial setbacks in implementation, suddenly it got a momentum. Now, Kerala is having 4000 Continuing Education Centres throughout the length and breadth of the State. About 8000 Preraks and Assistant Preraks are directly involved in the programme. Apart from this, a considerable part of the locality also was indirectly involved in it. Contrary to its counterparts in India, Kerala implemented the CEP through Panchayati Raj Institutions (PRIs). Here, PRIs act as local guardians for the programme at the grass-root level. Financial disbursement for the programme is made through PRIs at the CEC level. Moreover, each PRI have its own Literacy Missions to follow after the programme. The State Literacy Mission is doing the monitoring and coordination of the programme at the State level. The functioning of the CEP at the grass-root level is according to the direction given by the State Literacy Mission. The necessary resource support for the programme is given the State Resource Centre, Kerala.

In Kerala, PRIs are getting 30-40 per cent of the total plan outlay of the State Budget. Besides this, project preparation and implementation are carried out by direct involvement of the people. As a programme having a human face, CEP in Kerala can emerge as a model in India. For this a special enactment is essential. Similarly, it is essential to earmark a corpus fund at the PRI level. As financially empowered bodies, PRIs can do this very well.

Role of Government

It is a fact that no funding agency can extend its support for an unlimited period, even if the programme is a successful one. The success of the programme lies in the transfer of the programme to the hands of an efficient machinery. However, the Government should not withdraw completely from the programme. Eventhough the funds are ceased, the administrative control of the programme should be vested with

the Government **either in the Centre or inter State.** The programme has to be extended to each and every ward of the panchayat, and PRI functionaries have to be made aware of its necessity through regular orientation/training programmes under the responsibility of the Government.

Some of the major ideas connected with the role of Government in CEP are given below:

- The State Governments have to approve the policy guidelines on Continuing Education and earmark funds necessary in the State budget.
- The Central Government should not stop the funding completely.
- The catchment area of operation of the CEP has to be widened.
- The State Government has to help the CEP by channelising funds from other development departments.
- Government should not withdraw itself from the Project until the CEP transforms itself into a people's programme.
- Government has to insist upon the institutions to perform the work earmarked to them at any cost.
- Continuing Education Centres have to be established in all divisions of the Panchayats/Municipality/Corporation.
- The educational funds and extension activities of other government departments will be channelised through CECs.
- A corpus fund at the State level should be established to strengthen the CE Programme.
- Centres can avail funds through projects of government departments.
- Government departments should cover their schemes and implement them through CECs.
- District-level vigilance corps should be formed for the general supervision of the programme.
- A special order from the Rural Development Department has to be issued for the smooth implementation of the programme at the PRI level.
- All the CECs are to be registered as Societies under Charitable Societies Registration Act.
- The Government should establish infrastructures for satellite communication and training under the control of KSLMA and SRC, through which all PRIs, GOs, NGOs, including CE functionaries, will be trained periodically.
- A Directorate of Non-Formal Education has to be established in Kerala in order to co-ordinate all the programme.

Role of PRIs

The PRIs are the only institutions, which could undertake the programme, the CECs can act as satellites for the social development activities of PRIs. In Kerala, PRIs are getting 30-40 percent of the total plan outlay of the State. Each and every

new social development project of the Panchayat should emerge through CECs for getting sanction. Decentralisation of all human resource development initiatives of the Government is the need of the hour. Following important ideas emerged during the discussion in this context.

- CECs have to be converted as Panchayat Resource Centres. (Local Resource Centres).
- CEP has to be popularised as a mass movement.
- The programme has to be sustained only through PRIs. So, CE has to be an agenda in the Panchayat budget.
- CECs have to become self-reliant centres, coordinating all social development activities of the locality.
- Decentralising human resource development initiatives at the Panchayat level, in which CECs can play a major role.
- CECs can also coordinate the activities of the SHG groups.
- CECs are meant to be permanent institutions for the development of the locality and the Panchayat has to earmark a fund for its development and maintenance.
- The Centre must become the pivot for all the development activities of the Panchayat.
- The CEC can be the office of the Gram Sabha.
- The overall supervision, monitoring and finance of CEP may be entrusted to PRIs.
- Continuing Education Centres have to become Self-Reliant Education Centres.

Role of Other Agencies

There are a number of agencies, at the government and non-government level, working for the welfare of the community. CECs can act as connecting links between these agencies and people. Through the CEC, these agencies can pool the locally available resources for the well being of the society. For the effective and adequate functioning of the CEP, the agencies like the State Resource Centres, State Literacy Mission and Jan Sikshan Sansthan have to be strengthened. JSSs have to established in all districts, which can provide vocational training programmes and thereby facilitate the income generating programmes in CECs. Local NGOs can also support the programme. An umbrella NGO can be organised at the Panchayat Level to facilitate various training/welfare programmes for the benefit of the people. Moreover, there are a number of leading NGOs working for the welfare of the community; joint activities will be helpful for effective implementation of the programme. CEP functionaries can act as facilitator for the conducting various programmes of the national/international agencies. Following are some of the relevant ideas.

- CECs have to attain self-reliance by converging all development schemes.
- Sponsors have to be identified as 'partners in progress' from institutions, which do not harm the objectives of the programme.

- CECs can conduct joint ventures in association with different NGOs.
- A panchayat level NGO can be organised to look after various programmes of the CECs.
- The activities of the CECs have to be coordinated at District/State level.
- Self-financing initiatives have to be started in each CEC.
- NGOs can undertake the task to create the awareness on CE.
- Locally specific programmes are to be identified and popularised with innovations.
- Coordination between NGOs and GOs can be ensured at Panchayat level.
- Mass mobilisation and local resource mobilisation can be undertaken through NGOs.
- A political-social will power is essential for the implementation of CEP.

Conclusion:

The Continuing Education Programme is an urgent need in the social life of Kerala. Contrary to its counterparts in India, Kerala implemented the CEP through Panchayati Raj Institutions (PRIs). Here, PRIs act as local guardians for the programme at the grass-root level.

In Kerala, PRIs are getting 30-40 per cent of the total plan outlay of the State budget. Besides this, project preparation and implementation are carried out by the direct involvement of the people.

In short, the Non-formal Adult and Continuing Education Programmes started in Kerala constitute a milestone in educational attainment, because a non-literate person passes through the phases of basic literacy and post-literacy and develops a strong desire for further learning inputs. It is also an ideal State, because ultimately, what all of us seek, is a social environment in which knowledge and information are important determinants of human resource development.

How To Bring About Social Transformation

R.N. Kabra

People very often doubt whether there is any creator of this universe, any lord of this cosmos or not, and if there is any, why there is so much of misery in this world, why so much of social degradation and why is this all going from bad to worse and 'He' does nothing despite. His own declaration 'Sambhavami Yuge Yuge' that "for the protection of the virtuous, for the expiration of evil doers and for establishing righteousness (Dharma) on a firm-footing, I am born from age to age"?

The concept of life in which there is no place of God and in which man is treated as an animal, cannot awaken sublime pondering which is the hallmark of a moralist society. The first condition to accept moral values is to believe in the existence of God.

One more thing to be attended to is that in place of institutions we have to build up men, and this process has to be decentralised and informal rather than centralised and formal. In this way we shall be able to remove the lack of truthfulness and faith permeated among our leaders and rulers as also the economic and social deterioration.

We have made a great progress in science, technology and architecture but so far as our social and moral setup is concerned (which determines people's conduct) we are far behind. Therefore, there is a sort of vacuum between science and social setup. It has to be bridged. We need analytical thinking. For example, take the case of industrial labour, the economic condition of which is far better now than what it was fifty years back.

He is still frustrated. The struggle between the administration and the labour has increased, therefore, man-making is necessary. Such men are to be made, who are dedicated and devoted to certain values, are not self-centered and have the attitude and interest for service and sacrifice.

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This is the attitude we see in soldiers. A soldier, first of all thinks about his country, then about the family and lastly about his own self. But a common citizen thinks first about himself only. Both are men, but one is trained and the other is not. If a thief enters my house nobody comes to help me. It was not so years back. One's trouble was the trouble of all others. Through right build-up of man, the whole situation will change. In Vietnam, the powerful American Army, despite bombarding for year together, could not make the Vietnamese yield and enslave. Vietnamese too, are basically the same human beings.

It is true that the law and the government both have limitations. They cannot transform the society. Man can change himself only through his own will-power. Great men's lives do inspire. The religion and spiritualism are losing their background. These two have to be glorified again, and how to use them in the transformation of man is the question. This transformation would mean identification of one's own spiritual form.

People are forgetting the importance of simplicity in life. Simplicity should be given its due place. Today intoxicants and stimulants such as tea, coffee, wine and tobacco have become a symbol of being mod and progressive. Why are students and other young persons getting tempted towards drugs? The main fault lies with the parents who are themselves indulged in black-marketing, corruption, cheating and forgery etc. They forget their spiritual entity in blind pursuit of materialistic and economical ambitions. Parents are at the root of the child taking to vices. The conduct of parents make children think "cheating is not bad, because my parents and our leaders cheat and deceive." There is nothing wrong in earning hooks or crooks and becoming happy. They do not like to listen to the words of advice regarding how to live life righteously.

All these problems are very complicated. These affect the whole society. There are problems at every level, but we shall have to look at them as a whole. Therefore, we shall have to understand the fundamental base of the society and the individual. It is the duty of teachers and pioneers in every field to understand the basis of their existence and acquaint every generation with the main principles of life. Parents should also be animated and inspired with the ideals of life along with the teachers.

It is fortunate that the 'Anuvrat' institute is establishing an ideal way of life, which is scientifically practical and is being propagated in India as well as abroad. This is not a community, but it is an approach to live life purposefully for one's own self and for others.

The chief aim and plan are to present and establish the fact that life originates from life. This is also true that the whole generation cannot be easily transformed, but a new truth cannot be easily acceptable simply by explaining and making it reliable for the antagonist, but for its final acceptance an old generation has to die and a new generation has to emerge. A new scientific truth is also accepted in the similar way. Our work is confined only to train the new generation so well that the society can be transformed.

Integrating Content and Language: Providing Access to Knowledge for 'Marginalized Sections' through Effective Communication Strategies

Sanjay Kumar
R. Venugopalan

In India, the matrix of 'modernity' is contradictory and uneven. Large groups of people are to a great extent marginalized from the dominant circuits. In the development era social polarization and exclusion have reached unprecedented proportions. The representations of 'marginalized communities' are social facts – that is, the effects and instruments of power that is inevitably known, intervened and managed. Thus, 'educating marginalized communities' is often linked with power, as well as related to the changing historical conditions and situations that at times become conflictual and problematized.

Development discourse is a powerful instrument to bring out a new hegemonic discourse in which 'identities' are defined and once these identities are created, the development discourse categorizes them. It also focuses on the way development has to be treated and the appropriate interventions – through literacy campaigns, integrating content and language, integrated rural projects, etc. – needed to attract the population towards education.

Against this background, the role of an institution becomes central, as there is systematic production of knowledge about the economic, cultural and social aspect of people. However, there is a need to bring in change in social relations and institutional practices, openness to other forms of knowledge and cultural manifestations. Institutions should not only emphasize on the language of 'development'. To ensure that the education drive gets popular with the marginalized sections of the society, a greater autonomy is need for understanding their way of thinking and doing things.

Powerful Instrument:

Education is the most powerful instrument a society possesses for modeling its members in its own image. Like all major functions of society, education has its own spirit, which is expressed in programmes of study, of subjects taught, teaching methods and a physical body, a material structure which

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partially expresses this spirit but which also influences it, sometimes leaving its imprint upon it and temporarily serving to confine it.

Post-colonial theorist Homi Bhabha points out that the British effort of educating the Indians through the British education system was ostensibly meant to create a class of Indians taking on English opinions, morals and intellects. This Anglicised "mimic man", one who learns to act English but does not look English, and is not accepted as such, became culturally divorced from the masses---.[1]

The assertion that all human knowledge is socially 'constructed' is intended to point to the historically and socially determined nature of knowledge, to the ways in which power and knowledge are intertwined. Knowledge may strengthen, challenge or overthrow the self-understanding nature of the marginalized and make them socially influential. Knowledge is intimately associated with power. Production of knowledge is conditional on the power to divide and separate. Once obtained, knowledge feeds into power to manage and control. There is no knowledge of life, but only of life processes; the more minute the processes, the fuller the knowledge. Therefore to provide access to knowledge to the marginalized sections through effective communication strategies, one must start with self-understanding. This will give us an account of the marginalized people whose practices are often shaped by their self-understanding. There is also a need for close engagement with people to understand the 'subject' that is to be written. Failure to do so has resulted in the failure of several social movements.

In the present scenario, it is increasingly critical to understand and remind ourselves that the social context in which learning takes place is of vital importance to the success of the educational endeavour. When teaching English as an international language, educators should recognize the value of including topics that deal with the local culture; support the selection of a methodology that is appropriate to the local educational context and recognize the strengths of the bilingual teachers and learners of English. In terms of some of the pedagogic experiments we have attempted to perform with the students in the classroom. I, at the Centre For Excellence and my co-author at the Goa University have made a modest attempt at integrating 'content' into language-acquisition exercises. For in de-contextualising a typical English narrative sequence [say, "Daffodils"], we had made the students articulate their idyllic thoughts on nature in their by bi-lingual context. Interestingly, these activities involved attempts at 'inventing' phrases and 'situations' enabled the use of communicative language. Our objectives as facilitators of teaching:

- Provide them an environment in which they can freely put forth their points of view and let others discuss about it.

- Help them express themselves as individuals and as a team, which foster in them the skills of being able to listen to another's point of view, of give and take, of being able to accept criticism and to give it.

- Develop the quality of self-expression and motivate original thinking, which will help in dealing with the suppressed mental and emotional problems – encourages 'divergent thinking' as opposed to 'convergent thinking'.

- While developing their potentials of various skills, their understanding of social relations, a serious attempt is made to bridge the gap between the so-called 'marginalized communities' and the 'privileged communities'.

ELT and CLT

We would like to contextualise our pedagogic interventions in the context of competing methodologies of English Language Teaching [ELT].

In the Communicative Language Teaching (CLT) approach the priority is on methodology. But focus on methodology often leads us to ignore one key aspect of language learning and teaching namely, the particular 'context' in which it takes place. [2]

The discourse of CLT sends out of the message to teachers and educators that they should strive to generate communication, while the context is often not mentioned. However, from our classroom experience we understand that a contextual approach accepts that there are different ways to learn languages, that the context is crucial determiner of the success or failure of a learner.

Thus, obsession with methodology has relegated the crucial elements of effective communication strategies in this discourse. Therefore, in this context of increasing access to knowledge for the marginalized sections of society, language learning in general and English language learning in particular, the focus has to shift to methods of centering the discourse on texts of critical significance in our post-colonial context.

Perhaps, the experience of interactionists like DI Pietro [1987] has emphasized the transformative and emancipatory experience of reflective

methods of language learning. For instance, the investigative results of Lauro Micoli's study on Brazilian school children belonging to the underprivileged sections of the society have borne evidence to the efficacy of using Theatre for imparting skills in Oral communication.[3]

Thus, language learning cannot be divorced from its cultural matrix. In a foreign language-learning environment, aspects like proxemics, kinesics and emotive aspects of language can be brought into the classroom. Reflective learning leads to critical and transformative learning.[4]

In a classroom, where oral and written communication skills are imparted to these students, we can introduce innovative teaching practices, which in turn, enhance participatory learning and enable the students to regain their self-esteem. For instance, in order to improve the oral communication skills in English, excerpts from some well-known plays and other theatrical devices can be introduced into the daily classroom. Apart from enlivening the ambience of the language classroom, it can enhance the cumulative experience of acquiring the communicative competence. In fact, the Chomskian notions of performance can be skillfully adopted to motivate students to unlearn the grammatical structures and evolve skills to articulate ideas in a participatory environment. This also can be theoretically associated with the concepts of 'shpota' of the ancient Indian Grammarian, Brathahari, who suggested the innate latent potency of infinite utterances in the primordial self. In fact, the eastern paradigm presupposes a social milieu for 'language learning'.

Special Learners

In case of special learners, it enables them to relate their unique cultural capital as verbal and non-verbal signs, gestures and images. Students can thus create their own sub-texts and invent communication strategies. If we can select culturally-rich material as a mode of communication by enactment in the classroom, it may address some of the major pitfalls of conventional language teaching. The students from the underprivileged sections will assert their identities and counter the dominant discourses of communication.

A spoof on a Valentines Day party may be enacted as a telling skit based on a romantic folk tale. The learners conceptualise this as a sub-text in the Drama Class. Thus, the learners learn to subvert the dominant cultural discourse of the times by bringing in literary works into the communication classroom and thus acquiring the language proficiency of utilising the contextual approach of ELT and techniques of theatre.

Thus, language learning also becomes an exercise in removal of the alienation and distancing, seen as a major drawback of remedial English classrooms, meant for adult learners of the disadvantaged sections of society. The linguistic skills are developed as a part of the overall cultural repertoire of the learner and thus, the same become a cultural tool with which they can counter the social and political discourses of our society. It also sensitises them to all notions of power associated with the access and facility of acquiring the language of the elites.

A vital subtle connection exists between the educator and those who are educated. Critical consciousness in matters of education is entirely dependent on perceiving and illuminating the unique role of such representations in producing and sustaining structures of domination. In specific terms, it involves determining the degree to which representation of moral and intellectual ideas forms the substratum of educational discourse, and then linking such representation to the changing structure of relationship. Therefore modern Indian education grew out of a body of utterances that embodied the collective attitudes of a hegemonic class.[5]

Antonio Gramsci, writing on the relation between culture and power, states that cultural domination which works by consent can precede conquest by force. Power operating concurrently at two distinguished levels produces a situation where, as Gramsci writes; "The supremacy of social group manifests itself in two ways, as 'domination' and as 'intellectual and moral leadership'."

There is a little doubt that a great deal of thought has gone into the process of creating this institution. But merely acknowledging the fact is not enough, for there is yet a further need to distinguish unmediated assertion of authority and mediated response to situational imperatives.

Unstable Foundation of Knowledge

The strategies of institutions, reversals, imagined successes and imagined failures are all part of an unstable foundation of knowledge. History is crucially attached to the reality and provides the rational for its action. How the 'marginalized communities' respond, is so removed from our thinking that it enters into the realm of another history of which the 'marginalized communities' have no comprehension or even awareness. It raises several broad questions:

- What political and social relationships are altered, modified, redefined, maintained or perpetuated?

- What new behaviors or modes of thought are promoted?

- What institutions are brought into existence and what impression do they leave upon the social fabric?

The consequence of this discourse is the change brought upon the society, and its individual members. Social demands have exceeded in significant ways the institutional infrastructure of the State. The State successfully implemented the project of 'modernization in education'. The State trained society in new forms of social life. These new forms of social life showed their inability to assimilate new groups when they became effective and there is now a clear tension between the aging state and a Society that wants grew. This tension between Society and State affects the existing political system, as a process State creates new institutions. This way, the State becomes the referent for almost all social movements.

Hybrid Cultural Forms

Globalisation has meant the emergence of other dynamic and innovative hybrid cultural forms and elements for identity construction. Such hybridization of cultural forms and bases for identity call for "cultural reconversion".[6] At such a time, the writing and teaching of official versions of history are the key elements in rationalist education process. Thus space, power and identity are all constituted together and re-constituted constantly.

Educational research, both at school and college level, has a long tradition of being conservative and uncritical in analysis. If one looks at the school education, it is inherently ideological in itself, since it reproduces the culture of the middle class and so perpetuates the established patterns of social inequality and social order of contemporary Indian society.[7] Emerging middle classes have consolidated their social position by controlling the professional occupations and cultural institutions. The inability to discriminate between decency and indecency was deemed to be a fixed characteristic of the native mind, a symptom of "dullness of their comprehension".[8]

The fear campaign attains victory through the humiliation of its targets; successive chunks of lay knowledge and know-how are redefined as instances of ignorance and obscurantism.[9] People are stratified by their respective degrees of freedom. To be 'higher' means more freedom, to be 'lower' means more dependence. One of the ways of mastering communications is to make

conscious, for those who speak and those who receive, the categories of transmission and reception.

In order to provide access to knowledge for marginalized sections through effective communication strategies, one needs to ensure that each effort is an attempt to liberate the communication classroom from the mere clutches of ELT methodologies, which alienate the learners. Instead, radical interventions should be introduced in place of the current remedial or corrective inputs. This is participatory in nature and becomes an active engagement with the discourse of power and hegemony.

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Impact of Orientation Courses on Teachers in Higher Education

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Abstract

The present study was conducted to assess the impact of Orientation Courses sponsored by the University Grants Commission (UGC) on participant teachers of higher education. The participants' opinion about the efficacy of the courses was sought specifically with regards to national and social values, personal attributes and professional skills. The male and female teachers (N=147) of the science and arts faculty belonging to University constituted, private and government colleges comprised the sample. All of them attended one of the three Orientation Courses organised by the UGC, Academic Staff College, University of Rajasthan, Jaipur, in 2003. They were asked to express their responses on a four-point rating scale for the different dimensions of the above mentioned three areas. The findings revealed that these Orientation Courses had a positive impact on all the participating teachers. They all felt that their attitude became more positive and constructive towards asked national and social values; the Courses fostered the development of some of the personal attributes in them and they also acquired important professional skills after attending these Courses. The findings strengthen the felt-need for such Courses for the teachers in higher education and suggest the evaluation of perceived and actual changes amongst the participants due to these programmes.

Introduction

Quality of higher education has strong linkages with teacher motivation and their knowledge upgradation. Informally, teaching skills and techniques are learned more through emulation. The senior colleagues and teachers as role models inspire and motivate the young teachers. However, knowledge upgradation is dependent upon a quest for the same both in the teachers as well as students. Though the higher education system, since the past 40 years has extended to far flung rural areas (Sisodia, 1998); today, there has been a phenomenal growth and expansion in higher education with regard to

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the universities, postgraduate departments, management institutions, colleges, student enrolment, teaching faculty strength, specialisations and subspecialisations (Patil, 2003). Its qualitative deterioration, lack of social relevance and pervasive indiscipline are evident and detrimental throughout.

According to Paul (2005), unsatisfactory performance of higher education, to a large extent, is due to government policy, bureaucratic control and creeping in of systemic apathy. The system is poor in delivering quality education with social equity. It is acting as a restraining rather than a liberating force to help achieve its goals.

The latest Human Development Report, UNDP (2004) highlighted that India's Human Development Index ranking is adversely affected by its relatively poor performance in the education sector. The criteria for ensuring minimum norms of standard and equal access calls for concrete measures in areas of recruitment of quality faculty and administrative leaders, quality infrastructural facilities, ensuring professional ethics and good role models by teachers, administrators and the Vice Chancellors; sensitizing and inculcating human values, rights and duties among the students and other constituents of educational campus.

However, academic excellence through the self-conscience monitoring, spirit of team building, creation of wisdom and institutional development are rarely visible these days. The autonomy is abused for the profitable administrative roles, groupism and vested interests in promotion and rewarding career opportunities. The general alienation and demotivation on the part of the teachers is unfortunate for personal, social as well as national development. Chauhan (2005) studied the salient features of the Indian University system and teachers' training in higher education. He critically highlighted the mechanical way of teaching, use of oldest method of delivering lectures, lack of innovative practices in teaching and genuine interest in research. In this connection, the Indian higher education system has been studied extensively by Chauhan (2005), Gaur and Jawa (2001), Powar (1997) and others.

While discussing the declining collegial responsibility, Gnanam and Stella (1999) have specifically pointed out that the collegial responsibilities of the teachers of higher education include teaching, research guidance, evaluation and assessment, counselling and guidance, academic committee work, administration, placement and promotional activities.

They further highlighted that the teachers engaged in pursuit of discretionary time, concentration on narrow academic specialisation, insistence

for academic freedom without accepting any appraisal mechanism, involvement in non-academic professional activities.

To bridge this widening gap between the expected and the actual roles, performance appraisal as a strategy for professional development has been suggested. Further, to meet the identified challenges, these researchers and many others (Lakshmi Reddy, 2002; Bawa, 2001; Goel, et al., 2001; Neelamegham and Uberoi, 2000) have suggested certain means, specifically in relation to the professional development and training of teachers.

Recently, Pareek, et al. (2003) studied the personality profile of teachers in higher education and discussed the importance of personality assessment and development of the teachers for quality enhancement.

In this connection, the National Policy of Education (NPE) and its Programme Of Action, (POA) 1986, updated in 1992 provided the opportunities to prepare and train teachers at the beginning of their tenure (general orientation) followed by continuing education (subject upgradation) for their professional and career development. In consonance with the Seventh Five Year Plan proposals and to implement the NPE and the POA, the University Grants Commission (UGC) had formulated the Academic Staff Orientation Scheme in 1987-88.

The major objective of the scheme is to initiate a comprehensive programme of professional development of teachers. Academic staff orientation courses organised by UGC Academic Staff Colleges, situated at various universities of the country, are specifically aimed at enabling the newly appointed lecturers to understand the significance of education in general, and higher education in particular; to acquire and improve basic skills of teaching; to utilise the opportunities for personality development and knowledge upgradation and to understand the linkages between education and economic, socio-cultural values and national goals.

In order to achieve the said objectives of the Orientation Courses, a model curriculum with suitable methodology has been suggested by the UGC which includes the following components with a minimum of 144 contact hours, i.e. six hours daily for a four-week programme.

These orientation programmes also include the feedback sessions at the end of the Courses, in which through a structured questionnaire, participants expressed their opinion about the overall efficacy of the Course, content quality, instructional methods and faculty role effectiveness.

I Training Components	II Training Methodology	III Expected Outcome
A. Awareness of linkages between society, environment, development and education. B. Philosphy of education, Indian educational system and pedagogy. C. Subject upgradation. D. Management and Personality development. E. Distance education environment, pollution and population education.	a. Lectures b. Demonstrations c. Panel and group discussions. d. Seminars/Workshops e. Field work. f. Reflection and feedback g. Video recording and analysis. h. Assignments/project work i. Brain storming	Improvement in – i. National and social values ii. Personal attributes iii. Professional skills iv. Art of thinking v. Stress management vi. Writing skills vii. Environmental awareness viii. Technological information ix. Health awareness x. Leadership traits

Recently, UGC has also introduced a system of evaluation of the participants based on the overall response, participation in seminar, projects and assessment on the basis of the test conducted by external experts. Further, an assignment of A,B,C and F grades based on the total marks secured has also been made.

Various reports like NIEPA (1991), Rao and Palsana (1993), Chalam (1994--95), and Sisodia (1998) reflected the effective and long lasting impact of orientation courses on the participants in improving their teaching skills, personality attributes and broadening of their attitudes towards society and nation. Based on the similar objectives, the present study aimed at understanding the impact of orientation courses on participant teachers of various institutes of higher education.

Specifically, the objectives of the Study are on the next page.

- To assess the degree of positive and constructive attitudinal change in national and social values of the participants after attending the orientation courses.

- To find out the improvement in personal attributes of the participants due to these courses.

- To study the acquisition of professional skills during the training programmes.

- To compare the impact of orientation courses for male, female, science and arts teachers.

Methodology

The present study was carried out during the UGC sponsored three orientation courses held in 2003 by UGC-Academic Staff College and University of Rajasthan, Jaipur. Table 1 shows the sample distribution and characteristic features of the participants.

Table 1
Orientation courses held in 2003
(UGC Academic Staff College, University of Rajasthan, Jaipur)

Orientation Courses	N	Faculty	Male	Female	Total
53rd (24 March to 19 April 2003)	59	Arts	11	27	38
		Science	06	15	21
54th (21 August to 16 September 2003)	48	Arts	25	12	37
		Science	03	08	11
55th (22 September to 18 October 2003)	40	Arts	11	15	26
		Science	06	08	14
	147		**62**	**85**	**147**

Thus, the sample comprised 147 teachers in all; out of these 62 were males, and 85 were females. Further, 101 teachers were from the arts faculty and remaining 46 were of the science faculty. Amongst these, 110 were serving in government colleges, 9 were from University constituted colleges and 28 belonged to private institutions of higher education. All these colleges were from the different cities of Rajasthan.

All the 147 teachers attending these courses were administered a four-point rating scale and asked to indicate their responses on seven dimensions of national and social values; (national integration, equality, Indian tradition and culture, status of women, community and social service, democratic society and secularism); ten dimensions of personal attributes (creativity, perseverance, rationality, humanism, reliance, group commitment, optimism, patience, self confidence and punctuality) and eight dimensions of professional skills (professional commitment, interpersonal skills, knowledge upgradation, presentation skills, student interaction, class room management, research

aptitude and communication) in terms of attitudinal and behavioural changes, they perceived in themselves.

The data gathered were tabulated and frequency counts (number of participants) and their percentages for the four types of responses viz (4) to a great extent, (3) to some extent, (2) to a little extent and (1) not at all, were computed for the total group (N=147). Furthermore, for the science, arts, male and female teachers, Average Weighted Scores (AWS) were calculated by giving weightage of 4;3,2 and 1 to the four choices, multiplying each choice weight by the number of respondents giving that choice, adding all together and dividing by the total number of respondents of the subsequent group. The obtained AWSs scores are shown in Figures 1,2,3.

Table-2
Perceived Changes in National and Social Values of the Teachers (N=147)

S. No.	National and Social Values	AWS	4 (To a great extent)	3 (To a some extent)	2 (To a little extent)	1 (Not at all)
1.	National Integration	3.53*	86** (58.50)***	54 (36.73)	6 (4.08)	1 (0.68)
2.	Equality	3.67	101 (68.71)	43 (29.25)	3 (2.04)	-
3.	Indian tradition and Cultural	3.41	73 (49.66)	62 (42.18)	12 (8.16)	-
4.	Status of women	3.58	92 (62.59)	49 (33.33)	5 (3.40)	1 (0.68)
5.	Community and social service	3.54	92 (62.59)	46 (31.29)	6 (4.08)	3 (2.04)
6.	Democratic society	3.38	69 (46.94)	66 (44.90)	11 (7.48)	1 (0.68)
7.	Secularism	3.40	79 (53.74)	51 (34.69)	14 (9.52)	3 (2.04)
	Mean AWS	3.50				

*Average Weighted Score
** Frequency Count
*** Percentages

Results and Discussion

An overview of the results indicates that all the participants experienced positive changes in their existing national and social values, personal attributes and professional skills after attending the orientation courses.

The AWSs of all the dimensions of three areas are on an average above three, which depicts that changes occurred to a great extent.

As regards the national and social values, Table-2 reveals the maximum AWS (3.67) for the dimension of equality, where 68.71 per cent participants reflected a high positive change, whereas the minimum AWS is found for the dimension of democratic society, where only 46.94 per cent participants showed such kind of attitudinal change.

Table-3
Perceived Changes in Personal Attributes of the Teachers (N=147)

S. No.	Personal Attributes	AWS	4 (To a great extent)	3 (To a some extent)	2 (To a little extent)	1 (Not at all)
1.	Professional Commitment	3.93*	136** (92.52)***	11 (7.48)	-	-
2.	Interpersonal skills	3.61	96 (65.31)	46 (31.29)	4 (2.72)	1 (0.68)
3.	Knowledge upgradation	3.62	91 (61.90)	56 (38.10)	-	-
4.	Presentation skills	3.37	81 (55.10)	42 (28.57)	21 (14.29)	3 (2.04)
5.	Student interaction	3.63	98 (66.67)	44 (29.93)	5 (3.40)	-
6.	Class room management	3.56	92 (65.59)	47 (31.97)	6 (4.08)	2 (1.36)
7.	Research aptitude	3.52	86 (58.50)	55 (37.41)	3 (2.04)	3 (2.04)
8.	Communication	3.42	75 (51.02)	60 (40.82)	11 (7.48)	1 (0.68)
	Mean AWS	3.58				

*Average Weighted Score
** Frequency Count
*** Percentages

The AWSs for the ten dimensions of personal attributes (Table-3) ranged from 3.48 to 3.76. As many as 114 (77.55 per cent) participants felt boosting of their confidence level up to a maximum, after attending the course, whereas only 82 participants (55.78 per cent) experienced a great improvement in their degree of patience.

Table- 4
Perceived Changes in Professional Skills of the Teachers (N=147)

S. No.	Personal Attributes	AWS	4 (To a great extent)	3 (To a some extent)	2 (To a little extent)	1 (Not at all)
1.	Creativity	3.67*	100** (68.03)***	45 (30.61)	2 (1.36)	-
2.	Perseverance	3.56	87 (59.18)	55 (37.41)	5 (3.40)	-
3.	Rationality	3.54	85 (57.82)	57 (38.78)	4 (2.72)	1 (0.68)
4.	Humanism	3.69	107 (72.79)	34 (23.13)	6 (4.08)	-
5.	Reliance	3.52	87 (59.18)	50 (34.01)	9 (6.12)	1 (0.68)
6.	Group Commitment	3.54	92 (62.59)	45 (30.61)	8 (5.44)	2 (1.36)
7.	Optimism	3.63	100 (68.03)	40 (27.21)	7 (4.76)	-
8.	Patience	3.48	82 (55.78)	53 (36.05)	12 (8.16)	-
9.	Self confidence	3.76	114 (77.55)	31 (21.09)	2 (1.36)	-
10.	Punctuality	3.73	108 (73.47)	38 (25.85)	1 (0.68)	-
	Mean AWS	**3.61**				

Out of the eight dimensions of professional skills (Table-4) the highest AWS is for the professional commitment (3.93) and lowest for the presentation skills (3.37). 92.52 per cent participants responded that their commitment for the teaching profession was raised up to a maximum whereas only 55.10 per cent found a great change in their presentation skills.

More so, out of the 147 participants, only two or three participants experienced no change in their different values and skills. These results demonstrate that a well designed and implemented orientation programme with proper emphasis on all the components could broaden the vision, approach and attitudes of teachers towards national goals and values, and foster the professional skills and personal qualities in them. Further, such findings had been considered reliable, as by and large, senior faculty in colleges and universities felt the change in fellow teachers who had undergone orientation courses in recent past (Sisodia, 1998).

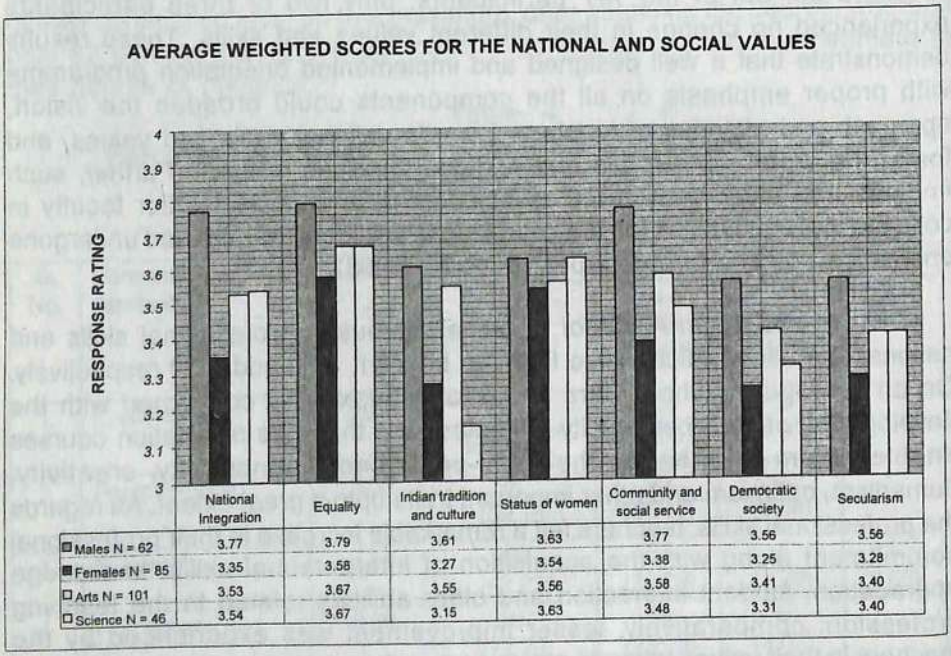
Further, the mean AWS for personal attributes, professional skills and national and social values were found to be 3.61, 3.58 and 3.50 respectively. On an average, teachers were found to be maximally concerned with the development of their personality attributes, and thus, the orientation courses enabled them to enhance their self-confidence, punctuality, creativity, humanism, optimism and other important traits upto a great extent. As regards the professional skills, teachers felt a remarkable increase in their professional commitment along with the acquisition of interpersonal skills, knowledge upgradation, student interaction and other abilities related to the teaching profession; comparatively, lesser improvement was experienced by the teachers in their values towards nation and society at large. However teachers as change agents and value inculcators are ideally expected to have supreme value orientation towards nation and society.

An examination of Figure-1 reveals specifically, that the male teachers experienced the greatest change in almost all the seven dimensions of national and social values, where as their female counterparts reflected least changes in their already owned values towards nation and society. Arts and science teachers showed more or less similar opinions about the impact of the said course, except the dimension Indian tradition and culture, where science teachers scored less.

It seems that marginalisation of women devoided their active role in the main streams and also resulted in lack of articulation and awareness. However, the important point of inquiry emerges here that whether the job-related privileges make them less concerned, insensitive and apathetic towards the

said issues or it is the dual burden of the family and workplace. The science teachers' least score towards Indian tradition and culture is obviously due to their scientific temperament, lack of social interaction and prevailing dilemma regarding traditional values and rituals.

Figure 1



	National Integration	Equality	Indian tradition and culture	Status of women	Community and social service	Democratic society	Secularism
Males N = 62	3.77	3.79	3.61	3.63	3.77	3.56	3.56
Females N = 85	3.35	3.58	3.27	3.54	3.38	3.25	3.28
Arts N = 101	3.53	3.67	3.55	3.56	3.58	3.41	3.40
Science N = 46	3.54	3.67	3.15	3.63	3.48	3.31	3.40

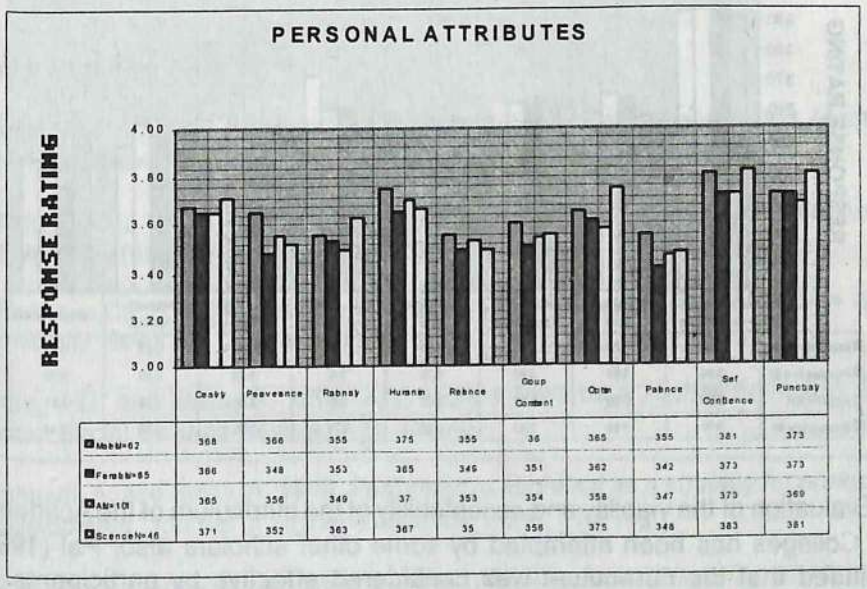
A close inspection of Figure-2 reveals that irrespective of gender and faculty, all the teachers felt an improvement in their confidence level and skill of time management. Specifically, the teachers of science faculty perceived enhanced creativity, rationality, optimism, self confidence and punctuality more as compared to their arts counterparts.

The innovative and logical mindset help them to internalise the specially designed and effectively delivered course content and ultimately living upto one's potential.

Arts teachers scored high on perseverance and humanism which reflect their direct and two-fold linkages with societal and cultural issues. Interestingly enough, females' lesser score for patience further confirms their dual role burden and varied pressures of life. As compared to others, males scored

more on perseverance, humanism, reliance, group commitment and patience. The results represent the overall change in male psyche from patriarchy to humanity, self--centered to other's centered, impatience to patience resulting in more adaptability and adjustment in familial and social setup.

Figure 2

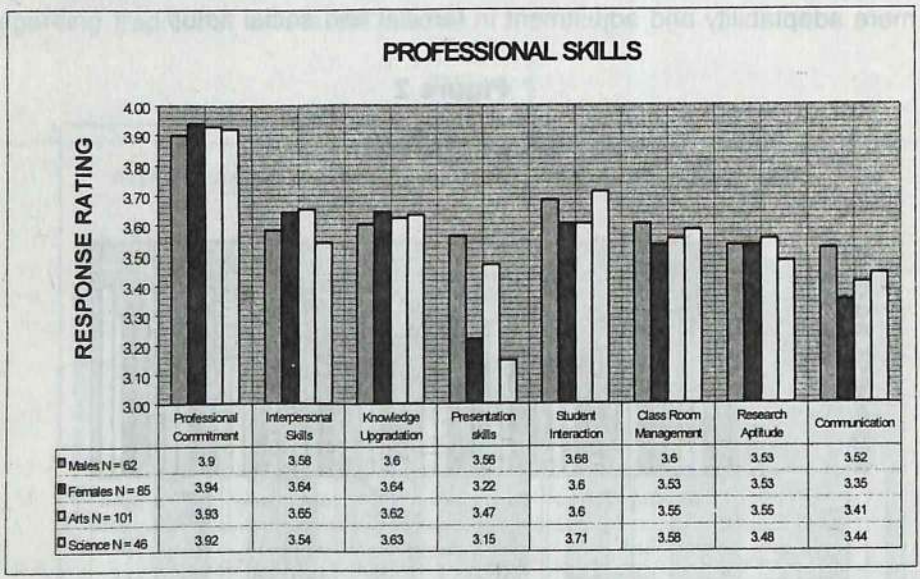


As evident from the results (Figure-3), all the teachers experienced marked enhancement in professional commitment as an impact of orientation courses, where female teachers seemed to be most committed along with securing high score for knowledge upgradation. They experienced lesser improvement for student interaction, class room management and communication as compared to others.

Male teachers learned more of presentation skills, class room management and communication, and less of knowledge upgradation and professional commitment. Arts teachers got maximally benefited in terms of interpersonal skills and research aptitude and minimally for student interaction, where as science teachers scored more for student interaction and less for interpersonal and presentation skills and research aptitude.

The results suggest the role of gender, interests, aptitude and temperament in internalising the specific skills and abilities.

Figure 3



	Professional Commitment	Interpersonal Skills	Knowledge Upgradation	Presentation skills	Student Interaction	Class Room Management	Research Aptitude	Communication
Males N = 62	3.9	3.58	3.6	3.56	3.68	3.6	3.53	3.52
Females N = 85	3.94	3.64	3.64	3.22	3.6	3.53	3.53	3.35
Arts N = 101	3.93	3.65	3.62	3.47	3.6	3.55	3.55	3.41
Science N = 46	3.92	3.54	3.63	3.15	3.71	3.58	3.48	3.44

Evaluation of the viability and acceptability of the curriculum of the Academic Staff Colleges has been attempted by some other scholars also. Pal (1993) concluded that the curriculum was considered effective by participants as well as the directors of the Staff Colleges on almost all the seven-point semantic differential scales, except one used for the purpose. The feedbacks collected through a structured questionnaire developed by NIEPA (1991, 1993, 1995); and reports of Rao and Palsana (1993) and Sisodia (1998) concluded that the orientation courses, 'the programmes to improve the skills, methods and broadening of attitude and horizon of the young teachers', are found to be useful and quantitatively successful. In this connection, Prasad (2003) states that staff development and professionalism in higher education teaching will need to be taken more seriously. The sum total of the quality of the inputs and the way they are integrated and disseminated to the student community determines the total quality management of an educational system (Varghese, 2003). Keeping in mind the financial burdens borne by UGC for each of such programmes, the quality and efficacy of staff development programmes and their evaluation become an important area of investigation on a regular basis. The perceived and real improvement in teacher participants needs to be studied objectively so as to derive a basis for strengthening the future programmes.

Recently, Lohati (2005) addressed that the Universities ought to select for appointment only such teachers who love teaching and have the potential for shaping as committed teachers. An intensive orientation course for enhancing teaching qualities should follow and be renewed periodically to sharpen their teaching skills.

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United Nation's Literacy Decade

Tushar Mukherjee

Since 1965 Teheran Conference, a watershed in United Nation's involvement in International literacy movement, the UNESCO, UN's educational, cultural and scientific arm, has been relentlessly pursuing the goal of universal literacy. It accelerated the efforts in the last decade of the 20th Century by holding two conferences of world educational leaders, one at Jomtien in 1990 and the other at Dakar in 2000. Both these conferences achieved high water marks in the annals of literacy movement of the world in as much as they could arrive at specific targets and strategies and to achieve these targets, International literacy decade launched by the UN since 2003 is yet another thrust, perhaps the final lap, towards achieving the most enigmatic, eluding and receding goal of 'Education for All' adopted at Jomtien 14 years ago. Basic ideological goal set out is 'Literacy for All; voice for all; learning for all'.

In the statement on need, the Declaration, emanating from a UN General Assembly resolution of December 2001, the UNESCO expressed its concern for 861 millions of adults and 113 million children who have had no access to literacy or education till date and are, therefore, languishing in a state where they are unable to 'use literacy to communicate within their own community, in the wider society and beyond'. In elucidating further its conceptual framework while addressing the problem, the UNESCO says that locally sustainable environment has to be created in which the people 'could express their ideas and views, engage in effective learning and exchange knowledge with others'.

Justifying the latest thrust, the UNESCO admits that despite its 40 years of persistent efforts, 20% of people above 15 cannot communicate through literacy or participate effectively in 'surrounding literate environment; sixty five percent of them being women, it adds to the magnitude of deprivation and subordination of the 50% of world population'. And this is not acceptable to the world body. Adding another dimension to the Declaration, the UNESCO has included Millennium Development Goal to the EFA goals thus relating EFA to poverty reduction.

In order to reach its multi-dimensional goals, the UNESCO calls for policy changes enabling local participation and multi-lingual approaches, effective

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fights against HIV/Aids and work for conflict resolution. It prescribes flexibility in programme development generating 'culturally relevant and gender sensitive' learning materials.Action plan also includes capacity building of countries with weak educational infrastructure; research on various aspects of literacy, community participation through community ownership of educational programmes and strengthening government - community colloboration, inter-community dialogue and 'civil society engagement in literacy'. The list ends with ubiquitous 'Monitoring and Evaluation' which in fact proposes to find out ways to define and measure literacy and its standardization, however, in 'local contexts'.

The final strategy identifies the possible stakeholders. Here, the UNESCO, perhaps for the first time recognizes the sovereignty of the learners in declaring what they will learn and in what manner calling for a wider coalition of community based organizations, NGOs, civil society networks and last but the foremost the Government. The UN has chosen the UNESCO as the global coordinator.

The Indian scenario has been succinctly and scholarly summarized by Prof. K.C. Choudhary, President, IAEA, the most experienced watchdog of adult education in India. He is extremely worried by the size of our tasks and shape of our extant programmes. Indeed with 304.20 million illiterate adults still left after 10 years of literacy campaign (65% literacy rate shown in Census 2001 is now being put under scanner by the HRD ministry), which drew millions of volunteers from the Collectors of districts to unemployed village youth, it may be daunting task to achieve 75% literacy by 2007 or nearly 90% by the year 2015 for 15+ adults.

The current efforts, as outlined by Prof. Choudhary, have considerably slowed down with 147 districts still in the literacy stage. What his benign disposition did not disclose is that post-literacy and continuing education phases in most of the districts have not been able to take off as they could not jettison the yoke of literacy from their drooping shoulders and got bogged down. In these contexts, it is difficult to answer his optimistic but fundamental questions. The challenges are many and they cannot be addressed in the existing NLM dispensations, which have lost most of their flexibility and cutting edge seen during early nineties.

As correctly assessed by Prof. Choudhary, over bureaucratic functioning, lack of direction and loss of imaginative powers in the late nineties forfeited the confidence of literacy watchers of their ability to deliver the goods with the existing rusted programmes and leadership.

Among various reasons for apparent failure of the NLM is its complete break with the ideological contents of the programme which were announced with flourish both during the NAEP and the NLM days. The slogans of literacy, awareness and functionality, which were the hallmark of the NAEP, were later fine tuned into several declarations of goals pregnant with lofty ideals and competencies. But during operationalization, all were forgotten and only the component of literacy remained paramount.

The UNESCO as far back as 1990 have realized that the agenda of 'Education for All' should encompass basic education for children and early childhood education as a prelude to primary education. It apportioned higher priority to ECE than adult literacy. The International Literacy Decade declarations did not deviate from this objective either while calling for 50% additional literacy by 2015. Indeed, basic education for children is beset with many intractable problems, which need immediate redressal. Let Sarva Shiksha Abhiyan (SSA) deal with them more seriously than simply levying a 2% surcharge to gather a mere 5000 crores of rupees. Let NLM make its vast infrastructure available to the SSA and the task of eradication of residual illiteracy be left alone with the civil society and the NGOs – who would need far less funding from the Government to achieve far more. And let the Indian Adult Education take the overall lead.

Our immediate task is to leave aside literacy and turn our focus to adult education, the more fundamental discipline than mere literacy which is not only difficult to define but also difficult to sustain in a vast country like India. Indian non-literates have shown repeatedly that they can live without such type of literacy. They were not inspiring enough to attract them. The same has happened to formal schooling which has failed miserably to attract a sizeable section of our population in spite of many experiments undertaken throughout the country and millions of rupees spent on them. The Lok Jumbish, Shiksha Karmi or Education For All (EFA) in Bihar experiment and similar such experiments are unable to provide what was intended or expected due to the enigmatic problems of non-enrolment despite proliferation of schools both formal and non-formal, which now cover most of our villages.

Problems, perhaps, lie elsewhere. Perhaps, it is time to turn to neo-classical educational postulations immortalized by Ivan Illich, Paolo Friere and Antonio Gramci and many of their ilk to understand what subaltern education is all about. According to Illich, universal education through schooling (even adult literacy centers of NLM variety are nothing but schools) would be more effective if this was sought to be achieved by means of alternative institutions built on the style of present schools which engulf learners' lifetime heightening the

opportunity for learning, caring and sharing. 'The ethos of society is to be de-schooled' declared Illich in his seminal work 'Deschooling Society' (1970). He sought to de-mystify the myth of Institutional values, of measurement of values, packaging values and the last but the most important, the myth of self-perpetuating progress. According to him, if schooling is defined by a society as education 'then the members of that society, by making schooling compulsory, are schooled to believe that the self-taught individual is to be discriminated against; that learning and the growth of cognitive capacity require a process of consumption of services presented in an industrial, a planned and a professional form; that learning is a thing rather than an activity'. Illich discounted such types of schooling and called for focusing more broadly on the reorganization of the society and work in accordance with human needs. What better way may we have to redeem the UNESCO's call for linking literacy promotion with strategies of poverty reduction and with programmes of agriculture, health, HIV/Aids, environment and conflict resolution? In order to elucidate further his thinking on the right type of education, Illich emphasized on 'conviviality' as an instrument of social transformation. A 'convivial society' does not exclude schools in totality but does exclude those school systems, which have perverted into a compulsory tool, denying privileges to the dropouts. Fundamental to a convivial society is not the total absence of those institutions which Illich calls manipulative but existence of such institutions which promote a balance between institutions that create the specific demands they are specialized to satisfy and those that foster self-realization. To Illich, a good education system should have three purposes : (i) to provide all who want to learn with access to available resources at any time in their lives, (ii) to make it possible for all who want to share what they know with those who want to learn it from them, (iii) to furnish all who want to present a debatable issue to the public with the opportunity to make their arguments known. All these postulations can be the model base of a truly responsive continuing education programme where the so-called preraks instead of languishing in their desolate desks can try to find out the kind of persons who could make his efforts worthwhile.

Paolo Freire (1926-1997) was another visionary who looked at education from the learners' point of view. According to him, educational institutions do not create a learning society but the other way round. An adult educationist of a different mould, Freire considered education the key to freedom – freedom from hunger, from exploitation, from bondage and from the tyranny of prescriptive formal education whether for the children or for the adults. His emphasis on 'praxis', the word he coined to denote theory followed by action gave a new meaning to adult education and literacy. To him, learning of alphabets mechanically is wastage of time and never leads to real learning.

His methods of adult literacy are based on learning of words pregnant with social implications entwining the lives of the learners. The word 'FAVELA' meaning slum and 17 other related words created unprecedented enthusiasm among Freire's learners Sao Paolo slums generating barrage of questions and animated discussions. Whether they became literate or not by such exercises we do not know but he was certain that they have learnt to think about the causes of their deprivation and thus could breakout from the culture of silence.

Antonio Gramsci (1891-1937), the Italian revolutionary educational thinker and oldest among the three considered by us, is perhaps the theoretical Guru of Freire and Illich although they had no chance to meet him as he died very young. Neither the other two have ever referred to his thinking but all of them had an uncanny convergence on the true meaning of education and its liberating role. Gramsci's education is a combination of culture and ideology and according to him education is the product of culture and ideology dominant in a given time of history. He suggested that 'in the modern world, technical education, closely bound to industrial lab even at the most primitive and unskilled level, must form the basis of the new type of intellectual' (his word for educational thinkers) and consequently it meant education for all with an intimate link between school and work. The idea is not far from Gandhiji's Nayee Talim or our 'functional literacy'. Giving 'Praxis' a much wider meaning than Freire, Gramsci preferred that type of education based on philosophy of praxis, (which is) an ideological instrument for widening popular awareness of the mechanism of politics and culture, awareness of the historical and economical determination of ideas, and, therefore, rendering people more capable to master their own lives, to 'lead their own society and to control those who lead'. Although a product of his Marxist upbringing, the words still resonate with our own ideas of 'Awareness and functionality' strongly advocated during the NAEP and reinforced during NLM but seldom implemented.

The Challenge

With 304.20 million non-literates in the 7+ age group and 263 million in 15+ the challenge is daunting. If SSA can ensure universalization of elementary education, literacy is bound to rise both qualitatively and quantitatively. Let us concentrate on quality adult education, which will take care of continuing education in a more meaningful way than the present CE dispensations.

Adult education which we now propose will have no strings attached so long as they remain adult education and fulfil the emerging needs of adults

geared to the context of the life and living as espoused by Illich, Freire and Gramsci. There may, therefore, be millions of models suiting million of adult groups across the vast Indian sub-continent.

Our duty is now to hold widespread consultations among activists, thinkers and scholars, define adult education in the Indian context and involve the civil society and the NGOs to bring about a qualitative change and improvement in the curriculum, course content and methodology for emparting instructional lessons at all stages so that they are totally attuned to the perceived and felt needs, preferences and interest of adults for whom the entire programme is intended.

Need for Academic Mentoring of Junior Faculty Members in Higher Education

V. Thanikachalam

Synopsis

Majority of the middle level faculty members of higher education have expressed their deep anguish and dismay over the unfriendly professional attitude of their senior colleagues. Considering the emergent need to strengthen the higher education institutions to develop human capital and knowledge capital, there is a great need for academic mentoring of junior and middle level faculty members through influential and high performing senior faculty members, who are willing to share their expertise and experiences. It is expected that when the mentoring process is implemented in higher education institutes, it will empower junior faculty members in capitalising their personal and professional strengths and giving them the support and guidance to challenge themselves and take risks in consultancy works. This will produce appropriate human capital and knowledge capital development. Ultimately, the graduate students will benefit from this mentoring process and contribute to knowledge capital in all branches of higher education in India.

Background

In the twenty-first century, there is a need for development of human capital and knowledge. There is a vast potential for higher education institutes in all branches of specialisation to contribute to knowledge development. In the seventh to eleventh centuries, the ancient Indian Universities like Nalanda, Taktashila, Kanchi, etc. have contributed to both human capital and knowledge capital. One of the secrets of this success was due to mentoring work rendered by the senior Bikshus (Saintly Professors of repute) who lived in those universities.

In the last sixty years, the Government of India has invested substantial amount of resources in higher education. Now, the University Grants Commission, All India Council for Technical Education, Indian Council for Agricultural Research, Indian Council for Forestry Research and Education, Indian Veterinary Council, Indian Medical

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Council and Architectural Council of India, etc. are very much poised to assist higher education to reach global standards. All these Councils focus on the generation of knowledge capital through human capital.

In the last twenty years the State governments have not been in a position to invest further resources in higher education due to paucity of funds. The private entrepreneurs have started developing "educational industry" which yielded the highest return. But the process used seemed to be very weak. The educational institutions are not fully equipped. There is a paucity of qualified faculty. Many middle level faculty from the established Government and Government-aided institutions have started taking voluntary retirement and getting jobs in the `teaching industry'. This has created a total imbalance in the intellectual capital in these institutes.

These well established Government and Government-aided institutes could not grow to meet the challenges of human capital needs. There is over exploitation of middle level faculty. There is no innovation in educational programmes and projects. The quality of work life has deteriorated. The poor work culture further added problems to knowledge development. As a result of this, the students are not counseled to contribute in any way. In certain institutes, the morale of the faculty has gone down. The equipment are not maintained properly due to paucity of funds. The research and development work suffered to a large extent. The knowledge capital development continue to suffer endlessly. It is found that it is not possible to implement appropriate student services without mentoring the faculty (Thanikachalam, V., 2004).

To overcome some of the problems with respect to improving the quality of academic life, culture of research and development, there is a need to focus on the success strategy developed by ancient Indian universities. Considering the present day socio-economic problems and external control of educational institutions, developing a successful mentoring programme in the higher educational institutes is a complex process that involves a considerable amount of planning, design, implementation and evaluation: This article **describes** a conceptual model and the process of establishing a successful mentoring programme and guidelines to be applied in higher education institutions.

Objectives

The following are the objectives of this article:

1. To outline the concepts of mentor and mentoring.
2. To identify the process of mentoring in higher education.

3. To list the roles and responsibilities of mentors and protégés.
4. To evolve the mentoring process which will enable the human capital development.
5. To outline the possible impact on the human capital development and knowledge capital development.

Who is a Mentor ?

The concept of the mentor has existed since the times of ancient Greece. The definitions of a mentor are based on the viewpoints of various researchers and some of the definitions are presented in the Table.1.

TABLE -1: A SAMPLE OF MENTOR DEFINITIONS

Researcher	Definition of a mentor as it is interpreted to an educational institution
Philips-Jones (1982)	Mentors are influential senior faculty members who significantly help you reach your major life goals.
Kram (1985)	A mentor is an experienced, productive senior faculty who relates well to a less experienced faculty member and facilitates his or her development for the benefit of the individual as well as that of the institution.
Regins (1989)	Mentors are higher ranking, influential, senior institutional members with advanced experienced and knowledge who are committed to providing upward mobility and support to a protégé's professional career.
Reece and Brandt (1993)	Mentors are senior faculty members who have been where you want to go in your career and who are willing to act as your guide and friend.
Garrick and Alexander (1994)	A mentor is now defined as a senior faculty who takes on, or is given responsibility for another's learning and general development.
Beardwell and Holdern (1994)	Mentors are more experienced professors (senior faculty members) who guide, encourage and support younger or less experienced faculty or protégés.
Smith (1998)	A mentor is an older, more experienced professor or dean in the institution who takes on a younger member of the institution as a protégé, and through the relationship developed, helps the protégé to advance his or her career.
Lacey (1999)	A mentor is a trusted and significant leader who works with a partner (a mentee) to help him/her learn things more quickly or earlier, or to learn things they otherwise might not have learnt.
Wallis (1998)	A mentor is an experienced and often senior faculty member who supports and advises less experienced and often younger colleagues through their personal and career development.

As can be seen from these definitions, the concept of mentor is very broad. The common elements are:

(i) a mentor is usually a high ranking, influential, senior member of the institution (Professor, Dean or Director) with significant experience and knowledge, and

(ii) the individual is also willing to share his / her experience with younger faculty members like Lecturers, Assistant Professors, and Readers.

Today, the mentor is seen as a key support in implementing comprehensive human resource development strategies (Carruthers, 1993; Wallis, 1998; Garrick and Alexander,1994), take the developmental role of the mentor farther than most by arguing that the member 'takes on, or is given responsibility' for another's. While Beardwell and Holden (1994) argue that the development role is designed to enhance both career and psychological functions, Garrick and Alexander (1994) refer to mentor taking responsibility for the learning and general development of the protégé.

Mentoring Process and its Importance

The perception of mentoring is as varied as the concept of the mentor. This is a reflection of both concept differences and participant expectations. Spencer (1996) described mentoring as a relationship which gives senior faculty members the opportunities to share their professional and personal skills and experiences, and to grow and develop in the process.

Table-2 presents a selection of definitions that incorporate a variety of focuses. The common thread in these definitions is the developmental role of the mentoring process. All appear to emphasise the role of mentoring in assisting the protégé to learn, to develop and to make career plans.

TABLE - 2: A SAMPLE OF MENTORING DEFINITIONS

Researcher	Definition of a mentoring as interpreted to an educational institutions.
Carmin (1988)	Mentoring is a complex, interactive process occurring between individuals of differing levels of experience and expertise which incorporates interpersonal or psychosocial development, career and / or educational development, and socialization functions into the relationship.

Garrick and Alexander (1994)	Mentoring involves carefully planned activities to encourage mentees to analyse and reflect on their work performance, and to review the proposed next step in their personal career management programmes.
Beardwell and Holdern (1994)	Mentoring facilitates the learning to learn of their faculty members, contributes to the process of meaning-making in the institution and hence to its responsiveness to its environment, while meeting the developmental needs of younger faculty members.
Smith (1998)	Mentoring involves teaching protégés how to advance in the institution, promoting their careers by advocating their ability and gaining them exposure and visibility, and serving as a counsellor.
Lacey (1999)	Mentoring is a partnership between a more experienced faculty member and someone new to a role or the institution. It involves teaching, counselling, providing psychological support and motivation.
Appelbaum (2000)	Mentoring is a process of empowering faculty members by helping them capitalize on their personal and professional strengths, giving them the support and guidance to challenge themselves and take risks, and helping them to find an appropriate and rewarding career path.

Appelbaum (2000) argued that mentoring programmes should focus as helping a faculty to assess his or her experience, strengths and weaknesses, and providing guidance and support to enable him/her to make the most of the opportunities that arise. This interpretation appears to place much greater control of the mentoring process in the hands of the protégé. The emphasis in Appelbaum's view of mentoring is clearly on the benefit to the individual faculty member, although she also recognizes the benefits of a stronger culture, better team work, better use of human resources and the promotion of ideas gained by the institution.

Before beginning a mentoring programme it is essential that an institution addresses a number of key issues such as the expectations of the programme, what they want to achieve with mentoring, how the programme will be structured and how the results of the programme will be measured. They should also ensure that the roles of both parties (mentor and mentee) are clarified, and that a process of monitoring, evaluation and review is established at the outset. (Blunt, 1995, Messmer, 2000). In the last four decades the Japanese firms have implemented successful mentoring programmes. The impact could be seen in the spectacular achievement of the Japanese industries. Indian software companies have planned appropriate mentoring methods and implemented the same. Now, not only the software industry is receiving the outcome, but also the country gets valuable foreign exchange.

Planning for a Mentoring Programme

Needs of Young Faculty Members:

These need are enhancing the achievement in University Programmes, getting good professional exposure / training, selecting a good research project, development of competencies and problem solving skills, motivation for further education (M.Phil., Ph.D.), selection of consultancy projects, improving communication skills and financial management, etc.

Mentors:

They are the Readers, Professors, Senior Professors, Heads of the Departments, Deans with excellent professional communication skills, who are ready to listen, scrutinise the curriculum vitae, evaluate their protégés' aptitude, provide guidance to overcome the problems and to facilitate professional growth.

Mentoring Process:

(i) Matching of mentors and protégés and adoption of protégés,
(ii) Listing the expectations of the protégé,
(iii) Scheduling meeting between the mentor and protégé based on mutual convenience,
(iv) Exchanging e-mail IDs, and phone numbers,
(v) Actively listening to the problems of the protégé,
(vi) Reflective discussion with the protégé,
(vii) Empathetic responding,
(viii) Recognising and assessing mentee's needs,

(ix) Use of open-ended questions,
(x) Giving feedback and providing suggestions which are factual, specific, and accurate, and
(xi) Periodically discussing the progress and growth, and extending assistance and support based on the emerging needs.

Mentors Background:

Must possess professional characteristics, skills, and abilities that assist in the development of a positive mentoring environment.

CLUTTERBUCK (1991) Provides a set of Steps in Mentoring Process:

- Manage the mentoring relationship,
- Encourage,
- Nurture and teach the protégé,
- Offer mutual respect, and
- Respond to the protégé's needs.

Responsibility for the success of the mentoring relationship does not just rest with the mentor. The roles of the mentor may include those of a guide, teacher, adviser, friend, tutor, catalyst, coach, consultant, role model and advocate. The protégés must also approach the relationship with the right attitude. They must value the time and experience of the mentor, listen carefully, ask good questions and always be willing to expand their potential.

The roles and responsibilities of mentors and protégés are given in Table-3

TABLE -3: Roles and Responsibilities of Mentors and Protégés

Role and Responsibilities of Mentors	Roles and Responsibilities of Protégés
Facilitate the mentee's learning and growth	Set out to achieve intellectual skills and competencies
Provide information, guidance, feedback and constructive comments	Identification of developmental needs and setting goals in research and publications.
Evaluate the mentee's plans and decisions	Formulation of action plan to achieve learning goals.
Support and encourage and highlight shortfalls in agreed performance	Seek guidance and advice in their professional development.
Maintain confidentiality	

Manage learning experiences in the workplace	Accept responsibility for their own decisions and actions, and maintain confidentiality
Manage the development of the relationship	
Select & use appropriate learning strategies	Act on expert and objective advice
Invest time and effort	Carry out set tasks and projects
Maintain regular contact and communication with the mentee	Investment of time and effort; regular contact and communication with mentor
Liaise with programme co-ordinator, and the mentee's line manager	Receptive to feedback and coaching
	Manage the development of the relationship

Benefits of mentoring in the educational institutions are given in Table -4.

TABLE -4: Benefits of Mentoring in the Educational Institutions:

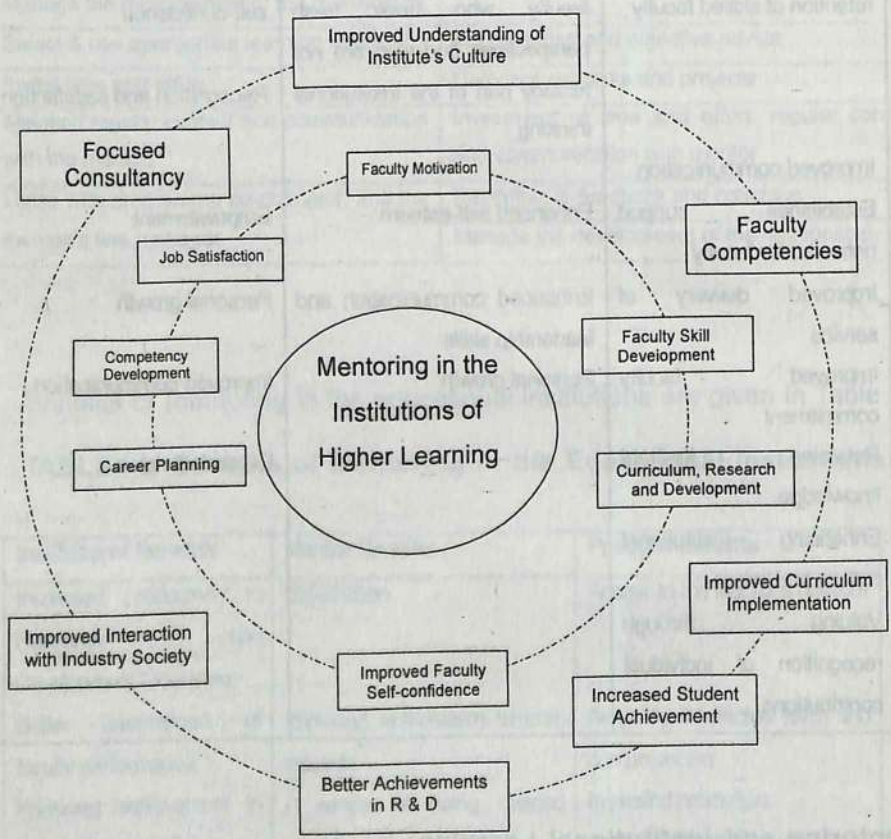
Institutional Benefits	Mentor Benefits	Protégés Benefits
Increased productivity in Research and Development Extension	Satisfaction	Access to the Mentor's network
Better assessment of faculty performance	Improved enthusiasm intrinsic rewards	Acquiring intellectual skills and competencies
Improved achievement in knowledge capital	A sense of being needed professional recognition	Improved promotion opportunities and career mobility
Latent talent discovered	Opportunities to test new ideas	Status
Source for Human Capital	Improved ability to share experience and cognitive strategies	Obtaining a role model
Performance improvement		Insights into the culture and unwritten rules
Faculty challenged to grow	Opportunities to reflect upon their roles	Supportive environment

Better recruitment and retention of skilled faculty	Challenging discussion with faculty who have fresh perspectives and who are not already part of the institutional thinking	Development of professional self-confidence
Improved communication		Recognition and satisfaction
Establishes support networks for faculty	Enhanced self-esteem	Empowerment
Improved delivery of service	Enhanced communication and leadership skills	Personal growth
Improved faculty commitment	Personal growth	Improved communication
Retaining institute knowledge		Expanded vision
Enhancing institutional culture and image		
Valuing through recognition of individual contributions		

Mentoring and Institutional Learning:

The curriculum needs to cover every performance requirement of the industry, since technology development and utilization may be rapid. Also the faculty performance may not be commensurate with the input. The information available to select an industry-based project may be limited. Guidance required for preparing an article for a seminar may be limited. Under these circumstances, mentors provide guidance to overcome the problems faced. Also mentors can guide the faculty to achieve professional growth. Well performing colleges identify the potential faculty who can perform very well at national projects and programmes. These faculties are provided with mentors.

Institutional learning involves the process of reasoned learning towards desirable outcomes for the individual and the institution. These outcomes should foster the sustained development of both the individual and institution, within the present and future organizational context.



Contributions of Mentoring in the Institutions

Expected Outcomes of the Mentoring Programmes:

- More motivated and more competent faculty and students,
- Improved interaction between functional areas / departments,
- Increased support systems and networks in times of change,
- Improved networking and communication skills,
- Increased self-confidence and job satisfaction,
- Better understanding of institutional culture and values,

- Better perception of career prospects and opportunities to discuss career planning,
- Better resource utilization,
- Better R&D projects, and consultancy programmes, and
- Better students through improved curriculum implementation.

Mentoring in an Academic Environment:

The context of the mentoring programme will have an important influence on how it is structured and the outcome that can be expected. The principles underlying mentoring and institutional learning are just as relevant and useful in an academic environment as they are in other organizational environment.

The benefits of mentoring faculty members within an academic environment are parallel to those experienced by any organisation adopting a successful mentoring programme. Cunningham (1999) summarises the benefits of acclimation of new faculty to academia, enhanced teaching effectiveness, increased job satisfaction and faculty vitality, scholarly productivity and faculty retention.

Helping students and faculty adjust to the workshops and acquire skills and experiences that help faculty and technical support staff development and contribute to the workplace are key reasons for establishing a mentoring programme.

Since the work of an academic institution can be divided into three basic components teaching, assessment and course administration, institutional development, and service, faculty mentoring can be tailored to address each of these areas, and the specific needs of the academic staff members. The emphasis given to these components will vary within each mentoring relationship according to the experience and rank of the staff member concerned.

To determine the specific focus of the mentoring programme for an individual faculty member, it is necessary to take into account the characteristics of the academic, the components being developed, and the various parts of the situation that have a role to play in staff development of particular importance in designing any mentoring programme and building a mentoring relationship is understanding the members current position / status in their career and the activities or skills most relevant to them at that time. This could be determined by considering the position of the academic staff members and their professional development needs as outlined in Table-5.

TABLE-5

Career Stage	Professional Development	Mentoring Focus
New entrant probationary level Lecturer	-Curriculum Interpretation -Assessment -Instructional planning -Laboratory management -Team building -Administration procedures	-Curriculum evaluation -Student evaluation -Purchase procedure -Laboratory / workshop maintenance -Guidance and support
Middle level career Senior Lecturer	-Part-time post graduate programmes -Professional scholarly publications, monographs, textbooks -Curriculum Development -Instructional Media Development	-Programme selection -Career development -Professional development
Senior stage contribution to discipline advancement to senior positions (Reader, Professor and Dean)	-AICTE meeting -ISTE meeting -DTE meeting -Continuing Education Programme Development -Innovative Curriculum Development -Consultancy Project Preparation -Institutional Development -Evaluation Report Preparation -Accreditation -Networking with Industry -Conduct of sports, College Day, Hostel Day -Handbook, -Continuing Education.	-State Govt. Policy -Central Govt. Policy -AICTE Norms and Standards Expectation of Industries -Projects available with AICTE / UGC -Community Development Scheme -ISTE Programme Development -Emerging trends in technology and their application.

A consideration of their career stages and the requirements associated with this will enable the mentoring programme to be focused on the specific needs of the individual. Tailoring the mentoring to the individual faculty members will help to develop the right habits in new entrants, and keep them motivated and focused as they progress through their careers.

As the support and development needs of each staff member change over time, it is obvious that their mentoring requirements will also change. Senior members of faculty can perform all academic mentoring roles to the same levels of the success. Therefore, a mentoring programme designed to grow and develop with the faculty members may involve the use of different

mentors for different activities, and at different times. The student needs are given in Table -6.

TABLE -6

Stage	Student's Needs	Mentor's Activity
Before Entry	Selection of appropriate programme of study, institute, course fee, scholarship, hostel aminities	Guidance based on evaluation of institutes and their programmes
At the time joining	Registration for programme, elective courses, facilities and infrastructure	Guidance based on the potentials of the programme, needs and capabilities of the students
During the programme	-Selection of electives, industrial training, projects, -Selection of topics for seminars Selection of themes for competition	Guidance based on the future utility and the industrial needs
	-Selection of co-curricular activities, leadership development, and competency development	Guidance by evaluating the opportunities and the needs of the students
	-Selection of industries for apprenticeship	Guidance based on the potential needs
	-Selection of career, Campus Interview, Career Guidance.	Guidance based on the growth of the industry
	-Selection of higher education programmes, potential institutes	-Guidance based on the potential and needs of the students

Summary

The potential benefits to be gained from mentoring, for both new and well established academics are numerous, and would serve to enhance the culture of any institution. Any college or higher educational institution that has experienced problems in attracting and retaining faculty members should consider the issues raised in this article. An appropriate model can be developed to suit to the needs of the institution.

Despite the potential benefits of such a programme, there are a number of issues and limitations that need to be recognised. First is the time required

by both the parties (protégé and mentor) involved in such a process. The heads of the colleges are unlikely to have sufficient time to be involved in mentoring individual faculty members on a regular basis. Not all mentoring relationships are satisfactory. A number of problems have been exposed with cross-gender mentoring relationships. The academic freedom is also to be considered in planning mentoring programmes. At no time mentoring can be ordered, but it is to be implemented through mutual acceptance.

The new students need mentoring, which is more than advising or coaching. The colleges, which have implemented academic mentoring, got tremendous impact. Their students performances are outstanding. Hence, it is suggested to have mentoring process for the faculty and students.

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Environmental Awareness: Maintaining a Sustainable Society

Reeta Agarwal

Indian culture evokes respectful and positive attitude towards protection of environment and manifests a great concern for the ecological balance. The national and international agencies have been making commendable contribution for environment protection and towards maintaining a sustainable society. The report of the World Commission on Environment and Development (**Bourndland Report**) (1987) says "Environment is where we will live..... and development is what we all do in attempting to improve our lot within that abode. The two are inseparable."

Our country has a unique environmental heritage. It presents almost all types of habitats of the world and all most all types of ecosystems such as mountains, coastal areas, mangroves, landmass, water bodies, forests and islands. However, our development processes that are based on intense utilization of natural resources and energy intensive technology, along with pressure of population and poverty, have caused a great damage to environment and resources. India's rivers are heavily polluted, forest cover is much below the target areas stipulated by National Forest Policy (1988) and our industries that consume most of our resources are throwing poisonous effluents and emission, polluting air, water and soil.

Our agriculture though made us self-sufficient in food grains has adopted a strategy that demanded heavy use of fertilizers and pesticides. This led to water and soil pollution.

Our government has identified policy issues for promoting sustainable development. It has identified major causes for environmental damage. Accordingly, environmental damage is an interplay of socio-economic and technological activities and environmental changes may be due to many factors like poverty, pollution, urbanization, economic growth, energy use and other related issues.

The main factors contributing to urban air quality deterioration are growing

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industrialization and increasing vehicular pollution. Industrial pollution is concentrated in industries like petroleum, refineries, textiles, pulp and paper, industrial chemicals, iron and steel and non-metallic mineral products. Small and medium scale industries like foundries, chemical manufacturing industries are also significant polluters.

Studies by Central Pollution Control Board (CPCB) on the ambient noise level show that noise levels in most of the big cities exceed the prescribed standards. The major sources of noise are vehicles, diesel generator sets, loudspeakers, construction activities and bursting of fire crackers.

Water Pollution

The major sources of water pollution are discharge of domestic sewage and industrial effluents which contain organic pollutants, chemicals and heavy metals and run-off from agriculture and mining. The major water polluting industries include fertilizers, leather, metal plating and other chemical industries, with increasing demands on mankind to fulfill different needs. They use various types of chemicals. As a result, we have to face the most dreaded challenge which pollutes our environment. The chemical pollutants contaminate air, water and soil and make them unhealthy for living organism. All these toxic chemicals are studied in Chemical Toxicology.

Radiation Pollution

Radiation pollution in another type of environmental pollution. Every living organism always expose to some harmful radiation. These radiations come from various sources and badly affect the living organism in our environment. Radiation sources can be divided into two categories: natural and anthropogenic. Natural sources include solar rays, environmental radiation, radinuclied in earth **and internal** radiation source. Anthropogenic sources include X-rays, Radio-isotopes, nuclear power plants and nuclear reactors. To control and protect these effective radiation, some preventive measures should be taken.

After discussing some major causes for environmental damage and resources depletion, we may now look at the thrust of our policy on environmental issues. Our country is a signatory to various international conventions, seminars, programmes and conferences, which are concerned with environmental protection, resource utilization and sustain development. It has also been participating in other international programmes such as Commission on Sustainable Development (CSD), United Nations Environmental

Programmes (UNEP) and South Asian Environmental Cooperation Programme (SAECP). Because environmental problems concern the entire World, they cannot be solved by one country alone and they require international cooperation and have to be tackled at the global level.

The relationship between man and environment is very closely related to the promotion of sustainable development. Nothing can be achieved in this field without the help of people. People's participation is the first and foremost requirement. No programme can be successful until and unless every citizen volunteers to take the task himself. The Chipko Movement is one of the best examples one can cite in this context to show the role people can play for the protection of environment.

Environmental education is equated with education for survival. It is for the young and the old. The massage should be carried out in both formal and non-formal educational systems. Environmental education is a compulsory subject for primary, secondary and higher levels of education, such as B.A., B.Sc., B.Com. B.E., M.B.B.S. and other undergraduation courses. The corresponding postgraduate courses need a systematic planning. The general population can be educated through the mass media like television and radio. Movies, play a vital role in creating awareness in the general public. People should be urged to raise trees. 'Each one plant one' must be properly implemented.

The educated youth must come forward and try to make the environment more green. Young men and women should engage themselves in planting samplings, distributing them to the people or enlighten the common man regarding the trees and forests. There are large areas of wasteland which are barren and need to be reclaimed. The youth of today can help in the plantation of trees in these areas. People of cities and villages can be motivated to keep their areas green and full of plants by organizing competitions and awarding prizes for their endeavour to grow plants in a planned manner. Similarly interschool competitions can be held which will encourage the children to plant more trees.

Nature is beautiful and its beauty should be maintained. The public should involve itself in this. Only the Government measures – without the help of people, cannot be effective in keeping the nature young and blossomed and bejeweled with its ornaments of trees and herbs. The need today is trees and more trees. It is our responsibility to see that the future generation gets a better and cleaner as well as healthy environment.

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(*Editor:* K.C. Choudhary; Executive Editor: Prof. S.Y. Shah)

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This monthly newsletter carries information on activities of IAEA and its branches along with news and developments in the field of adult education and its allied areas.

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The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education, which it 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 instituted Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of eminence.

The Association has brought out many publications on themes related 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. Its membership is open to all individuals and institutions who believe in the aims and objectives 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 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 and current experiments in the field. Contributions on a wide range of themes within this broad framework are welcome.

The average length of a manuscript should normally be between 1500 and 2000 words; in exceptional cases, longer articles can also 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 floppy disc (MS Word).

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EDITOR'S NOTE

A journal like the Indian Journal of Adult Education thrives on the interests of its readers. IJAE has a mixed readership. Some readers are researchers and others are practitioners. Some are policy makers and others are academicians. Some are senior company executives and others are senior bureaucrats. IJAE is the only journal on Adult Education in India which has a foreign readership. Therefore, those who write for IJAE have to constantly keep this in mind.

Your editor has learnt a lot about social science research methodology while editing the articles/papers he gets for the journal. His first request is that articles/papers sent for IJAE should conform to the usual norms used in preparing them. To be very frank, he has to say without any fear of contradiction that the articles/papers coming to him reflect a casual attitude of the writers. Moreover, the articles/papers do not measure well on Rudolf Flesch's Readability Formula. In other words, the articles/papers have to be readable so as to be remembered by the readers and to be sustained in the interest-horizon of the readers.

The Year is going. For the Indian Adult Education Association, it has been a memorable and eventful year.

May they year 2007 be more eventful. Merry Christmas and Happy New Year to all of you.

Prof. B. B. Mohanty
Guest Editor

Post Literacy and Continuing Education Programme at Work: Some Neo-Literates' Views

M. Shanthi Priya

Among the public policies introduced in post-independent India, Literacy programmes are the most dominant programmes, next only to land reforms. In terms of impact and socio-economic consequences, it would have wide ranging and far reaching impacts on society. Adult education aims at promoting individual, social, cultural, economic and political development of the people.

Concept

The concept of 'Adult Education' implies provision of educational facilities to adults who did not have the benefit of formal education during their school going age. The classical notion of literacy, which is still widespread in our county, is reading, writing and arithmetic.

The working of this programme needs to be thoroughly examined and has to be perceived by those who are engaged in this endeavour. An attempt is made to elicit the views of 100 Neo-literate participants about their socio-economic back ground, their attitudes and their perceptions about various facets of post-literacy and continuing education programme (PL & CE). This would provide an insight into the dynamics of post-literacy and continuing education programme.

The effective functioning of post-literacy and continuing education programme (PL & CE) depends mostly on the interest and commitment of neo-literates, as they play a crucial role in the development of the programme. Therefore, an analysis of the experiences of neo-literates, who are the direct beneficiaries of the PL & CE programme provides an insight into several operational aspects of the programme. This would also bring out the gap existing between promise and performance, highlighting the strengths and

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weaknesses of the programme. For this, 100 neo-literates are selected from the rural centers in the three revenue divisions of the Seema District in Andhra Pradesh. The respondents are selected for giving weightage to the performance of adult education i.e, good, average and poor performance of the centers. A structured questionnaire was administered to the respondents to elicit their opinions on the performance of the PL & CE programme. In view of this sample selection, it is hoped that the conclusions drawn based on the opinions of the respondents would hold good to the extent they are relevant in the other districts of the State.

To start with, an attempt is made to understand the socio economic background of the neo-literates to find out their caste, age, occupation, and income background as presented in Table-1

Table-1

Caste and Sex background of Neo-Literates

Sl.No.	Caste	Male	Female	Total
1	SC	17	13	30
2	ST	10	05	15
3	BC	11	22	33
4	OC	12	10	22
	Total	50	50	100

The Table-1 presents that caste particulars of the respondents a majority (33%) of whom come from backward classes, 30 per cent of whom belong to scheduled caste and 22 percent to forward castes. A significant 15 percent belong to the scheduled tribes. Thus PL & CE programme in the districts is covering the different castes meeting their representations in the district.

The analysis also reveals that the PL & CE programme is also not discriminating between males and females and their representation is 50:50. The representation of female neo-literates from all the castes, by and large, is the same. Caste system is not a hindrance for the female neo-literates to participate in PL & CE programme.

The age particulars of the respondents reveal that most of them (46%) represent the middle age group, followed by the young age group (35%) and those above 36 years (19%).

Table – 2

Age particulars of the Respondents

Sl.No.	Age Group	Frequency	Percentage
1	Up to 25 yrs	35	35%
2	26 to 35 yrs	46	46%
3	36 and above	19	19%
	Total	100	100%

Table – 3

Income Background of the Respondents

Sl.No.	Income per year	Frequency	Percentage
1	Up to 20,000	63	63%
2	21,000 and above	37	37%
	Total	100	100%

The income particulars of the respondents presented in Table –3 indicate that a majority (63%) of them come from lower income group, followed by 37 percent from the middle income group. Thus, participation of lower income groups is more in the PL & CE programmes.

Table-4

Occupational Background of the Neo-Literates

Sl.No.	Occupation	Frequency	Percentage
1	Cultivation	22	22%
2	Agricultural labor	46	46%
3	Artisan	12	12%
4.	Beedi making	10	10%
5.	Business	10	10%
	Total	100	100%

Table –4 shows the occupational background of the neo-literats, among whom a majority (46%) depends on agricultural labor and cultivation (22%).

Some of the respondents are rural artisans (12%) and other respondents are in Beedi (10%) business. Thus, an overwhelming percent of them depend on labour for their livelihood. This situation also takes them into the cob-webs of bondage. However, their participation in PL & CE programme would be beneficial and would go to emancipate them from their masters or employers.

Section –II

Opinions of the Neo-literates on PL & CE

An understanding and assessment of the opinions of the neo literates provide a clue to the impact of PL & CE programmes on their living conditions and also an awareness of their surroundings.

Table-5

Reasons for joining the Centres

Sl.No.	Reasons for joining	Frequency	Percentage
1	To become literate and to get knowledge	45	45%
2	To acquire functional skills and be socially awareness	32	32%
3	For social prestige and learning good things.	23	23%
	Total	100	100%

The Table-5 presents the reasons, as to why the respondents join the PL & CE programme. A majority (45%) of them replied that they joined the PL & CE programme to become literates and to get knowledge about their society. A little over one third (32%) of them replied that they wanted to acquire functional skills and social awareness and about (23%) of the respondents stated that their participation in the PL & CE programme enhanced their social status in the society. Thus, the main objective of participation is in consonance with the broad objectives of the PL & CE programmes.

Table –6

Problems encountered by the Neo-Literates

Sl.No	Problems	Frequency	Percentage
1	Lack of physical facilities like location, accommodation, furniture, lighting etc.	43	43%
2	Lack of relevant learning materials and adequate number of copies etc.	26	26%
3	Preraks' inability to make classes interesting	16	16%
4	Poor, socio economic conditions of the neo-literates tired after days' hard work	15	15%
	Total	100	100%

When asked to state their opinions on physical facilities and problems like location, accommodation, furniture, lighting etc., 43 per cent of them mentioned that the facilities were inadequate and did not attract them to the PL & CE programme. The remaining (26%) said that the concerned authorities at the center did not encourage them to acquire functional literacy. The quality and the contents of the learning materials are not relevant for increasing their functional literacy and social awareness or to meet their real needs. The remaining (16%) expressed that of Preraks were not able to run the centers properly. And (15%) expressed that poor socio economic conditions of the neo-literates are the major problems encountered by them.

Table-7

Suggestions for Effective Functioning of the Centres

Sl.No.	Reasons for joining	Frequency	Percentage
1	To provide relevant learning materials and recreational facilities etc	42	42%
2	To provide better physical facilities like location accommodation, furniture, lighting etc.	31	31%
3	To provide employment opportunities to neo-literates	27	27%
	Total	100	100%

The Table –7 reveals the suggestions made by neo-literates for improvement of the PL & CE programme. A majority (42%) of them suggested that the Centre should be equipped with relevant reading materials like newspapers, magazines, and others (31%) said that the Centers should also possess the necessary physical facilities. The remaining (27%) of the respondents expected that the Centre should secure them employment either in the Centre or elsewhere. Vocational education and income generating programmes must be provided in the Centres.

Conclusion

The working of post-literacy and continuing education program is examined form the neo-literates' viewpoint. A majority belongs to backward caste, scheduled caste, forward caste and scheduled tribes. Most of the respondents represent middle age and young age groups. There occupational background is agriculture and agricultural labour, business and some of them are rural artisans. A majority (63%) of them come from the lower income group, and followed by middle-income group. Almost all are aware of the objectives of the programme, the reasons for joining the Centre to become literates, to get knowledge and upgrade the functional skills and to give their opinion on physical facilities. A majority of them mentioned that the physical facilities were inadequate and quality and context of the learning materials were not relevant. The Preraks did not have necessary commitment in attracting the learners to the Centres and organising them successfully.

A majority of them also suggested that the Centres should be equipped with reading materials, have physical facilities and a conducive atmosphere for learning.

A Study on the Opinions of the Volunteers towards Akshara Bharathi: Programme in Visakhapatnam District, Andhra Pradesh

B. S. Vasudeva Rao
P. Viswanadha Gupta

Literacy is a process, which dispels ignorance and promotes rational thinking. Literacy, thus moulds a person to become a responsible and knowledgeable citizen. In a democratic society, people cannot remain silent spectators of the vast changes taking place in society. But, they have to participate effectively not only in the decision-making process, but also in the formulation and implementation of the developmental programmes. To achieve this objective, all the citizens need to be made literate. In other words, literacy is the tool for personal and national development.

According to Mahatma Gandhi, "Adult Education neither begins nor ends with literacy. Literacy cannot force upon the toiling masses desperately engaged in just living somehow. A lonely and tired people will have no genuine interest in literacy. Literacy must come as the response to the inner urge of the people themselves, who have eaten some food during the day and have marginal energy. The best way to bring literacy to such people is to make the programme life-centred."

Since independence, the Government of India has been making sincere and consistent efforts to eradicate this scourge of illiteracy, besides the efforts made by the voluntary agencies and social workers. The framers of Indian constitution had called upon the Government to provide free and compulsory education to all the children up to the age of 14 years by the year 1961. The Directive Principles of the State Policy include universal compulsory primary education to all children. Even today, it looks like a distant dream. Keeping this in view, during the year 1977-78, the Government of India launched a nation-wide programme towards eradication of illiteracy and named it as the National Adult Education Programme (NAEP).

This is a comprehensive and integrated literacy campaign, which aims to promote basic literacy, social awareness and functional skills. On 5 May

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1988, the Government of India initiated another programme known as the National Literacy Mission. The Mission approach was designed as a three-pronged attempt to eradicate illiteracy such as Total Literacy Campaign. Post-Literacy Programme anti Continuing Education Programme. The NAEP was center-based project in approach and the National Literacy Mission (NLM) was designed as mission and volunteer-based approach.

Total Literacy Campaigns were launched in all the districts of Andhra Pradesh. While twenty-two districts completed post literacy campaigns. Twenty-two districts have taken up continuing education programme. In October 2000, the Government of Andhra Pradesh launched a special literacy drive for self-help group members and especially for DWCRA women and named it Akshra Sankranthi. In spite of all these efforts, at present it is estimated that about 60 lakh adult illiterates, between the age group of 15-35 years are in Andhra Pradesh.

The Government of Andhra Pradesh launched a literacy programme called Akshra Bharathi on 6 January 2005, to educate illiteracy and adopted the same objectives of Akshara Sankranthi.

Keeping the above objectives and directions from Government in view, the Zilla Saksharatha Samithi, Visakhapatnam, has launched Akshara Bharathi Programme on 6 January 2005. This programme is part and partial of Total Literacy Campaign with different nomenclature.

The specific objective of the programme is to impart literacy to 1,76,073 illiterates who are in the age group of 15-35 years. Normally a Centre has 10 to 20 learners. The Volunteers were identified by the Z.S.S. out of the locally available interested persons, Preraks and Assistant Preraks of C.E.Cs educated and unemployed youth and voluntary workers. These people were responsible to impart education to the beneficiaries at the centre level. As many as 10,528 Akshara Bharathi centres were established in this district.

Level of Literacy

The literacy level to be attained only on successful completion of the two levels of course programme as per the guidelines of State Resource Centre, Hyderabad.

Level –1: Ability to

- Read and write words and sentences having almost all letter, vowels signs some conjunct letters.
- Read and write numbers up to 1000 and do simple addition and subtractions up to 100.
- Write names of family members and one's address.

Level-2: Ability to

- Read and comprehended a small passage (unknown text / news paper head lines, road sign boards).
- Compute simple problems involving multiplications and divisions.
- Write letters, fill up forms and keep diaries.

It is expected that an average learner will achieve this level in 200 hours of teaching- learning process, after compiling which, the person will be declared as literate.

There is a need to conduct research studies on various aspects of Akshara Bharathi Programme in order to improve the functioning of the programme. Hence, an attempt was made to study the functioning of Akshara Bharathi centres in Visakhapatnam district with the following objectives:

1. To analyse the personal background of Volunteers associated with the programme.
2. To get the opinions of the Volunteers towards functioning of the programme.
3. To list the problems faced by the Volunteers in the field.
4. To suggest the remedial measures for the improvement of the programme.

Area of the Study and Sample

The field investigation was conducted in two Mandals of Visakhapatnam district. The Mandals selected for the Study were Pendurthi and Anandapuram. The Anandapuram Mandal people were engaged mainly on agricultural and allied activities and the people of Pendurthi Mandal were engaged in daily

wage earnings in semi-industrial sectors, besides agricultural works. In these two Mandals, a total number of 241 (93 centres in Pendurthi and 148 in Anandapuram) Akshara Bharathi Centres were started by the Zilla Saksharatha Samithi, Visakhapatnam. Akshara Bharathi Centres were managed by the Volunteer. Out of the 241 Volunteers, 96 Volunteers were chosen from the two Mandals on an equal ratio. These 96 Centres were selected random, from the list of 241 Akshara Bharathi Centres functioning in the two mandals.

Tools

An interview schedule was specifically designed for the purpose of collecting the data on various aspects of Akshara Bharathi Programme and supplied to the Volunteers. Besides the primary data, the secondary information was collected from the records of ZSS. The participatory appraisal method was also used.

Findings and Discussions

Profile of the Volunteers

The background characteristics of Volunteers always play a dominant role invariably in any gigantic mass programmes. An attempt was made to examine the Volunteers' personal information such as sex, age, religion, caste, occupation and educational qualifications in relation to Akshara Bharathi and presented in the Table, which shows that a majority, [60 (62.50%)] of the Akshara Bharathi Centres are being managed by Women Volunteers, whereas there were only 36 Male Volunteers (37.50%). This indicates that females are more involved in the cause of eradication of illiteracy.

An analysis of age structure of Volunteers shows that, a majority i.e., 46 (47.91%) of them was below 20 years and 40 (41.66%) Volunteers, were between 21-25 years. This shows that the youth (below 25 years) were more involved in the programme.

The religion-wise distribution of the sample shows that a majority, i.e., 84 (87.50%) of the Volunteers were Hindus. Only 12 (12.49%) respondents

Table: Personal Characteristics of the Volunteers

Sl. No.	Personal Characteristics	Frequency	%
1.	Sex		
	Ma1e	36	37.50
	Female	60	62.50
2.	Age		
	Below 20 years	46	47.91
	21 – 25	40	41.66
	26 and above	10	10.41
3.	Religion		
	Hindu	84	87.50
	Muslim	2	02.08
	Christian	10	10.41
4.	Caste		
	Other Castes	18	18.75
	Backward Castes	64	66.66
	Scheduled Castes	14	14.58
	Scheduled Tribes	-	00.00
5.	Educational Qualifications		
	10^{th} class below	30	31.25
	10^{th} class passed	54	56.25
	Intermediate	12	12.50
	Degree / P.G.	-	00.00
6.	Occupation		
	Unemployed	82	85.43
	Employee	6	06.25
	Agriculturist	2	02.08
	Students	4	04.16
	Others	2	02.08

were Christians and Muslims. The presence of Hindus was more because these Mandals were thickly populated by Hindus. Regarding their social class, 64 (66.66%) Volunteers were from backward caste and 14 (14.58%) from scheduled caste. Only 18 other people of other castes were as Volunteers.

The educational qualifications of Volunteers from the sample shows, that majority, i.e., 54 (56.25%) were with 10th class certificate and 12 (12.50%) has passed their intermediate examinations. The involvement of graduates and postgraduates as Volunteers was insignificant. It was evident that highly educated persons were not showing interest in this programme and also the agency failed to involve them.

The occupational backgrounds of sample Volunteers indicates that nearly 86 per cent were unemployed youth. The other categories like employed and students were not involved in the programme.

Training of Volunteers

Training plays a vital role in the functioning of any programme, particularly the adult education programme. But the evaluation studies of earlier adult education programmes revealed that the training was a weak link in the programme. Hence, this factor was also examined in the Study. The Volunteers were asked to state whether they had attended any training programme organised by Akshara Bharathi. It was found that all the Volunteers participated in training programme conducted by the Visakhapatnam ZSS. The ZSS had organised the training programmes each of six-days duration. As per their opinion, the training given was not adequate (91.66%) for them and they needed more intensive training. However, 8 (8.34%) Volunteers reported that the training programme was adequate.

Accommodation of the centre

The functioning of Akshara Bharathi Centres also depended much on the places where the centres were located. As per the guidelines of ZSS, an Akshra Bharathi Centres may be housed in the school building, panchayat office or any other public building. Akshara Bharathi Centres were established in the village where people came forward to provide suitable accommodation. Out of 96 Akshara Bharathi Centres, 38 (39.58%) Centres were functioning in the buildings of community halls. 22 (22.91%) were located in the school and at Volunteers' houses respectively, and four housed in temples. About 10 (10.41%) Centres were functioning at the learners' houses. The Volunteers were asked to indicate whether the location and time were convenient to the learners or not. Many of the Volunteers opined that the building and time were convenient to the learners. However 28 (14.57%) of the volunteers felt

that the building and time were not convenient for the learners.

Supply of Teaching-Learning Materials

In order to sustain the interest of the learners and for the up gradation of literacy skills during this programme, Primar-1, Primar-2, pencil, eraser and small note books had to be supplied to the Akshara Bharathi centres. The materials were supplied in time to most of the centres. However, 10 (10.41%) Volunteers expressed a negative opinion.

Average Attendance of the Learners

Each Akshara Bharathi Centre had to enroll 15 - 30 illiterates. Majority of Volunteers reported that the average attendance in their centres was between 6 to 10 learners. About 18 (18.75%) Volunteers stated that on an average, 10 to 15 learners were attending the centres regularly.

Causes for Absenteeism

The Akshara Bharathi Programme was not upto the expectations due to various factors. An attempt was made to identify the factors for not attending the centres. The learners' major problems, as reported by the Volunteers, in order of priority were:

1. Agricultural work, daily wage earnings and seasonal migrations
2. Physical strain due to work in their field
3. Caring of younger children at home.
4. Adjustment problem with co-learners and feeling shyness to sit in the Centre.
5. Watching of T.V. serials.
6. Discouragement from the elders and neighbours and
7. Lack of time due to household work and influence of social customs.

Problems of Volunteers

It is but natural that any programme will have some organizational, academic and administrative problems. There is no exception in case of literacy campaigns also. These problems will seriously affect the functioning of the programme, in the absence of proper monitoring mechanism. The Akshara Bharathi Programme too had some problems, and these problems

had to be identified for taking up remedial measures. Hence, the Volunteers were asked to cite three important problems as they considered. The major problems, as per their responses were:

1. Lack of honorarium and incentives
2. Non-availability of proper buildings to organise class
3. Delay in the supply of primers / books in some cases
4. Inconvenient location of the centres.
5. Inactive participation of illiterates, beneficiaries and people.
6. Lack of awareness and understanding about the importance of education and objectives of Akshara Bharathi programme among the masses.
7. Apathy on the part of villagers, political leaders and village officials.

Observations

1. The programme was more effective in Anandapuram Mandal compared to Pendurthi Mandal.
2. Both the Mandals were thickly populated with backward class community. Hence, there was a need to organise B.C. welfare programmes, so that the functioning of the Centres will be more effective.
3. Involvement of Trade Unions, political parties and voluntary organizations were insignificant.
4. Monitoring of the programme was to be strengthened.
5. The absence of accountability on the part of implementing agency, Trade Unions, political parties, village officials and voluntary agencies was clearly visible in this national endeavour.
6. The villagers were giving priority to the economic issues rather than education. They were showing interest in welfare programmes.
7. The village leaders were coming forward to be involved in Government welfare schemes and were indifferent to the functioning of literacy centres.

Suggestions

1. Involvement of village elders and officials is necessary.
2. Regular motivational camps to be arranged in order to motivate the illiterates to attend the centres.
3. Employed people's participation as Volunteers to be improved, so

that out of respect on them more learners will enroll and attend.

4. Most of the Volunteers as per the study were unemployed youth. Some kind of incentives like giving priority in employment, welfare programmes such as PMRY, Rajiv Yuva Sakhti, WAMBAY and Rajiv Gruhakalapa Housing Schemes and priority in sanction of bank loans to start self-employment activity are necessary.
5. The Zilla Saksharatha Samithi has to continue the Varam-varam Vignam programme (adopted in continuing education) in clusters of villages to create awareness and motivate illiterates to attend for learning.
6. Creating necessary infrastructure facilities including perment housing for adult education centres as in the case of formal education.
7. More rigorous training is necessary for Volunteers. It should have a minimum duration of fifteen days.
8. Involvement of people with different backgrounds to create motivation among villagers and more supervision on the activities of Akshara Bharathi Centres are necessary.

The Volunteers of Akshara Bharathi were facing some personal, organizational and functional problems in running the Centres. The ineffective monitoring system, dis-interest and pre-occupation of learners, inconvenient centre location, non-cooperation of villagers, apathy of political and trade union leaders, absence of motivational programmes and inadequate training are some of the influencing factors.

Hence, there is increased importance being attached to the eradication of illiteracy by making it a social movement. It necessitates the development of a comprehensive evaluation model encompassing the entire gamut of literacy campaign activities. In fact 'Ongoing Beneficiary Contact Monitoring' (OBCM) should be an in-built aspect of each campaign to constantly monitor, assess and judge the situation, and finally undertake remedial measures in order to achieve time-bound results.

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Total Literacy Campaign in Mahabubnagar District

G. Narsimulu

The National Adult Education Programme was launched on 2 October 1978 with a view to putting an end to the educational deprivation of adult illiterates in the15 - 35 age group and to enable them to develop their full potential. The programme was in operation for more than 10 years. By July 1989, there were 513 Rural Functional Literacy Projects with 13,875 centres; 850 State Adult Education Projects with 1,18,262 centres and 752 projects with 43,270 centres operated by Voluntary Agencies. During 1988-89, the Nehru Yuvak Kendra (NYK) had taken up the responsibility of running 16,900 centers in 201 districts of 20 States and Union Territories. The Mass Programme of Functional Literacy was introduced in 1986 to bring university and college students of NSS, non-NSS and NCC into the fold of NAEP. With the launching of the National Literacy Mission, the ambit of MPFL had been further enlarged to include members of disciplined forces (Army, Navy, and Air Force), welfare organisations attached to them, para military forces, territorial army, ex-servicemen, prison management and staff, employers and trade unions, NGOs like Lion's Club, Rotary Club, JAYCEES, Banks and Cooperatives, etc. Despite these efforts for a gradually increasing coverage over the years, there was always a large uncovered gap existing even at present. Out of 5092 CD Blocks in the country, about 3000 CD Blocks have been partially covered and the remaining blocks have been left uncovered. This raises doubts about the efficiency of the Centre-based Approach. There was nothing basically wrong in the Centre-based Approach to adult education. It was found to be conceptually sound. Successive evaluation studies conducted between 1978-85 had shown that project management approach to a non--formal programme like adult education was feasible. The advantages were found to be many, such as : (a) it promoted social integration; (b) it promoted better interaction, sharing of ideas and experiences amongst the instructor and the learners and amongst the learners themselves; (c) it helped various functionaries of adult education to

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have exposure to development and administration; and, (d) it promoted confidence building, self efficiency and capacity for self-help. The weaknesses of the programme stemmed, however, not so much from the centre-based concept but from its faulty implementation. This was primarily attributed to the following : (1) Absence of Area Approach, i.e., implementation of the programme in scattered locations as against in a compact and contiguous area; (2) Absence of the approach of complete eradication of illiteracy in a particular area within a prescribed time frame amongst the agencies and functionaries implementing the programme; (3) Area was not surveyed properly before deciding about the location of the centre; (4) Selection of instructors not done entirely by consideration of merit; (5) Lack of appropriate methodology of training. It was formal, dogmatic and least participative in nature. Recurrent training was conspicuous by its absence; (6) Absence of integration between adult education programme and other development programmes; (7) Absence of a sound management system to make the programme more productive in terms of attainment of literacy status. Keeping in view the acute resource crunch and the inability to go in for a large scale expansion of the centre-based programme, it was decided to strengthen and consolidate it by arresting the leakage and wastage of resources through a series of corrective measures. These measures were: (1) Inculcating the 'Area Approach' through orientation and training; (2) Conducting proper survey of the area and building up an environment, conducive to Literacy, before starting the programme. The survey to act as a tool of community mobilization, involvement and confidence building; (3) Special selection procedures for all functionaries of the programme; (4) Introducing training methodologies which make training participative and communicative; and (5) Designing specific measures for bringing about a close coordination between adult education and other development programmes. Thus to bring in a qualitative change in the adult education programme, going in for mass mobilisation and campaigns was preferred.

A Campaign for Total Literacy was launched in the Ernakulam district of Kerala in January 1989. The year-long campaign saw a fusion between the district administration headed by the district collector, volunteer groups and social activities spearheaded by the Kerala Shastra Sahitya Parishad. Ernakulam achieved the objective of making 1.85 lakh persons in the district literate, on 4 February 1990. Instead of launching a pre-determined government sponsored programme, the district administration thought of campaigning for literacy, with people's participation in all stages of planning

and implementation. Ernakulam had sparked off a truly people's movement for literacy. The campaign was eventually adopted all over the State of Kerala. Since then, literacy campaigns have been launched in the States and UTs, under the aegis of the National Literacy Mission. It has been realized with such experiences that if literacy is to significantly influence the working and living conditions of the people, there are certain pre-requisites to be fulfilled. These pre-requisites are: (a) Mass mobilisation and environment building should pervade the entire literacy programme. In other words, the literacy campaign should be preceded, accompanied and followed by mass mobilisation. (b) The levels of literacy should be sufficient to enable a person to achieve self-reliance in reading-writing and computational skills. (c) Literacy learning should bring the learners together in dialogue, so that they understand their predicament, develop a feeling of solidarity and move towards the solution of their problems in an organized manner. (d) The problem of retention and application of literacy skills should be considered in a comprehensive manner. Another important aspect that has emerged in the literacy campaign is the inclusion of children within its scope. Those districts in which primary education enrollment is low and the dropout rate is high, have included the 9 - 14 age group. Indeed, every literacy campaign is facing a growing demand from the people themselves that attention should be paid to the education of their children. Parents, once motivated to acquire literacy for themselves, are even more keen to see that their children obtain education. Organisers too have begun to realise that adult literacy gains will be short-lived, if attention is not given simultaneously to increasing enrollment and reducing the flow of dropouts from school.

Under the Total Literacy Campaign, Functional Literacy implies:

- achieving self-reliance in literacy and numeracy
- becoming aware of the causes of one's deprivation and moving towards its amelioration through organisation and through participation in the process of development.
- acquiring skills to improve one's economic status and general well-being.
- Imbibing the values of national integration, conservation of environment, women's equality, observance of the small-family norm etc.

The duration of the functional literacy programme was 200 hours spread over 5 - 6 months. Adults in the 15 - 35 age groups constituted the most

important target group. They were the most productive and reproductive age group as well. The importance of the age group arose from the fact that the decline in fertility rate and bringing about socio-economic change was dependent on the role of the people in this age group.

There was, however, enough justification to encourage the spread of literacy in the 36+ age group also. Restrictions on the upper age limit were seldom appreciated by villagers, and older people in our country definitely influenced the lives of the younger ones. Special target groups in literacy campaigns were women and girls, scheduled castes and scheduled tribes. The objective of the total literacy campaign should be to achieve 80 - 85 percent literacy in each of the target/focus groups - i.e., among women separately, men separately, scheduled castes and scheduled tribes men and women separately.

The N L M had carefully defined the desired levels of competencies in the 3 Rs:

Reading:

- Reading aloud, with normal accent, and at a speed of 30 words a minute, a simple passage on a topic of interest to the learner.
- Silent reading, at 35 words a minute, of small paragraphs in a simple language.
- Reading with understanding the road signs, posters, simple instructions, and newspapers/broad-sheets designed for neo-literates.
- Ability to follow simple written passages relating to one's working and living environment.

Writing:

- Copying, with understanding, at 7 words a minute.
- Taking dictation at 5 words a minute.
- Writing with proper spacing and alignment.
- Writing independently short letters and applications, and filling in forms of day-to-day use to the learner.

Numeracy

- Reading and writing numerals from 1 to 100.
- Doing simple calculations (without fractions) involving addition and subtraction up to 3 digits, and multiplication and division by 2 digits.
- Working knowledge of metric units of weights, measures, currency, distance, areas and units of time.
- Broad idea of proportation and interest (not involving fractions) and their use in practical situations.

The modalities of literacy campaign have undergone several refinements. The campaign is presently marked by positive characteristics in that it is area-specific, time-bound, delivered through voluntaryism, cost-effective and outcome-oriented. The Campaign is delivered through a well-structured mechanism identified in the ZSSs (Zilla Saksharata Samitis) headed by the District Collectors, with membership drawn from all the sections of the society.

Literacy situation in the state of Andhra Pradesh

Andhra Pradesh is the fifth largest State in India with an area of 2,76,754 sq. kms. accounting for 8.4 percent of the country's territory. The State has three natural regions viz., Coastal Andhra, Rayalaseema and Telengana; each region with distinct characteristics on the geo-political and developmental planes. The Telangana region, with 10 out 23 districts, is spread across 41.75 percent of geographical area of the State and accounts for 39.17 percent of population. The population growth rate in the State continues to show a rising trend. Moreover, among the three natural regions of the State, the Telangana region has registered a much higher growth rate of 28.71 percent for the decade as compared to 21.20 percent in Rayalaseema and 20.72 percent in Coastal Andhra. Among the States and Union Territories of India, Andhra Pradesh is one of the nine educationally backward states, and continues to be the least literate among these four southern States. Although the literacy rate of Andhra Pradesh has increased from 35.66 in 1981 to 44.09 in 1991 and the female literacy from 24.11 to 32.72 during the decade, still 20 out of 23 districts of the State are below the National Average in literacy rate.

Literacy situation in Mahabubnagar District

Mahabubnagar ranks 23 in literacy in the State of Andhra Pradesh. With a literacy rate of 29.58, it occupies the rock bottom position among the districts of the State. If we examine the decadal growth of literacy in the district, from a mere 3.35 literacy in 1901, if crawled up to 6.8 in 1951; and during the first development decade, it had jumped to 13.46, but again thereafter it took two more decades to reach 19.42 (by 1981) and with the addition of 10 percentage points by 1991, it has reached 29.58. This is an appalling situation. When we examine the relative positions of male and female literacy rates, we find that during the first five decades of this century there was a difference of five to ten percentage points between the male and females literacy rates. But, the gap is seen to be widening and is more in favour of male population, so much so, by 1991 when male literacy rate is 40.80, in the case of women it is a mere 18.03.

Literacy rate: Mahabubnagar District

Year	Persons	Males	Females	Annual Growth Rate (Percentage Points)
1901	3.35	5.99	0.65	--
1911	2.48	4.65	0.24	-0.08
1921	3.09	5.43	0.66	0.05
1931	3.16	5.96	0.26	0.09
1941	5.29	8.40	2.09	0.21
1951	6.80	11.90	1.70	0.15
1961	13.46	21.51	5.44	0.66
1971	15.50	23.29	7.72	0.20
1981	19.42	28.12	10.56	0.39
1991	29.58	40.80	18.03	OI .O1

Excluding 0 - 6 years

Population wise, Mahabubnagar has 11 percent of urban population and 89 percent of rural population. The literacy rates for urban and rural areas differ significantly. Although 75 percent of urban males are literate, among rural males only 36 percent are literate. Similarly, while 51 percent of urban females are literate only 14 percent among rural females are literate. Among the rural mandals, except Kalvakurthy and Kodangal all the mandals in the

district are below the state rural male literacy rate (47.28). Similarly, but for Kalvakurthv mandal, all the mandais in this district have rural female literacy rate below that of the state average (23.92). As a matter of fact female illiteracy is rampant in this district with 80 to 90 percent female population remaining illiterate.

Professor P. Sandeep and his team took up the concurrence evaluation in the District during the months of January and February 1997.

The sample was selected using the method of multi-stage random sampling. The representative sample came from 4 Revenue Divisions of the District. From each of the Revenue Divisions four mandals were randomly selected and from each of such mandals are four villages were selected. Thus, the total number of villages had come to sixteen. From each village, it was decided to include all learners for the purpose of the study. Due to several factors beyond the control of the visiting evaluation team, the study sample consisted of 1036 learners from 16 villages, which was approximately 10 percent of the learners stated to be in the rolls of the villages.

The sample distribution across the age group indicated that about 77 percent of the total sample was corresponding to the programme age group i.e. 15 - 35 years and there were quite a large number of learners who were below 15.

Across the occupation, the representations were as follows: agriculture labour, 46.71 percent, cultivators, 34.71 percent, skilled workers 15.1 percent and all other categories put together 1.7 percent.

Aksharasyatha Samithi of Mahabubnagar district launched the total literacy campaign covering the entire district on 14 October 1996, the programme was envisaged to cover 6,97,000 illiterates through literacy classes for a period of one year. Out of 6,97,000, only 5,69,632 learners tried to acquire literacy skills through primer I. By the end of January 1997, it was observed that 53 percent of the illiterates dropped and only 2,67,647 learners could acquire minimum the literacy skills.

The tools used in the study included an Achievement Test to be administered to learners and the Schedule B to be administered to villagers other than the learners. The test measuring the level of achievement among

learners consisted of two major sections corresponding to Literacy and Numeracy; and in turn these two major sections had two sections corresponding to measuring the Reading and Writing abilities (Words, Sentences, and Numbers) of the learners. The Schedule B had sought information from respondents on items related to environment building, literacy centres, primers, learners' attendance etc. The Schedule B was administered on 378 villagers spread over all the sample villages of the study.

Learners Achievement Levels

The study indicated that the entire population of the study was around 59 percent level of achievement. This meant that the sample in general had acquired 59 percent of literacy skill (including numeracy) at the end of Primer I. But there were variations in the performances of learners across the sampled villages. There were villages like Amarachinta and Papireddiguda, where the learners had reached 70 percent level of achievement; whereas there were Vattem, Malreddipalli, Chennavelli and Teegalapalli villages, where the achievement level of the learners ranged from 36 percent to 48 percent.

When examined for individual differences among the learners with regard to their performance on the achievement test as a whole, it was found that women learners' achievement level (56%) is lower than that of the males achievement level (62%).

Further more, the overall test performance indicated that among the different age groups, the 36-45 are group; among the occupational groups, the cultivators; among different income groups, the lowest income group and the group with Rs.3001 - 4000 income per annum, had indicated low levels of performance.

Sub-Test wise Performance Levels

Sub-Test Reading Words:

The reading words' ability was found to be higher among learners in villages like Gowreddipalli, Papireddiguda, Amarachinta, Thimmareddipalli, Pulponepalli, Konkala and Kothuru, representing 54 percent of the total sample). On the other hand, the learners from Vattem, Malreddipalli and Teegalapalli villages were found to be relatively at lower levels of achievement.

The individual differences among learners were as follows: male and female learners indicated almost the same level of performance on reading words part of the test; among the age groups, the age group 36 - 45 years; among the occupational groups, the cultivators, exhibited lower levels of achievement on reading words part of the test.

Sub-Test : Reading Sentences:

The ability of reading sentences was found to be low in Vattem and Teegalapalli (about out of 10 sentences) and at a relatively higher level among the learners from Pulponepalli, Kothuru, Parireddiguda, Gowreddipalli, Amarachinta and thimmareddipalli (8 out of 10 sentences).

There were no Gender, Occupation and Income level variations among learners with regard to the ability of reading sentences. However, the 36 - 45 years age group exhibited lower level of performance.

Sub-Text : Writing Words

The ability of writing words was found to be generally low (6 to 7 out of 15 words) among learners on the whole, but for those from Amarachinta and Papireddiguda, who on the other hand, were found to be able to write about 10 of the 15 words on dictation. However, this ability was found to be at an alarmingly low level in the case of learners from Vattem, Thimmareddipalli, Teeaalapalli, Chennavelli and Gudeballuru where the ability to write words on dictation ranged from 2 to 4 out of 15 words.

With regard to the ability to write words on dictation, it is to be noted that there were no differences across socio-economic and gender variables.

Sub - Test : Writing Sentences

The general level of achievement on writing sentences was very low as they were not able to write, any where, more than two sentences out of ten sentences.

Irrespective of any category (of gender, age, occupation and income) to which they belonged, the learners were found to be low on the task of writing sentences on dictation.

Sub-Test : Reading Numbers

The number recognition and reading ability was found to be generally low among the learners as they could recognize about 10 numbers out of 15, which were incidentally found to be mostly of single digit category.

Sub-Test : Writing Numbers

The ability to write numbers on dictation was found to be generally low as they could not write on dictation more than 4 numbers.

In writing the numbers, men indicated somewhat more proficiency than women; and similarly skilled workers were found to be more proficient than other occupational groups.

Across the age groups, the 36 - 45 year age group and among income groups the Rs.1001 - 2000 income per annum group, were found to be lowest in writing numbers.

Villagers' Responses:

- Kalajathas, cultural programmes with social, educational and other themes were liked by the villagers.
- Although villagers knew that Aksharakiranam programme was going on in the village, they were not aware about the number of centres being conducted in the village. However, no definite answer could be obtained on the frequency of their visits to such centre, although they stated that they did visit them.
- The villagers in general expressed satisfaction over the programme.
- Expressing general happiness about the participation of illiterates in the programme, they indicated the reason for non-participation of some adults in the programme was migration, seasonal works, winter season etc.
- According to the respondents, learners were in a position to affix their signatures, read name plates etc. after two months of learning at the centres.
- Villagers in general had no clear idea as to how much was being spent by the government on the illiterates to make them literate through this programme.
- The respondents were in favour of the present volunteer based

approach and in order to conduct the programme in a more effective manner they suggested the following measures: providing black boards, charts; measures to prevent migration; making available an instructor to organise literacy programme on a continuous basis for a period of five years.

Recommendations of the study

1. Keeping in view the large representation of below 15 years age group, steps are needed to extend the scope of the programme for inclusion of the 9-14 year age group. This is needed to avoid further loss of time for enthusiastic learners, and this would also mean simultaneously addressing the out of school children and adult illiterates in a single programme.

2. Immediate measures are needed to rope in non-enrolled and dropout adult illiterates and conduct three months of intensive literacy programme to tag them on to those who have already completed Primer I. For this 'Decentralised data compilation and consolidation measure' would help in identifying the issues related to the learner and the learning process. Instead of the present procedure of receiving the proforma/reports from mandal-level by the district-level project office, the mandal level functionaries should be trained to compile, consolidate, read and interpret the data for immediate intervention. This would avoid delay in immediately needed intervention and would also highly contextualise the initiatives.

3. Similarly, special efforts are needed to compensate for their learning deficiencies, particularly in writing skills (Words, Sentences and Numbers). This is needed both in the case of those who are pursuing and are likely to complete the Primer I and those who have completed and moved on to the Primer II. Unless the learners have mastered Primer - I satisfactorily, (in terms of ability to read and write words, sentences and numbers) they will not be able to move on to Primer II and acquire the advanced skills of literacy and numeracy. Acquisition of these basic skills is essential to gain proficiency in reading and listening comprehension, etc., which form part of the subsequent literacy exercises.

4. Kalajathas and cultural activities are expected to precede, to be conducted during and also to follow the programme. As they are well received by the villagers and the learners as well, their number and frequency should be increased.

5. Specific efforts are needed by the Aksharakiranam functionaries at district and mandal levels to instill confidence and interest in the people for effective participation in the programme. This is needed because villagers are feeling that interest in the functionaries is waning. This is needed to be mitigated through renewed zeal and enthusiasm at all levels of functionaries.

6. The structural conduciveness is attested by the people, as they find the present system and the way it is operating to be good and delivering the goods. But if it is more sensitive to the local needs in terms of provision of material (study material, supportive material in time), frequent visits, etc., it would go a long way in getting full cooperation from the people.

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Problems Faced by Old People in Utilising Television

Avani Maniar
Uma Joshi

The problems of health and illness in old age are by no means simply medical. From an individual's standpoint, they are largely financial. Medical needs of the aged increase as they grow older. Their major material needs are primarily income oriented and expense related for their medical care. When the aged end up with no income or meager income, their financial aspects tend to bother them acutely.

Besides the physical problems, mental problems of the elderly are reported time and again. The most frequently reported mental problems of the old are related to their confinement to home. They often carry a "sense of worthlessness." As one grows old, one realises that he is of not much use to society. This realisation generates in him a feeling that he may even be unwanted in a family or a society. Memory failure and "inefficiency" of mind are the other common mental problems that the old suffer.

Saini writes in the Indian Express, (1990) "The real problem of the aged has begun with shift in family structure from extended and joint families to nuclear families. The increasing tendency for the family is break up of it into smaller units even when the parents are alive, has increased the vulnerability of the aged".

The traditional roles and personal security provided to the elderly under the extended family structure are seriously threatened by increased mobility of families and urbanisation. Hence, the problems faced by the elderly must be treated in wider contexts of a family, society and the country at large, and also in view of the rapidly changing trends operating in this contexts.

According to Devi (1998), the problem area for the elderly pertains to

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recreations. The aged in many households have to rely more upon radio or the television for entertainment. These two help them to know what is happening in and outside of the world. But what they like to get through the radio or television is very different from what the children in the family would prefer to hear or see. One who gives in is usually the aged. As a result, they feel ignored, humiliated, insulted or demeaned. They have to adjust with other family members, who are young in age, and immature. There are cracks in their mutual understanding. Their opinions stand apart vastly. Hence, adjustments at various levels are expected from them. To know the types of problems the elderly face while using television, a research study was undertaken with the following objective:

Objective of the Study

To study the problems faced by elderly citizens in utilising television.

Population of the Study

The population of the present stuay comprised of elderly citizens (60 years and above) watching television in the Vadodara city of Gujarat State.

Selection of the Sample

The sample of the present study comprised of 500 elderly citizens watching television and residing in various residential areas of Vadodara.

A purposive sampling method was used to draw the sample. The researcher identified 22 senior citizens' clubs functioning actively in the city of Vadodara, which are visited regularly by their members. Out of these 22 senior citizens' clubs, three situated in different areas of Vadodara city were contacted, namely – Karelibaug, Sardarnagar and Subhanpura Senior Citizens' Club. Elderly citizens used to meet in these Clubs once in a week. The researcher asked these members, whether they watched television. Those watching television were selected as the sample for this study. Forty elderly citizens from each Club were selected as samples for the study. Thus, the total was 120 from these clubs.

Those elderly citizens provided the names and addresses of the elderly citizens whom they knew. The names and addresses of elderly citizens

were also collected from colleagues, friends, relatives and neighbours, who knew the elderly citizens watching televisions. The snowball sampling technique was used to identify the sample that represented North, East, West and South of Vadodara city.

Research Tool for Data Collection

The present study was an Ex-post facto research. Therefore, the survey method was adopted for studying the problems faced by elderly citizens. The rating scale was used as a tool for data collection.

A list of possible problems which could be faced by elderly citizens in utilising television was used in a tool.

The problems were related to physical, social, financial/economical or domestic problems, which were faced by the elderly people. A three-point rating scale was designed to study the extent of problems faced by elderly citizens in utilising television. It included 13 items. The respondents were asked to encircle the three levels of responses against the statements which indicated certain problems which might affect their television viewing.

Data Collection

Data were collected from 500 elderly citizens residing in different residential areas of Vadodara city during November 2004 to January 2005. A large number of respondents were identified through senior citizens' clubs of Vadodara city. Many a times, elderly citizens took more than 30 to 35 minutes to fill the questionnaires as it required them to do some thinking on the items and relating them to their television viewing habits. Interview method was used to collect data from those elderly people, who faced difficulty in reading or were not used to filling the Questionnaires. Focus Group Discussion method was used to collect qualitative data from the selected elderly citizens of Vadodara city.

Statistical Analysis of the Data

Frequencies and percentages, intensity indices, F-test (ANOVA), t-test were used for statistical analysis.

Findings of the Study

Table-1: Problems faced by elderly in utilising television

Extent of problems	F	%
Greater Extent	18	3.60
Some Extent	169	33.80
Less Extent	313	62.60

The Table-1 reveals that a majority of the elderly citizens had problems in utilising television to a lesser extent, whereas thirty-four percents of them perceived problems in utilising television to some extent. A very low percentage of elderly citizens perceived problems in utilizing television to a greater extent.

Table-2: Item-wise Intensity Indices Showing Problems Faced by Elderly in Utilising Television

	Items	Intensity Indices
-	Can watch television programmes only when family members do not get disturbed.	1.75
-	Television programmes were not found interesting.	1.7
-	Faced difficulty in reading news headlines or news strips/captions from a distance.	1.67
-	Strain in eyes due to constant viewing of television.	1.65
-	Pain in neck due to viewing of television.	1.63
-	Faced difficulty in hearing audio at normal volume.	1.63
-	Found cable connection expensive.	1.62
-	Pain in joints due to constant viewing of television.	1.60
-	Faced difficulty in seeing visuals.	1.47
-	Electricity bill bothered for viewing television.	1.47
-	Viewing got disturbed due to talks by family members.	1.44
-	Old television set hampers viewing of programmes.	1.38
-	Television set does not have remote control.	1.30

The Table-2 shows that intensity indices for the problems faced by elderly in utilising television ranged from 1.75-1.30 which means that elderly citizens faced different types of problems in utilising television, sometimes only.

Elderly citizens could watch TV programmes, only when other family members were not getting disturbed. Due to their deterioration in health as well as sense organs they could not read the news headlines or news strips / captions from a distance, and constant viewing caused strain in eyes. Elderly citizens reported pain in neck and legs, due to a fixed position in which one has to sit while watching television. Hearing the television programmes at normal volume and seeing the visuals on TV screen were also the problems faced by the elderly, sometimes.

Regarding the economic problems, cost of cable connection and electricity bill bothered the elderly citizens and hampered their utilization of television. Old television sets and those without remote control bothered the elderly citizens.

In the FGDs, problems of utilising television by them were discussed. Most of them agreed that the young generation, especially their grand children did not allow them to watch TV programmes of their choice. In a family, three generations were staying together, and everyone had a different choice for watching the programmes. Should we have 3 to 4 TV sets in a family? This was the question raised by elderly participants. One participant answered to this question by saying that the number of TV sets in a family should be equal to number of family member. Another problem, which was reported by elderly citizens was that they were unable to watch television for a longer duration, even though they wanted to, due to their physical condition.

Discussion

The present study focuses the problems of the elderly in relation to their use of television. Majority of elderly citizens had problems while viewing television to a lesser extent. This was an encouraging finding. At that stage of life, when older persons had financial, health and other social problems to trouble them, viewing of television programmes could not be a problem for them. They could use the television without any hurdles. This was because, all the selected elderly citizens belonged to higher and middle income groups.

They might not be facing the problems about paying electricity bills or for cable connection. In fact, television viewing might still be considered a cheap mode of entertainment. The cable connection charges ranged from Rs. 200 to Rs. 300 per month, and it provided its viewers more than 100 channels to enjoy for such an affordable amount. If one was hating entertainment for 24 hours a day for a month, it was not a burden to their budget. Hence, the problems were reported to a lesser extent in relation to the economic aspect of television viewing.

To watch television, one was required to sit at one place in fixed position. With it, he might develop pain in neck, joints or back. But, such problems were reported among elderly citizens to a lesser extent. The reason might be that television could be viewed in a sitting or lying position in a relaxed way unlike watching a film in a theatre. One could change positions frequently since he was watching the television in his own house. Even stiffness of dress and appearance did not cause uneasiness to a viewer. Generally, the television set was kept in a house at such a position that family members could sit in relaxed positions. The furniture in a house was of such a design that made a comfortable seat for a viewer, even if he or she had to sit continuously for more than 2 hours. Thus, with a change in comfortable positions, physical problems of elderly viewers were reduced to a greater extent.

Deterioration in health in case of elderly persons, especially with weakening of sense organs caused a number of problems in viewing television. The elderly respondents reported that they were not able to read the news headlines or news strips / captions from a distance. Secondly, constant viewing caused strain in their eyes and they faced difficulty in seeing visuals. They also faced difficulty in hearing at a normal volume. But, all these problems occurred to them to some extent only. This might be because, television provides facility of audio as well as visual communication. If one is not able to hear dialogues, he could make out or assume what the characters wanted to convey by gestures and facial expressions and body language. Hence, they might not take it as a problem. The television set also had a facility to change the volume or use ear phones in some TV sets that are easily available in the market. This gave freedom to a viewer to hear things of his choice and according to his requirement. The views might even undermine their unfavourable physical condition or disability seeing the extensive use of modern facilities and equipment that the television has provided them.

The study revealed certain social problems that elderly citizens found while utilising television. They could watch the television only when the family members would not be disturbed or would allow them to do so. On the other hand, their viewing got disturbed when others in their family talked loudly. It was also expressed by elderly citizens that younger members in a family and their grand children would snatch away the remote control of the television as they would like to watch programmes of their choice. The elderly citizen never felt that their choice for watching television programmes did not count as important. They would not feel free to watch television programmes of their choice as they desired. Most of the time they had to compromise and adjust with other family members in the matters of television viewing. These types of problems surfaced as common complaints by the elderly. But these complaints were not so serious when there were more than one television set in a house, one for elderly members and the other for rest of the family members. But, such cases would go more with the affluent families which were hardly 2 percent of the population. Since the majority of the population belonged to upper and lower middle classes trying to meet two ends, and having a house with "the only" television set, such problems were common and recurrent.

This was in contrast with the public impression in old age. We came to know more about "bad stories" than "good stories" as they happened with elderly. Although financial and health problems were usual with older persons, those of loneliness and probability of crime, the majority of them did not report more often than the younger people did.

Conclusion

Television is the most viable medium for imparting development messages to the elderly themselves and the society at large. It can also be a rich source of information for professionals and paraprofessionals working for the elderly. There is a great need to improve educational service and care in the light of appropriate behaviour for the senior people. Even well-meaning providers may have their perceptions clouded by what they consider to be truth. But they turn out to be actually classic stereotypes. Such misunderstanding can only work to impede the relationship between the service / care providers and older persons. It may further cause risk of inappropriate delivery of services.

To sum up, it can be said that television can educate the general public about old age. It can be rewarding, healthy, and interesting at a specific time of life. It may be filled with successes as well as failures.

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Awareness, attitude and competencies required for school teachers to deal with children having disabilities for promotion of inclusive education

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Abstract

The success of inclusive education programmes to the disabled children to a large extent depends on the teachers' awareness, attitude and competencies to deal children who are differently able in the regular classroom. The organization, teaching and learning, guidance and counseling activities should be tuned to meet the individual needs of the learners. It is natural that awareness leads to formation of better attitudes and in turn they transform into better competencies. This study aimed to

1) assess the awareness, attitude and competencies of normal school teachers on different aspects of disabilities in children,

2) find out the relationship between teachers awareness and attitude, awareness and existing competencies, and attitude and existing competencies to deal children with disabilities,

3) find out significant difference if any, in the awareness, attitude and competencies of teachers on different aspects of children with disabilities due to variation in their gender, age, educational qualification, training in special education, years of experience, location of school, nature of school, category of school and type of school they are working, and

4) study how far and to what extent the independence variables of the teachers influence the dependent variables.

Survey method is used in the study. A three-point Awareness Rating Scale and Competency Assessment Rating Scale and five-point Attitude Scale are used to assess the awareness, attitude and competencies of the teachers. The area of the study is states of Tamil Nadu and Andhra Pradesh in South India. 527 teachers working at primary level in 76 normal schools of the four districts randomly selected from the two states are the sample of the study. The statistical techniques used are – mean, SD, mean plus or minus 1 SD, T/f – test, correlation and stepwise multiple regression analysis.

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The results revealed that in most of the disability aspects in children, the school teachers possess only moderate and low awareness, and attitude with moderate competency; higher the awareness better will be the attitude and competencies, better the attitude more will be the competency of the teachers in dealing children with disabilities and; training in special education, nature of school, gender and location of the school are the significant predictors to the teachers awareness, attitude and competencies. Based on the results of the study, the researchers suggested the need to sensitize the teachers, develop better attitudinal building programmes and organization of need based and situation orientated training programmes to the teachers on different aspects of disabilities in children.

Introduction

Teachers play an important role in any educational system. They are artists who mould and shape the physical, intellectual and moral powers of the children. In any normal school, one can find children with different disabilities like visual, hearing, mental retardation and orthopedical handicaps apart from children with learning difficulties. In many cases the children with severe disabilities enter the special schools meant for them. But, the children with mild and moderate disabilities study in normal schools. In many cases, these disabilities are unnoticed, unanswered and ignored. Unless and until such children's needs are met in regular classroom or special classroom within the school, we cannot fulfill the aim of Universalisation of Elementary Education and Equalization of Educational Opportunity to All.

Integration of disabled children with normal children in normal schools is nothing but the provision of least restrictive environment for the disabled children. This approach helps the disabled children to grow and develop like normal children. It promotes healthy social relationships between normal and disabled children by enhancing their growth and development at par with their normal peers. It gives them an opportunity to participate in all academic and non-academic activities in the society. It reduces the psychological problems of the disabled children. Basic readiness skills are required to integrate disabled children more effectively in normal schools. The normal school teachers require multi-talents to play diversified roles to handles these children. Special techniques are used only in case of children with severe disabilities and for developing only the basic academic skills. The mildly disabled do not require such special skills. They require only

modifications in the instruction. After learning special skill, even the severely disabled can be educated in regular schools with suitable assistive devices. Special educational needs of most of the children with disabilities can be met effectively in mainstream schools, which in turn lead to better inclusive education practices.

Need and importance of the study

The integration of students with special needs into regular classes must involve inclusive curricular rather than individual programming. The individualized educational plan for the children with disabilities should indicate clearly not only what the students need to do, which is different from the rest of the class, but also the areas of the curriculum where he/she can counted in with the others. The type of classroom learning environment, created by the teacher and the instructional approach used, can both markedly influence the development of self management and independence in children. The teacher should use cognitive and metacognitive strategies in his/her instruction to deal with children with learning difficulties and behaviour disorders (Santhakumari, 2003; Shyamala, 2004; and Jayaprabha, 2003). These strategies are very useful for decreasing undesirable behaviour and increasing desirable behaviour among the mentally retarded and emotionally disturbed. A teacher with multi-talents can show his or her competency from identification of disabilities to assessment, teaching and training method, and giving appropriate guidance and counseling.

Meeting special educational needs in ordinary schools is much more than a process of opening school doors to admit children previously placed in special schools. The challenge of achieving full educational, as well as social integration of children with disabilities within the society, is achieved, if the teachers have better knowledge about disabilities sympathetic attitudes towards children with disabilities and competencies to handle the disabled children. The researches conducted by Dharmaraj (2000), Hoffman Barbara (1995), Drury (1994), Sarojini (2000), Selvakani (2000), Sivakami (2000) and Kusuma Harinath (2000) clearly reveal that the teachers require awareness on different aspects of disabilities in children. Studies by Kusuma Harinath (2000), Hoffman et.al. (1997), Treder and David et.al., (2000) and Reddy (2004) showed the poor and moderate attitude of teachers towards disabilities and attitudes of teachers towards children with disabilities and inclusion. Researchers also proved that the normal school teachers' competencies

are moderate and low (Sujathamalini, 2002), role performance of special education teachers is only at the moderate level and are poor in guidance and counseling (Reddy, 2000) and awareness, attitude and competencies of special school teacher are only low and moderate in dealing children with disabilities (Reddy, 2004).

The research done with regard to the awareness, attitude and competencies of normal school teachers to deal children with disabilities are very limited. Such studies are the need of the hour, as the inclusive education is gaining momentum in the Indian context. They also facilitate for organization of better sensitization, attitudinal building and competency based training programmes to the normal school teachers to integrate the disabled children more effectively into normal schools. The present investigation is an attempt in this direction.

Objectives of the study

1. To assess the awareness, attitude and competencies of normal school teachers on different aspects of children with disabilities.
2. To find out the significant difference, if any, in the awareness, attitude and competencies of normal school teachers on different aspects of children with disabilities, due to variation in their gender, age, educational qualification, training in special education, years of experience, location of school, nature of school, category of school and type of school they are working.
3. To find out the relationship between teachers' awareness and attitude, awareness and existing competencies, and attitude and existing competencies to deal with children with disabilities.
4. To study how far and to what extent the independent variables of the normal school teachers (gender, age, educational qualification, training in special education, years of experience, location of school, nature of school, category of school and type of school) influence the dependent variables (awareness, attitude and existing competencies) of teachers.

Hypothesis

1. There exists significant difference in the awareness, attitude and

competencies of normal school teachers due to variation in their gender, age, educational qualification, training in special education, years of experience, location of school, nature of school, category of school and type of school.

2. There is significant relationship between the normal school teachers' awareness and attitude, awareness and existing competencies and attitude and existing competencies to deal children with disabilities.

Methodology Used in the Study

The survey method is used in the study. To assess the awareness, attitude and competencies to deal children with disabilities, the researcher developed the following tools.

1) Awareness Rating Scale
2) Attitude Scale
3) Competency Assessment Rating Scale

In developing the above research tools, the researcher made a thorough review of literature, consulted with the experts in the area of special education and listed out various statements/aspects on concepts of disabilities, causes and characteristics, identification and assessment, teaching and training methods, and, guidance and counselling. The draft pool of statements were given to a panel of experts, familiar with the education of disabled children with a request to review and restructure or reword the items keeping in mind the awareness, attitude and competency concepts to be studied. Based on their comments, 48 statements falling under different aspects of children with disabilities were arranged under the following heads:

Aspects	No. of Statements
Concept of disabilities	7
Causes and Characteristics	10
Identification and Assessment	7
Teaching and Training Methods	16
Guidance and Counselling	8
	48

For awareness against each statement 3 gradations are given namely – 'aware to a great extent', 'aware to a certain extent', and 'not aware' having scores 3, 2, and 1 for positive statements and reverse scoring for negative statements. To know the personal information about the teachers such as – gender, age, educational qualifications, training in special education, years of experience, location of school, nature of school, category of school and type of school are included in Part – I of the awareness scale.

Similarly, for attitude statements, 5 gradations namely, 'Strongly agree', 'agree', agree to a certain extent', 'disagree' and 'strongly disagree' with scores 5, 4, 3, 2 and 1 for positive statements and reverse scoring for negative statements are given. Likewise, in competency assessment rating scale, 3 ratings namely – 'competency to a great extent', 'competency to a certain extent' and 'no competency' having scores 3, 2 and 1 are given.

In all the three scales, the concept of each aspect is the same, but the difference is only in the statement of the aspect keeping in mind the purpose of the rating scale. The awareness, attitude and competency assessment rating scales are administered to a random of 83 teachers to know their reliability and validity. Through split-half method the obtained reliability in the awareness scale (0.76), attitude scale (0.86) and competency assessment rating scale (0.91) are high, and, hence the tools used in the study are reliable. As the statements in the rating scales are developed based on a review of relevant literature and consultation with experts, it can be said that the research tools possess content validity and face validity. The intrinsic validity of the rating scales [awareness rating scale (0.87), attitude scale (0.93) and competency assessment rating scale (0.95)] are also high justifying their validity.

Locale and Sample of the Study

The locale of the study comprised of Andhra Pradesh and Tamil Nadu States in South India. The investigator selected randomly two districts in each state. In Andhra Pradesh, Chitoor and Hyderabad; and in Tamil Nadu, Chennai and Madurai districts were selected by using simple random sampling technique. 76 normal schools in these districts in the locality of special schools were selected. All the 527 teachers working in the 76 normal schools form the sample of the study.

Data Collection and Statistical Techniques Used

The researcher personally visited the schools to establish good rapport and administered the rating scales to the normal school teachers. The teachers were instructed to go through each statement and asked to rate against the gradations of each statement in the respective rating scales.

The collected data were analyzed by using appropriate statistical techniques such as mean, SD, mean ± 1SD, t / F – test, correlations and stepwise multiple regression. The obtained data are presented in the form of tables and discussed.

Results and Discussion

Mean and SD are calculated separately for awareness, attitude and competency assessment rating scales. Based on the mean ± 1SD, the obtained mean scores are grouped under three categories namely, low, moderate and high, to indicate the level of awareness, attitude and competencies of school teachers to deal children with disabilities. The results are presented in Table-1.

Under the dimension, 'concept of disabilities', the teachers working in normal schools have exhibited moderate level of awareness on all the aspects. On attitude, they showed low attitude in sl. nos. 4, 5, 6 and 7; moderate attitude in sl. nos. 2 and 3; and high attitude in sl. no. 1. With regard to the concept of disabilities, they possess only moderate level of competency.

Under the dimension, 'causes and characteristics', they exhibited moderate awareness on all the aspects. Out of 10 items, the teachers demonstrated moderate attitude on 8 aspects (Sl. No. 8, 10, 11, 13, 14, 16 and 17), high attitude on sl. no. 12 and low level of attitude on Sl. No. 5. On the otherhand, they showed moderate competency on all the aspects in this dimension.

Under the dimension, 'identification and assessment', the teachers exhibited moderate awareness on all the aspects. Similarly, moderate level of competency and attitude were demonstrated by the teachers on all the aspects except in sl. no. 23.

Table-1: Mean Scores and Level of Awareness, Attitude and Competencies of Teachers Working in Normal Schools on each aspect of Children with disabilities.

		Awareness		Attitude		Competencies	
	Aspects	Mean Score	Level of Awareness	Mean Score	Level of Awareness	Mean Score	Level of Awareness
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
I.	**Concept of Disabilities**						
1.	Children with visual, hearing motor difficulties and mental retardation come under the category of disabled children	2.19	M	3.30	H	2.07	M
2.	Difference in the learning of disabled and non-disabled children	2.23	M	3.24	M	1.86	M
3.	Children with disabilities having difficulty in communication, language, perceptual and social development	1.90	M	3.20	M	1.84	M
4.	Special abilities and disabilities of disabled children	2.07	M	2.81	L	1.85	M
5.	Leaning needs and styles of disabled and normal children and the need for special attention to the disabled on the regular classroom	2.16	M	2.70	L	1.91	M
6.	IQ of children with physical disabilities and average children	2.22	M	2.80	L	1.83	M
7.	Difference between slow learners, children with learning difficulties and disabled children	2.22	M	2.82	L	1.84	M
II.	**Causes and Characteristics**						
8.	Hereditary and environmental factors causing disabilities	2.04	M	3.27	M	1.97	M
9.	Exposure of women to hazardous environment in [pre ad peri natal period and disabilities in children	1.91	M	3.33	M	1.92	M
10.	Children's exposure to lead coated toys, infectious diseases and physical abnormalities leads to disabilities in children	1.84	M	3.31	M	1.86	M
11.	Causes of mental retardation in children	1.83	M	3.26	M	1.91	M
12.	Relationship between child bearing and rearing practices, teaching learning process and language learning difficulties in children	1.87	M	3.77	H	1.91	M
13.	Perceptual motor co-ordination, cognitive] metacognitive as well as social skill deficits in disabled children	1.90	M	3.35	M	1.95	M

14.	Hypo- and hyperactive behaviour of children with disabilities	2.00	M	3.30	M	1.87	M
15.	Stereotype behaviour of visually impaired children	2.14	M	2.76	L	1.97	M
16.	Psychological characteristics of children with disabilities	2.08	M	3.37	M	1.66	M
17.	Thinking abilities of disabled and non-disabled children	2.15	M	3.06	M	1.80	M
III.	**Identification and Assessment**						
18.	Identification of disabled children through direct observation and academic records	1.93	M	3.35	M	2.05	M
19.	Identification of hearing difficulties in children through informal tests. (Oral, reading, writing and dictation)	2.14	M	3.31	M	1.90	M
20.	Identifying mental retardation and giftedness through intelligence tests	1.83	M	3.29	M	1.78	M
21.	Tests like classroom observation, visual screening and opthamological examination are the procedures to identify children with visual impairment	1.90	M	3.17	M	1.85	M
22.	Identification of hearing impairment through observation and hearing tests	1.94	M	2.95	M	1.84	M
23.	Essential language assessment test to identify children with language learning difficulties	2.10	M	2.66	L	1.76	M
24.	Assessment of adaptive behaviour to identify social deficit skills in disabled children	2.16	M	3.38	M	1.93	M
IV.	**Teaching and Training Methods**						
25.	Appropriate placement services to the children with disabilities	1.84	M	3.34	M	1.95	M
26.	Development of individualized educational plan to the disabled	2.27	H	2.68	L	1.90	M
27.	Planning teaching and training programmes to the disabled children based on their current performance	2.04	M	3.46	M	1.88	M
28.	Need for setting long and short-term goals to educate children with disabilities	2.28	H	3.31	M	1.93	M
29.	Self directed materials help the learning in gifted children	1.81	M	3.18	M	1.85	M

30.	Need for breaking down a task or activity to smaller sequential steps with short duration to facilitate learning in the MR and slow learners	1.88	H	2.81	L	1.86	M
31.	Need for integrated therapy (speech, physical and occupational therapy) for development in mentally retarded children	1.98	M	3.35	M	1.89	M
32.	Use of peer tutoring, group learning and multi-sensory approaches for the benefit of children with learning difficulties and slow learning	1.90	M	3.38	M	1.89	M
33.	Enhancement of low vision children's learning through large print materials magnifying devices and corrective lenses	2.20	M	3.32	M	1.87	M
34.	Use of plus curriculum (Braille reading and working, orientation & mobility and sensory training) for the blind children	1.84	M	3.31	M	1.79	M
35.	Use of audio tapes/ talking books to facilitate learning in blind children	1.84	M	3.33	M	2.00	M
36.	Total communication approach in teaching hearing impaired children	1.89	M	3.25	M	1.91	M
37.	Use of hearing aids to gear up residual hearing	1.91	M	3.25	M	1.79	M
38.	Use of group hearing aids in the classroom set up to facilitate teaching learning process	1.84	M	3.21	M	2.06	M
39.	Use of CCTV for hearing impaired children's process	1.88	M	3.17	M	1.82	M
40.	Use of orthotic devices to the orthopaedically handicapped children to promote daily living skills	1.86	M	3.17	M	1.82	M
V.	**Guidance and Counselling**						
41.	Need for guidance and counselling to self-confidence among children with disabilities	1.94	M	3.30	M	1.86	M
42.	Prevention of disabilities by giving guidance counselling to the parents and community about the pre-, pre- and post-natal problems	1.95	M	3.30	M	1.87	M

43.	Need for peer group guidance and counselling to promote positive attitude towards disabled in normal children	1.92	M	3.29	M	1.81	M
44.	Proficiency in counselling the parents to overcome the difficulties in disabled children	1.95	M	3.28	M	1.87	M
45.	Involving parents in planning, development and organization of education programmes for the children with disabilities	1.87	M	3.31	M	1.86	M
46.	Community counselling for development of positive attitude towards children with disabilities	1.90	M	3.21	M	1.87	M
47.	Conducting PTA meetings, discussion and group work to facilitate the development of children with disabilities	2.15	M	3.20	M	1.84	M
48.	Directing parents to the specialist (audiologist, psychologists, occupational therapist) for the development of children with disabilities	1.89	M	2.88	M	1.83	M

Under the dimension, 'teaching and training methods', they exhibited moderate level of awareness, except in sl. no. 26 and 28. Similarly, they possess moderate level of attitude in all the aspects except in sl. nos. 26 and 30. Likewise, their competency is moderate on all the aspects.

	Awareness	Attitude	Existing Competency
High :	Value from 2.26 and above	3.54 and above	2.18 and above
Moderate :	Values between 1.68 to 2.25	2.82 to 3.53	1.57 to 2.17
Low :	Values 1.67 and below	2.81 and below	1.56 and below

Under 'guidance and counselling' dimension, they demonstrated moderate level of awareness, attitude and competency on all the aspects.

From Table-1, it can be summed up that, except for two aspect out of this remaining 46 aspects, the normal school teachers possess only moderate and low awareness, and attitude. In all the aspects their competency is only at moderate level.

To find out the significant differences, if any, in the awareness, attitude and existing competencies of normal school teachers in dealing with children with disabilities due to variations in their personal variables, mean and SD of each group in a variable with respect to awareness, attitude and competencies are calculated. Based on the mean, SD, t/ F-test is working out to know the significant difference between/among the groups and the results are presented in Table-2.

In Table-2, with reference to awareness, the t-values for gender (4.01) and nature of school (19.14), F-values for age (7.35), educational qualifications (4.66), training in special education (6.98) and years of experience (9.65) are significant at 0.01 level. Analysis of means reveals that women teachers are better in their awareness (97.19) than men teachers (94.18). The teachers with 51 years and above (98.32) showed better awareness followed by 20 to 30 years (97.29), 31 to 40 years (94.89) and 41 to 50 years (92.28). Similarly, the teachers with B.Ed and with B. Ed. and M.Ed are almost all in similar line of their awareness (97.91) and 97.69). Whereas the teachers with teacher training i.e. BA/B.Sc/B.Com with B.Ed and M.Ed and M.A/M.Sc/M.Com graduation with B.Ed are in similar trend of awareness.

Table-2: Mean and SD of the Awareness, Attitude and Existing Competency Scores of Normal School Teachers towards Children with Disabilities and the Calculated t/F-values.

Independent Variables	N	Awareness		Calculated t/F-values	Attitude		Calculated t/F-values	Existing Competencies		Calculated t/F-values
		Mean	SD		Mean	SD		Mean	SD	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Gender										
Men	265	94.18	6.86	4.01**	150.65	14.17	2.87**	87.90	11.25	3.54**
Women	262	97.19	10.09		154.97	19.97		92.41	17.37	
Age										
20 – 30 years	221	97.29	9.04		154.49	16.98		91.85	14.96	
31 – 40 years	219	94.89	8.62		151.75	17.98		89.95	15.73	
41 – 50 years	68	92.28	5.67	7.35**	148.38	13.10	3.92**	84.40	16.65	4.78**
51 years and above	19	98.32	11.26		161.11	24.28		93.11	17.58	

Educational Qualification										
Teacher Training	255	94.50	8.61		152.64	17.93		85.56	14.93	
Graduate with B.Ed.	168	97.91	8.41		154.72	15.66		94.10	15.14	
Graduate with B.Ed and M.Ed.	66	94.36	8.13		148.68	16.61		87.82	11.88	
Post Graduate with B.Ed.	22	94.77	9.34	4.66**	145.45	19.74	3.67**	86.95	10.46	4.64**
Post Graduate with B.Ed and M.Ed.	16	97.69	11.68		162.25	20.67		87.75	17.25	
Training in Special Education										
One month training by RCI	95	96.71	7.49		154.61	13.51		91.84	13.69	
Diploma in Special Education	45	101.49	8.39		158.84	18.16		98.11	13.33	
B.Ed. in Special Education	33	93.64	5.76	6.98**	145.52	11.69	9.30**	87.33	9.35	4.99**
M.Ed. in Special Education	76	95.54	7.24		143.51	19.61		90.75	10.30	
Other Training	278	94.67	9.47		154.49	17.42		84.4	16.39	
Year of Experience										
1 – 5 years	187	98.71	9.71		158.14	19.31		96.34	17.77	
6 – 10 years	166	94.46	8.36		150.52	16.63		87.45	87.45	
11 – 15 years	49	92.86	6.02	9.65**	148.22	14.23	8.61**	85.27	85.27	14.36 **
15 – 20 years	58	93.98	5.62		146.03	13.40		86.88	86.88	
21 years and above	67	93.76	8.59		152.75	14.94		85.91	85.91	
Location of School										
Rural	11	99.00	10.35	1.27@	163.73	21.19	2.11*	98.00	18.56	1.79@
Urban	516	95.61	8.70		152.57	17.28		89.97	14.66	
Nature of School										
Government School	438	93.16	6.21	19.14 **	148.38	12.51	15.63 **	85.48	9.73	
Private/Voluntary Organisation School	89	108.10	8.82		174.55	21.45		113.07	13.97	22.47 **

Table-2: Mean and SD of the Awareness, Attitude and Existing Competency Scores of Normal School Teachers towards Children with Disabilities and the Calculated t/F-values.

Independent Variables	N	Awareness		Calculated t/F-values	Attitude		Calculated t/F-values	Existing Competencies		Calculated t/F-values
		Mean	SD		Mean	SD		Mean	SD	
(1)	*(2)*	*(3)*	*(4)*	*(5)*	*(6)*	*(7)*	*(8)*	*(9)*	*(10)*	*(11)*
Gender										
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Graduate with B.Ed and M.Ed.	66	94.36	8.13		148.68	16.61		87.82	11.88	
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Note: @ Not Significant at 0.05 level
** Significant at 0.05 level*
*** Significant at 0.01 level*

Teachers with diploma in special education are in a better position in terms of their awareness (101.49), followed by the teachers with one month RCI training (96.71), M.Ed. in special education (95.54), teachers with other training (94.67), and teachers with B.Ed. in special education (93.64). The trend of the results also shows that teachers with less number of years of experience have better awareness than the teachers with more number of years of experience. The teachers working in the schools run by private and voluntary organisations are far better (108.10) than the teachers working in government schools (93.16). With reference to attitude, the t/F-values for gender, age, educational qualification, training in special education, years of experience, location of school and nature of school are significant at 0.05 level. The mean values of the groups in each variable reveal the same trend as in case of awareness. The teachers working in the schools located in rural areas are better in their attitude than the teachers working in the school located in urban areas.

For competency, the t-values for gender (3.54) and nature of school (22.47), F-values for age (4.78), educational qualification (4.64), training in special education (4.99), and year of experience (14.36) are significant at 0.01 level. The trend of the mean values in each variable is reflecting the trend as in case of awareness and attitude. On the otherhand, the t-values

for the variable 'location of the school' (1.79) is not significant at 0.05 level indicating no variations in the competencies of teachers working in the schools located in rural and urban areas. An overview of the results in table-2 indicate that higher the awareness better is the attitude and competency of the teachers; better the attitude more will be the competency.

Correlation Studies

Correlation studies are made to find out the relationship between awareness & attitude, awareness & existing competencies and attitude & existing competencies of normal school teachers to deal children with disabilities. For this, Karl Pearson Correlation Co-efficient is used.

Table –3: Correlational Studies

	Awareness & Attitude	Awareness & Existing Competencies	Attitude & Existing Competencies
Concept of disabilities	0.043@	0.215**	0.036@
Causes & identification	0.237**	0.482**	0.238**
Identification & Assessment	0.124**	0.182**	0.306**
Teaching & Guidance	0.421**	0.640**	0.394**
Guidance & Counselling	0.412**	0.595**	0.416**
Dimensions as a whole	0.522**	0.754**	0.492**

Note: *@ Not Significant at 0.05 level*
*** Significant at 0.04 level*

The correlational studies in Table-3 also reveals that three is a significant positive correlation between awareness and attitude, attitude and existing competencies with reference to all the dimensions of disabilities in children. This result clearly indicates that the higher the awareness, the better will be the attitude and competencies; the better the attitude, the more will be the competency of teachers in dealing children with disabilities. Hence it is imperative to sensitize the teachers towards different aspects of disabilities in children and develop better attitudinal programmes, which in turn would facilitate competencies of the teachers.

To know how far, and to what extent, the independent variables are influencing the dependent variables, stepwise multiple regressions are used. This analysis predicts the contribution of independent variables to the dependent variable.

Table –4: Stepwise Multiple regression Analysis

Dependent Variable	Independent Variable	ß Coefficient	Individual Contribution (R^2)	Percentage wise Individual Contribution
Awareness	Nature of School	0.566	0.411	41%
	Training in Special Education	-0.185	0.439	43%
	Gender	0.085	0.446	44%
	Location of the School	0.125	0.193	19%
Attitude	Nature of School	0.564	0.318	31%
Existing	Nature of School	0.640	0.490	49%
Competencies	Training in Special Education	-0.190	0.523	52%

The stepwise multiple regression analysis in Table -4 clearly reveals that gender, training in special education and nature of school are the significant predictors to the awareness of teachers by contributing 44, 43 and 41 percent respectively. By contributing 31 percent, the variable nature of school stands as a prime predictor for attitude of teachers towards children with disabilities Likewise, the variable nature of school and training in special education contribute 49 and 52 percent respectively to the dependent variable existing competencies. So, while organizing training programmes to the normal school teachers, one should keep in mind these variables.

Implications of the Study

The study reveals that in all the aspects, the normal school teachers demonstrated only moderate level of attitude and competency irrespective of their awareness. It means, on certain aspects eventhough they are aware of the aspects superficially, they are not clear in their attitude on different aspects of disabilities in children. It, in turn reflected in the form of moderate competency. This result gives a vast scope for organization of sensitisation, attitude building and need-based training programmes to the normal school teachers to handle children with disabilities in normal schools. As integrated

education is gaining momentum in India, the teachers working in normal school should be geared up with adequate knowledge, proper attitudes and competencies to deal children with disabilities. As such, the RCI, DIETs and the Special Education Departments should organize one to two-month need-based training programmes for these teachers incorporating specific and multiple disability concepts. A Training and Teaching Manual on the different aspects of disabilities in the form of a Handbook should be developed, published supplied to each teacher working in the schools. Similarly, there is a need to appoint resource teachers or specialist teachers who can assist the teachers to handle children with mild and moderate disability, and support the students with severe disabilities individually. Every school must be provided with a resource room with adequate teaching-learning materials that promote independent learning of the disabled children with and without teachers' support. Community networks can be established by involving governmental and non-governmental organisations who can support, give guidance and offer counselling to the parents and children with disabilities in their personal and social life. This in turn, sensitizes the governmental and non-governmental organizations to incorporate the disability concepts in their development and welfare programmes.

As the study clearly reveals that there is a positive significant correlation between awareness and attitude, awareness and existing competencies, and attitude and existing competencies of the normal school teachers, there is a need to integrate the awareness, attitude and competency development programmes under one umbrella by involving print as well as electronic media. Audio and video cassettes can be developed on different aspects of disabilities such as concept of disabilities, etiology of disabilities, ways and means of identification and assessment and development of educational programmes, keeping in mind the strengths and weaknesses of disabled children, providing guidance and counselling appropriately to the parents and children with disabilities. Such audio and videocassettes can be supplied to all the normal schools and teacher training institutions. The national bodies like the NCERT and RCI, in collaboration with special Education Department at University and College level should develop such audio and videocassettes and the same can be supplied to the schools.

The stepwise multiple regressions reveals the influence of independent variables- nature of school, training in special education, and gender on the dependent variables – teachers' awareness, attitude and existing

competencies in dealing children with disabilities. So, while selecting personnel for teaching and giving training to them, these variables should be bear in mind.

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Development of Correspondence Education in India: An Appraisal

D. Pulla Rao

Introduction

After independence, India had made tremendous progress in the field of education, though mostly quantitative in nature. Earlier, education was available only to the elites in society, and a large majority of the poor and marginalized people remained illiterate. Political considerations have an important role in the expansion of higher education, especially at the State level. The state government experienced tremendous pressure form the public to establish more and more colleges and universities. In a democratic society, even the strong governments find it very difficult to resist such pressures and are compelled to succumb to the same. These considerations have led to fast expansion of higher education in our country, which in turn, has adverse impact upon its quality. Therefore, in order to ensure access and education of a reasonably good quality, we must think of some alternative system capable of supplementing the role of conventional system, and distance education is one of such alternatives.

Limitations of the Formal System of Education

As a result of unplanned expansion and scarcity of funds, the quality of education imparted in the institutions of higher education gradually deteriorated. The frustrated students resorted to aggressive behaviour. The lopsided and unbalanced expansion of education diverted the efforts and resources of the government towards general education at the cost of vocational training. This process produced an enormous number of unskilled and unemployable graduates with devalued degrees.

Although the quantitative development of higher education, during the post-independence period, has been apparently very impressive, yet, it is

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inadequate to meet the growing demand of the people for higher education. Now, unlike, the pre-independence period, the benefits of higher education are reaped by a sizeable number of youth, even from underprivileged sections of the society. At present, we have one college for every 11,000 and one university for every 4.7 lakhs of persons in the relevant age group (18-23 years). Yet, in real terms, only about 6-7 percent of the eligible age group are getting the benefit of higher education. This is insignificant compared to the corresponding figures of over 50 percent for the countries belonging to the Organization for Economic Cooperation and Development (OECD), and about 30 percent in the other developed countries.

Open Learning

Due to limitations of the formal system of education, policy makers were attracted towards non-conventional modes of education for providing non-residential studies like correspondence courses. The Distance Education (DE) mode, in which it is not necessary to bring all the students together to listen to the face-to-face lectures was considered worthwhile. However, in the Distance Education system, the provision of occasional meetings between the teachers and the students is made. These meetings are popularly known as Personal Contact Programmes (PCPs). The learners receive their study material through correspondence mode (postal services) and study at home or at their workplace. The efforts of the students are supplemented by assignments, which are checked and evaluated by the concerned experts. Conceptually, Distance Education is a part and parcel of open learning. In fact, the Distance Education system is known by a variety of names in India, such as "External Appearance" (private appearance), "Correspondence Education" and "Distance Education".

Distance Education in India

The open learning system in India originated in the form of "private appearance" of the candidates in public examinations under which a candidate who could not study as a regular student was also allowed to appear in the examination after undertaking necessary study at home or at his workplace. This system was probably introduced to help the poor, the needy and the disadvantaged sections of the society, particularly Scheduled Castes, Scheduled Tribes and women. Later on, in order to overcome the deficiencies of the private appearance and improve the quality of education,

some universities started correspondence courses to cater to the requirements of such students. The term Distance Education received a formal recognition in 1982 when the four-decade old International Council for Correspondence Education was renamed as the International Council for Distance Education. The old concept of correspondence education was exclusively associated with print material, while the new concept of distance education included supplementary material being used through non-print media such as radio, television, computer and satellites. These institutions may be called the dual mode institutions. At present, India has two types of distance education institutions. They are (1) Correspondence Course Institutions (CCIs), and (2) Open Universities.

Objectives

The main objectives of our study are:

1. To observe the development of correspondence education in India, and
2. To estimate the enrollment in the correspondence course institutions and its ratio in total enrollment in higher education from 1971-72 to 1999-2000.

Development of Correspondence Education in India

The development of correspondence education and subsequently that of distance education throughout the world also had its impact on Indian education. In this regard, the Planning Commission of India pointed out (1960) that in the Third Plan (1961-66), in addition to provision for expansion of facilities for higher education, proposals for evening colleges, correspondence courses, and the award of external degrees were also under consideration. In 1962, the University of Delhi established the School of Correspondence Courses and Continuing Education. This event was an important landmark in the history of distance education in India as it was the first experiment of this kind. The views of the Education Commission (1964-66) were also favourable to the system of correspondence education. The National Policy on Education, (1968), made it clear that correspondence education would be given the same status as regular education. Subsequently, the Planning Commission, while drafting the Fourth Plan Document,

emphasised the need of diverting certain portion of enrollment in higher education to the correspondence stream in future. The Government of India sent delegations (1968-71) of experts to the USSR to study the scheme of correspondence education and recommend suitable measures for starting new ones. Punjab University, Patiala, was the second to come forword to implement the scheme in 1968. Rajasthan University, Jaipur, also set up the correspondence course institution in the same year. Later, in 1969 the correspondence courses were set up in Meerut and Mysore Universities.

Progress of enrollment in the correspondence education in India

The enrollment in correspondence course institutions indicates that there has been a continuous increase in their share in the total enrollment in higher education in our study period. In 1971, when the system of correspondence education was in its infancy, only 48,000 students were enrolled in it, which constituted only 2.32 per cent of the total enrollment in higher education. These figures increased to 1,60,000 in 1982-83, which constituted 5.12 per cent of the total enrollment. Later it increased to 3,32,000 in 1986-87. In 1999-2000, there were 62 conventional universities, which were offering academic as well as professional courses through the Distance Education mode, making it the largest dual mode system in the world.

The correspondence course institutions are offering more than 400 programmes, about 50 per cent of which are professional in nature. The enrollment in these institutions is of the order of 9,00,000, which forms 11.64 percent of the total enrollment in higher education in the country. An important point to be noted here is that the growth rate of enrollment in the correspondence mode has been higher than that of higher education in general. Table – 1 shows that the total enrollment in higher education during the period 1971-2000 has grown less than four fold, where as the enrollment of students in the correspondence mode has increased nearly twenty-fold. The percentage growth rate of total enrollment in higher education in 1999-2000 over 1971-72 was 274.53. The annual compound growth rate of total enrollment in higher education was 4.50 per cent. The percentage growth rate of enrollment in the correspondence course institutions in 1999-2000 over 1971-1972 was 1775.00. The annual compound growth rate of enrollment in the correspondence course institutions was 10.26 per cent.

Table – 1: Enrollment in the Correspondence Education In India

Year	Total enrollment in higher education (lakhs)	Index	%Growth rate over previous period	Enrollment in the CCIs	Index	%Growth rate over previous period	Enrollment in the CCIs as % of total enrollment
1971-72	20.65	100		48,000	100		2.32
1974-75	23.67	115	14.62	66,000	137	37.50	2.79
1977-78	25.65	124	8.36	88,000	183	33.33	3.43
1982-83	31.33	152	22.14	160,000	333	81.82	5.12
1986-87	36.82	178	17.52	332,000	692	107-.50	9.02
1989-90	47.64	231	29.39	433,500	903	30.57	9.10
1993-94	58.17	282	22.10	524,435	1092	20.9*8	9.00
1999-00	77.37	374	32.95	900,000	1875	71.61	11.64
% Growth rate in 1999-2000 over 1971-1972	274.53						
Annual compound growth rate	4.50			10.26			

Source *1. Anand, SP, 1979*
2. Venugopal, V and Manjulika, S, 1996
3. UGC Reports, 1986-87, 1990-2000

Uses of correspondence courses

Correspondence courses are mostly useful for the following persons:

1. Persons who were employed and hence could not pursue regular education.
2. Persons who dropped out without completing even the first-degree course and joined their family occupations.
3. Persons in the geographically remote rural areas where there are no institutions of higher learning, and also for the persons of socially and economically backward sections of the society.
4. Persons who are unable to join formal education due to over flow in many educational instituted where admissions are made on merit basis and for a fixed number of seats.
5. Persons who need some additional training in their vocation for updating their knowledge and career advancement etc.

Conclusion

It is apparent from the above analysis that the distance education mode has become more popular because it is catering to a wide range of aspirants who are willing to upgrade their educational qualifications for one reason or the other. Since it is much cheaper, it attracted the less able persons also to its fold. Above all, the distance education mode has greatly reduced the distance between learning process and the student beyond the national borders.

It is no wonder that in future the regular institutions for general education will be reduced in great numbers and the distance educational institutions have to fill the void.

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