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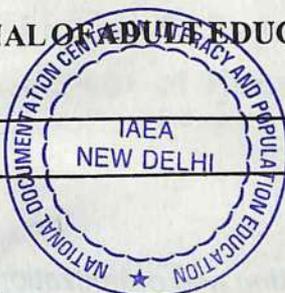
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Indian Journal of Adult Education, first published as a monthly in 1939, is brought out as a quarterly by the Indian Adult Education Association. The journal has a special interest in the theory and practice of Non-formal Education with special reference 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, xeroxed or carbon copies of manuscripts will not be accepted. Manuscript should be typed 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 a 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

Career Motivation among College and University Tribal Women Students of Himachal Pradesh

Dr. Manju Lohumi

Dr. Nisha Sharma

Development is acquisition of capabilities needed to do the present job or the future expected job well. Development of human resource is essential for any organisation that would like to be dynamic and growth oriented. Unlike other resources human resources have rather unlimited potential and capabilities. The potential can be used only by creating a climate that can continuously identify, bring to surface, nurture, and use the capabilities of people. Human resource development system aims at creating such a climate.

Women's education has assumed special significance in the context of the country's planned development as women constitute nearly half the nation's population. Education enables women to acquire basic skills and abilities and fosters a value system which is conducive for raising their status in the society.

There is a perceptible change in the outlook regarding women's development in view of increased participation of women in workforce. Even the government programmes for women show an upward mobility from welfare to development. This truly does not cover women of every section.

In order that development meet the needs of women, first of all they need POWER, KNOWLEDGE AND EXPERIENCE. This power is not power to dominate, but power to reduce helplessness, power to increase effectiveness. Women do not wish to replace male domination by female domination. The power they need is power as:

- a sense of internal strength and confidence to face life
- the right to determine choices of life
- the ability to influence social processes that affect their lives, and

As members of society, women, are both recipients of and contributors to development efforts. As recipients, they, at present, have little voice in deciding what they need and the best course for obtaining it. As their capacities are socially constricted, they have little power to alter or shape the nature of either their contribution or their rewards. They have little power to say what they would consider best for themselves and why. Their socially prescribed and distinct relation to men and society determine when how and where they can act. With far less access to social resources than others, such as productive assets, skills, education, health-care, political processes, etc. they are subject to greater exploitation. Sometimes the options they exercise are against their own interests because at present, within the system they have no other options.

They can become agents of change by:

- redirecting social process
- targeting at institutions that serve as instruments for redirection.
- evolving strategies for opposition, intervention.
- influencing governmental machinery, and by mobilizing and training women at all levels; by recruiting supports for women's cause.

However, with the changing world, the concept of education is experiencing a complete transvaluation. Today education is a powerful agent of social change. It unlocks the door to development. It is also a sure road to economic modernization and progress. The report of the Working Group on Tribal Development (1980) suggests: We feel while the core economic sectors might hold primacy in planning: education is the key to tribal development... Education is an input not only for economic development but also for inner strength of the tribal communities so that they can meet the net challenge in terms of some degree of equity.

Career Motivation

This term came into use during the later 1950s and became widespread in the later 1970s. It is encountered more often in the literature of counselling, personnel, and vocational psychology, is used widely in career education, and has become popular in business, industry, and government personnel and employees relations circles. Career development thus denotes the processes, sequences, and tasks of moving from one position to another.

Studies on professional women are on increase (Epstein, 1970; Farmer, 1974; Silverstone and Ward, 1980; and Tanwar, 1987; Sehgal, 1990). But there is much less information on the experience of female professional students. Yet it is during their years of training that a number of experiences crucial to student's future success take place. For instance the marital relationship often has a direct effect on student's later productivity and success (Feldman, 1973). Also female students are sometimes treated in way that might lead them to quit. Male peers and teachers sometimes question female students about how they will juggle family and career involvements, thereby challenging the women's future commitment to their careers (Hammond, 1980; and Podmore and Spencer 1982; Shukla and Saxena, 1992).

Objectives

To study the career motivation among college, university tribal women students of Himachal Pradesh in relation to the socio-demographic variables of:

- Type of family. i) Nuclear ii) Joint
- Size of family. i) Small, ii) Medium and iii) Large
- Residential Background. i) Rural ii) Urban
- Parental education i) Illiterate, ii) Average education, iii) High education
- Parental employment. i) No employment ii) Average employment iii) High employment
- Family income. i) No income ii) Average income iii) High income

Hypotheses

- There will be significant increase in the mean career motivation of tribal women from college to university level.
- The mean career motivation of tribal women students both at college and university level belonging to nuclear family will differ significantly from their counterparts belonging to joint family.
- The mean career motivation of tribal women students of college and university level belonging to small medium and large family size will differ significantly.
- The mean career motivation of rural college and university tribal women students will differ significantly from urban tribal women students.

- The tribal women students of college and university level having illiterate, average, and high parental education will differ significantly in their career motivation.
- The tribal women students of college and university level having no employment, average and high parental employment will differ significantly in their career motivation.
- The tribal women students of college and university level having no, average, and high parental income will differ significantly in their career motivation.

Method

Descriptive Method of Research was used for the conduct of the present study. Descriptive Research is concerned with hypotheses formulation and testing, the analysis of the relationships between non-manipulated variables, and arriving at some generalizations. In descriptive research, variables that exist or have already occurred are selected and observed. Descriptive method employs careful sampling procedures so that generalizations may be extended to other individuals, groups, times or settings. Since the objective of the present investigation was to study socio-demographic correlates of career motivation among female tribal students of Himachal Pradesh, the data was collected from female tribal students with the help of certain tools as discussed below:

Sample

In case of the present study, an endeavour was made to select a large and representative samples of the population so that the result may be trusted and may be fairly applicable in the similar situations.

The Government Degree Colleges of Shimla affiliated to Himachal Pradesh University, Shimla and Tribal Colleges of Himachal Pradesh and Post-graduate Centre of the University constituted the population for the present study.

The sampling frame for the present study was the female students at Graduation level and Post-graduation level from which a sample of 600 tribal women students was randomly drawn, the tribal women students at college and university level pursuing different course (namely arts, sciences and professional) were taken into account.

The distribution of the sample of 600 students drawn from two levels and used for analysis of data is given in the Table No.1.

TABLE-1
Distribution of Sample of Tribal Women Students

Level	Group	N
Graduation	Science	100
	Arts	200
	Professional	100
Post-Graduation	Science	50
	Arts	100
	Professional	50

Tool

The scale of 40 items, to be scored on a five-point continuum from highly agree to highly disagree in order to elicit response pattern of the subjects with regard to a number of stimuli (in the form of statement), pertaining to the importance, to be attached to career or home-making during/ after the completion of the studies. The scale comprised of 19 positive and 21 negative statements belonging to the sub-areas of family role of women, options of career-traditional vs non-traditional, levels of commitment to work, social role of women adopting a career/occupation, self-fulfilment during work/home roles, i.e. social identity and career-home conflict.

The Background Information Data Sheet was constructed and standardized in order to seek information of female students on the following social variables:

1. Type of family (Nuclear/Joint)
2. Size of family (Large/Medium/Small)
3. Residential background (Rural/Urban)
4. Parental education (Paternal and Maternal)
5. Parental employment (Paternal and Maternal)
6. Family income (Paternal and Maternal)

Administration

The Career Motivation Scale and Background Information Data Sheet were administered to the female students studying at graduation and post-graduation levels personally by the investigators to seek the requisite information on the variables, under study.

Scoring

The scoring of **Career Motivation Scale** was done on five point scale to obtain career motivation scores of female students with range of score being 40 to 200. The high score indicates the high career motivation and low score indicates the low career motivation.

The data on Background Information Data Sheet was obtained for the female subjects on the sociological variables as given: Type of family (nuclear/joint), size of family (large/medium/small), residential background (rural/urban), parental education (Graduation and Above) (paternal and maternal), parental employment {No employment, Average Employment (Secretarial), High Employment {Officer, Professional, Lecturer/Doctor} (paternal and maternal)} and parental income (no income, Average Income (Below 10,000 per month), High Income (Between 10,000-anove 30,000) (paternal and maternal)}

Analysis of data

The qualified data on tribal women students on career motivation means, standard-deviations and t-test were also worked out. Table 2 shows the details.

TABLE-2
Career Motivation among Tribal Women Students

Level of Education	M	SD	t-value
College	150.02	19.86	4.20
University	156.79	17.90	

The university tribal women students show increasing trend in career motivation score than the college tribal women students. It means university tribal women students are more career motivated than the college tribal women students. Hence, the hypothesis "there will be significant increase in mean career motivation of tribal women students from college to university level" was accepted.

Socio-Demographic Variables

The data in terms of frequency distribution alongwith percentage on the socio-demographic variables of age, family type, family size and residential background of tribal women students is given below.

TABLE-3
Distribution of tribal women students in terms of Age, Family type, Family size and Residential background.

Levels of Education				
Variables	College		University	
	N	%	N	%
Age (in years)				
17-19	154	38.50	-	-
20-22	210	52.50	144	72.00
23-25	36	9.00	49	24.50
26& Above	-	-	7	3.50
Total	400	100	200	100
Family Type				
Nuclear	308	77.00	159	79.50
Joint	92	23.00	41	20.50
Total	400	100	200	100
Family Size				
Small	97	24.25	27	13.50
Medium	231	57.75	144	72.00
Large	72	18.00	29	14.50
Total	400	100	200	100
Residential Background				
Rural	303	75.75	153	76.50
Urban	97	24.25	47	23.50
Total	400	100	200	100

The table no. 3 shows that:

- The age range of college women students was 17 to 25 with large majority being 20-22 years, old whereas in case of university women students the age range was from 20 to 26 & above with large majority (72%) being 20 to 22 years old. It shows that the sample of tribal college women students has been found (52.50%) to be mainly distributed in the age range 20-22 years and with few college women students in the age group of 17 to 19 years whereas very small number of university women students in the age range of 26 and above.
- The large majority (77%, 79.50) of tribal women students belongs to nuclear family and smaller percentage to joint families at both levels i.e. college and university respectively.
- In terms of distribution on family size, the data shows that almost (57.75% 72%) of the women students were almost from medium size family at both levels and around (24.25%, 13.50%) small sizes only in case of college students. There are lesser cases (18%, 14.50%) of women students belonging to large family size.
- The distribution of women students on residential background reveals that majority (75.75%, 76.50%) of women students are from rural set up and few tribal women students belonging to urban group at both levels i.e. college and university respectively.

The frequency distributions of data pertaining to the variables of parental education, parental employment and parental income are given in Table No.4

TABLE-4
Distribution of Tribal Students in relation to Parental Education, Employment and Income

Levels of Education				
Variables	College		University	
	N	%	N	%
Mother's Education				
Illiterate	239	59.75	135	67.50
Low Education	39	19.75	27	13.50
High Education	122	30.50	28	19.00
Total	400	100.00	200	100.00

Father's Education				
Illiterate	51	12.75	67	33.50
Low Education	137	34.25	66	33.00
High Education	212	53.00	67	33.50
Total	400	100.00	200	100.00
Parental Employment				
Mother's Employment				
Low Employment	335	83.75	174	87.00
Average Employment	43	10.75	19	9.50
High Employment	22	5.50	7	3.50
Total	400	100.00	200	100.00
Father's Employment				
Low Employment	234	58.50	139	69.50
Average Employment	90	22.50	37	18.50
High Employment	76	19.00	24	12.00
Total	400	100.00	200	100.00
Parental Income				
Mother's Income				
Low Income	332	83.00	178	89.00
Average Income	60	15.00	19	9.50
High Income	8	2.00	3	1.50
Total	400	100.00	200	100.00
Father's Income				
Low Income	234	83.50	140	70.00
Average Income	90	22.50	36	18.00
High Income	76	19.00	24	12.00
Total	400	100.00	200	100.00

The frequency distributions of women students on sociological variables, as given in table no.4 reveal, that:

Large number of tribal women students reported having illiterate mothers (59.75%, 67.50%). There are good number of students having high education level of mothers (30.50; 19%).

Few reported that educational level of their mothers are upto school level. In case of father's education large number (53.00%, 33.50%) of women students belong to families having high educational level. There are also good numbers of students having father educated upto school level at both levels (College and University). Few students (12.75%, 33.50%) have reported having a father of illiterate background.

a large number of tribal women students have reported. In case of maternal employment having low employed mothers (83.75%, 87%), 20% having average employment and only 9% were in high employment level. Whereas, in case of paternal employment, large majority (58.50%, 69.50%) of women students have reported low employment of father's, around (22.50%;18.50%) in average and 19% were in high level of employment.

Majority of tribal women students have reported low income for their mothers (83%; 89%). In case of those reporting income level of mothers, it is of average range and only 4% have working mother with high income levels. On the other hand, there are large majority of women students reporting low income from their fathers, (83.50%; 70%) and among those whose income is there, few (19%; 12%) women students reporting average to high range of income.

On the basis of above information it may be inferred that the sample of tribal women students, under study, has different levels of social background in terms of sociological variables which might play a role to determine their career motivation.

Further, on the basis of the quantified data of college women students on these sociological variable, means standard deviations and t-value were also worked out as given in Table No. 5.

TABLE-5

Means, Standard Deviations and t-value Data on Sociological Features of Tribal women student of College level.

Sr.No.		N	M	SD	t-value
Family Type					
1.	Nuclear	308	158.36	20.07	5.97**
2.	Joint	92	147.67	22.51	
Family Size					
1.	Small	97	163.66	18.90	3.75(1&2)
2.	Medium	231	154.49	20.72	3.26(2&3)
3.	Large	72	145.07	22.92	5.77** (1&3)
Residential Background					
1.	Rural	303	145.62	19.44	11.39**
2.	Urban	97	160.23	19.00	
Parental Education					
Mother's Education					
1.	Illiterate	239	145.62	19.44	4.37(1&2)
2.	Low Education	39	160.23	19.00	4.03(2&3)
3.	High Education	122	171.77	14.31	13.15**(1&3)
Father's Education					
1.	Illiterate	51	140.33	16.04	8.51**(1&2)
2.	Low Education	137	142.82	18.47	11.94**(2&3)
3.	High Education	212	166.44	17.76	9.59**(1&3)
Parental Employment					
Mother's Employment					
1.	Low Employment	335	151.79	21.12	5.26**(1&2)

2.	Average Employment	43	169.42	16.91	1.57(2&3)
3.	High Employment	22	175.57	8.70	5.13*(1&3)
Father's Employment					
1.	Low Employment	234	145.62	19.29	7.37**(1&2)
2.	Average Employment	90	163.10	18.68	4.49(2&3)
3.	High Employment	76	174.42	12.54	12.19**(1*3)
Parental Income					
Mother's Income					
1.	Low Income	332	151.54	21.04	6.91**(1*2)
2.	Average Income	60	171.18	15.28	1.33(2&3)
3.	High Income	8	178.50	7.05	3.62(1&3)
Father's Income					
1.	Low Income	234	146.62	19.29	7.37**(1&2)
2.	Average Income	90	163.10	18.67	4.49(2&3)
3.	High Income	76	174.42	12.54	12.19**(1&3)

Table no.5 shows certain trends in the complexion of sociological variables among tribal women students at college level, which may be summed up as under:

- In case of family type, most of the tribal women students belongs to nuclear families and not from that of joint family.
- The high mean score of tribal women students belongs to small families. Only some of them belongs to the medium size families.

- The residential background of tribal women student shows that it does not differ much from the rural set-up and urban set-up women.
- In case of parental education, the level of father's education is higher than that of mother's in high education level.
- The employment status of fathers is also higher than that of mothers in the average of high level. It is generally quite high in case of low employment levels.
- In case of income status of fathers, it is much higher than that of mothers and it is quite high in low income also.

It may be concluded, on the basis of information on Sociological variables that the tribal women students under study, are having a better level of family type, family size, residential background, parental education, employment and income more so in case of fathers.

On the basis of the quantified data of university tribal women students on these sociological variables, means, standard deviations and t-value were also worked out which is given in table no. 6.

Table-6
Means, Standard Deviations and t-value Data on sociological variables of Tribal Women Students of University Level.

Sr.No.		N	M	SD	t-value
Family Type					
1.	Nuclear	159	157.97	17.74	2.16
2.	Joint	41	151.76	16.09	
Family Size					
1.	Small	27	170.85	11.03	6.27**(1&2)
2.	Medium	144	154.58	17.86	0.33(2&3)
3.	Large	29	153.55	14.85	4.97 (1&3)
Residential Background					
1.	Rural	153	152.84	16.81	6.54**

2.	Urban	47	168.98	14.12	
Parental Education					
Mother's Education					
1.	Illiterate	135	150.91	16.63	4.38(1&2)
2.	Low Education	27	164.48	14.26	2.04(2&3)
3.	High Education	28	171.08	8.46	8.99**(1&3)
Father's Education					
1.	Illiterate	67	149.06	15.45	0.85 (1&2)
2.	Low Education	66	151.48	17.08	6.69**(2&3)
3.	High Education	67	169.01	12.73	8.18**(1&3)
Parental Employment					
Mother's Employment					
1.	Low Employment	174	151.01	16.58	5.65*(1&2)
2.	Average Employment	19	166.14	13.85	3.05(2&3)
3.	High Employment	7	174.05	7.48	11.32**(1&3)
Father's Employment					
1.	Low Employment	139	154.30	17.44	7.76**(1&2)
2.	Average Employment	37	173.00	8.79	0.79(2&3)
3.	High Employment	24	170.14	7.93	4.84(1&3)
Parental Income					
Mother's Income					
1.	Low Income	178	153.68	17.32	9.79**(1&2)
2.	Average Income	19	174.32	7.23	0.53(2&3)
3.	High Income	3	172.67	4.62	6.40**(2&3)
Father's Income					
1.	Low Income	140	151.60	16.87	4.79 (1&2)
2.	Average Income	36	165.17	14.67	2.67(2&3)
3.	High Income	24	173.17	8.46	9.63**(1&3)

The Table no. 6 shows certain trends in the complexion of sociological variables among tribal women students at university level which may be summed up as under:

- In case of family type, most of the tribal women students belongs to nuclear families
- The high mean score belongs to small families and there is not so much difference in the mean score of medium and large families.
- The mean score of residential background of tribal women students belongs to urban set-up.
- In case of parental education, the level of father's education is higher than that of mother's in high level of education.
- The employment status of fathers is also higher than that of mothers in the average and high level. It is quite high in low employment level.
- In case of income status, is not much differ in mother's and father's income levels.

On the basis of statistics and results of mean score, it was concluded that the tribal women students were having nuclear, small and urban set up families at both college and university level. Hence the hypothesis, "the mean career motivation of tribal women students both at college and university level belonging to nuclear, small and urban set up families will differ significantly from their counterparts" is vindicated.

In case of parental education the level of fathers is higher than the level of mothers at both college and university level. Hence the hypotheses, "the tribal women students of college and university having illiterate, average and high parental education will differ significantly in their career motivation" is accepted.

In case of parental employment the level of fathers is higher than that of mothers at both college and university level. Hence the hypotheses, "the tribal women students of college and university having no employment,

average and high parental employment will differ significantly in their career motivation" is accepted

The income status of parents the level of fathers is higher than the level of mothers at both college and university level. Hence the hypotheses, "the tribal women students of college and university having no income, average and high parental income will differ significantly in their career motivation" is accepted.

Conclusions

Socio-demographic characteristics

The socio-demographic characteristics of college tribal women students of Himachal Pradesh, under study, reveal that:

- The tribal women students were generally in the age range of 20-22 years.
- Majority of tribal women students belong to nuclear families.
- Large majority of tribal women students belong to medium size families.
- In case of parental education, the level of father's education was higher than that of mother's.
- The employment and income status of fathers were much higher than that of mothers, though it was generally in the middle prestige category.

The socio-demographic characteristics of university tribal women students of Himachal Pradesh, under study, reveal that..

Delimitations

Only women students of Govt. Colleges and Universities of Himachal Pradesh were included for drawing the sample.

Educational Implications

- Since the sociological characteristics of tribal women students i.e. belonging to urban population, educated parents and average and high income groups, it is worth while to point out that the participation of women students in higher education is dependent on socio-economic conditions of the families. Therefore, efforts need to be made to attract tribal women students from rural set-up in the educational development.
- Since the sociological variables of parental income, employment and education seems to play a significant role in their career motivation, it would be worthwhile to suggest that if awareness campaigns can be brought, it may lead to better career commitment among tribal women students, pursuing higher education.
- Indian women are marching ahead in different areas of national life. They have successfully carved out a place for themselves even in exclusively male-dominated arenas. For creating the India of our dreams, it is necessary that women come to the fore.
- The influence of education on changing orientation of women needs to be objectively identified, and career commitment among women is to be encouraged, if education system is to have linkage with productivity and national development.

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Problems Confronting the Research Scholars in Higher Education

V. P. Matheswaran

Abstract

Students, who are the pillars of the future society, should be trained to face various situations by improving their mental ability not only to face any problem but also to overcome the problem and accomplish their task. So far, no systematic efforts have been made in respect of problems of Research Scholars. Though almost all the students taking up research programmes enter their field with enthusiasm and are prepared to work hard to accomplish their task, most of the scholars at different levels of research face situation of no progress and thereby discontinue the programme altogether.

The present study aims to identify those problems confronting research scholars that stand in the way of successful completion of their research work. Based on the objectives, logistics and types of samples the investigator has applied survey design for this study. For this study the investigator has applied stratified random sampling technique to elicit necessary information from the 167 research scholars. The data were collected and percentile analyzed during the present investigation. Enrolment in higher education, particularly for doctoral research programmes is declining now a days. The reasons pointed out include financial and placement aspects. Dropouts in the Ph.D. programme is also due to the lack of cordial relationship between scholars and supervisor. Poor infrastructural facilities are also the reason for the reduction in the enrolment in research studies. In the present era of Information Technology, every one is preferring IT related courses as or further studies scholars are widely opting various aspect of computer related courses only. Therefore, administration of research institutions should take necessary steps to reduce the problems and create a congenial environment to encourage research work.

Introduction

Problems persist in every sphere of human activity, and each individual faces one kind of problem or other, while taking up new assignment or tasks. When the civilized society grows, problems of different nature creep in its own style. Students, who are the pillars of the future society, should be trained to face various situations by improving their mental ability not only to face any problem but also to overcome the problem and accomplish their task. So far, no systematic efforts have been taken in respect of problems of Research Scholars. Though almost all the student taking up research programme enter their field with enthusiasm and are prepared to work hard to accomplish their task, most of the scholars at different levels of research face situation of no progress and thereby discontinue the programme altogether.

Robertson and Sister (1971) concluded alarmingly that the most cited reason by administrators for students dropping out of doctoral programmes was "inadequate personal financing and the evidence pointed to an increase in this direction rather than an alleviation of the position". "The someline is endorsed by the finding unerlined in the statement, the wide spread occurrence of money problems and the socially and emotionally neutral tone of matter may make it a fine cover story for the more personal and potentially stressful real reasons that may actually prompt dropping out (Bowen and Rudenstine, 1992, CGS, 1990b: Monaghan, 1989)".

There is an institutional loss, too. When student dropouts occur, it has many financial implications. No student pays fully for the academic ambience provided to him. Thus, there has been an institutional investment in the student from tax funds, endowment income, and other non-tuition sources, and that investment has not achieved the expected return.

When asked, faculty members, why some students completed all course work and then did not begin thesis, their answers were as follows:

1. Students' personality traits such as lack of self-discipline, procrastination, failure to set priorities, indecision, and fear of failure. The guidelines set down by advisors and other faculty members can often produce positive alternation in such behaviour.

2. The second most frequent cause clusters around a group of factors, which include economic reasons, such as the need of the student to work to keep body and soul together and to mitigate the family problems and illness.
3. Programme inadequacies form the third significant group of factors according to the opinion of the faculty members. They were most critical of programme discontinuity i.e. the lack of developmental stages and smooth transitions between one and another programme phase.
4. Inadequacies in the cognitive domain took fourth place for dropout. It was argued that some scholars who lack enough intellectual ability or who find the rigors or scholarship too demanding couldn't readily be located until they are faced with independent study outside the system of a class or a seminar.
5. Almost 10 per cent of the total of comments deal with failures of advisor and other faculty member. When a student is not able to change a faculty member, the stage is set for dropout. The student would find too little help with problems of the kind, which should have a legitimate claim on faculty attention such as discussion of the student's research ideas.

Significance of the Study

Research indicates ardent curiosity and fertile imagination. It is a love of experimental enquiry. Research is a systematic procedure to seek hidden facts emphasizing prior planning which envisages the quick and systematic pattern. Research needs sustained procedure, which engulfs lots of minute thinking and activities. Blockage in research work will block the whole research process and the research scholar in his research activities. The present research work on the problems of research scholars will help the research scholars to undertake their research with courage to anticipate problems and achieve them.

The present study aims to identify the problems confronting research scholars and stand in the way of successful completion of the research work. This study is an attempt to identify the problems, academic or otherwise,

faced by the research scholars and suggest possible measures that will help the research scholars and the research guides to understand the problems faced by research scholars who are in different stages of their research work.

Research Methodology

A comprehensive picture of methodology related to data collection, the appropriate sample size and statistical techniques employed to realize the objectives are presented here.

Problems of the Study

The actual problems faced by the Research scholars have been grouped under the following categories for the study.

1. Socio-Economic/Personal problems
2. Problems relating to academic-research work
3. Problem with the supervisor
4. Department/Lab facilities
5. Library facilities
6. Non-availability of the Material
7. Difficulties faced during data collection
8. Difficulties in statistical analysis of the data
9. Administrative problem
10. Report writing

Objectives of the Study

The study involves the following objectives.

1. To analyze the problems confronting the research scholars which prohibit the completion of the research work.
2. To find out the influence of socio-economic problems in completing the research studies.
3. To find out the impact of the academic related problems in completing the research studies.
4. To find out the impact of the administrative bottlenecks that stand in the way of completing the research studies.

Hypotheses

The following directional hypotheses are postulated.

1. Non-availability of financial support delays the completion of the research study.
2. Non-availability of related literature prolongs the research study.
3. Lack of statistical knowledge delays the completion of the research study.
4. Lack of understanding between the scholars and the supervisor delays the completion of the research study.
5. Lack of writing skills prolongs the completion of the research study

Research Design

Based on the objectives, logistics and type of sample, the investigator has applied survey design for this study.

Construction of research tool

As per research design for the purpose of data collection, the investigator constructed a questionnaire, which consisted of thirteen dimensions which are as follows:

- (1) Socio-Economic status of the respondents (2) Pertains to registration of Ph.D (3) Problems in getting fellowship (4) Facilities in the department (5) Library facilities (6) Academic Problems (7) Administrative Problems (8) Hostel facilities (9) Completion of Ph.D thesis (10) Infrastructure facilities (11) Amenity centers (12) Activities in the period of research study (13) Ranking above mention dimensions.

Sampling

For this study the investigator has applied stratified random sampling technique to elicit necessary information from the research scholars, who have covered more than the minimum stipulated period of study and find it difficult to complete the research work. For this study the research selected the University of Madras. For the purpose of this research the universe represents the Ph.D research scholars enrolled

in Social Science, Humanities, Science, and Basic Medical Sciences. Three hundred fifty of the scholars were selected from the four campuses for this study. The developed questionnaires were distributed to the all these Ph.D scholars in person but only 167 filled questionnaires were retrieved.

Analysis of the Data

The investigator has analyzed the collected data and interpreted the result towards problems in Ph.D registration, getting the fellowship, facilities in the department, library facilities, academic problems, administrative problems, problems in the hostel, infrastructural facilities and amenity center facilities as the reasons for delay in completing Ph.D. work and submission of thesis.

Findings and conclusion

The data were collected and percentile analysis were carried over during the present investigation. The findings presented here.

Socio-economic status of the scholars

- 1) Most of the scholars were in the 23-32 (89.4 per cent) age group
- 2) Out of the total sample the ratio of male scholars is higher than female scholars
- 3) Most of the scholars are from the urban areas
- 4) Most of the scholars have completed only post graduate courses
- 5) Number of unmarried scholars are higher than married scholars
- 6) Most of the scholars are from the nuclear families
- 7) Most of the scholars are first generation scholars
- 8) Most of the scholars' family income is below Rs. 5000/-

Registration of the Ph.D. Programme

- 1) Most of the scholars feel that research fees are high
- 2) Most of the scholars planned to do research in their P.G. level
- 3) 40 per cent of the scholars have opted for the research by self-motivation

- 4) 88 per cent of the scholars registered their Ph.D. by own interest. 85 per cent of the scholars joined Ph.D. to improve their knowledge. 58 per cent of the scholars were doing the research to acquire the highest degree.
- 5) 53 per cent of the scholars have chosen the topic analyzing their interest
- 6) 34 per cent of the scholars took the topic relating to their Post graduate/M/Phil. dissertation
- 7) 75 per cent of the scholars selected their research topic as advised by their guide
- 8) 27 per cent of the scholars status is in the data collection stage
- 9) 81 per cent of the scholars changed their Ph.D. topic by more than once
- 10) 57 per cent of the scholars changed their research area on their supervisor's suggestion

Financial assistants – Fellowship

- 1) 17 per cent of the scholars get the Backward Class scholarships and 5 per cent of the scholars get the Scheduled Cast welfare scholarship
- 2) 15 per cent of the Scholars get the University Grants Commission Research Fellowship. 11 per cent of the scholars get the University Research Fellowships, 6 per cent are getting CSIR and other Fellowships
- 3) 44 per cent of the scholars getting the financial assistance from their parents, 5 per cent from friends, 2 per cent from their spouse and 4 per cent from others
- 4) 35 per cent of the scholars have stated that they get monthly fellowship regularly, while 14 per cent of the sample have complained about delay in the monthly payment
- 5) 36 per cent of the scholars are not satisfied with the amount of the fellowship

Facilities in the department

- 1) 52 per cent of the scholars are not satisfied with study room facilities
- 2) 45 per cent of the scholars are not satisfied with the computer and Internet facilities

- 3) Most of the scholars are not satisfied with the allotment of laboratory electricity and water.

Facilities in the Library

- 1) The departmental library is not fully equipped with recent books and journals
- 2) Scholars need computerized abstracts of the all previous research, dissertations and bibliography of the books and journals
- 3) Scholars need pure drinking water, non-stop electricity, hygienic toilet, internet facilities, Xerox machine in the library
- 4) All Ph.D. scholars need MALIB cards

Problems relating to Academic work

1. Supervisors are not allowing scholars to attend seminars, conferences and to present research papers
2. Supervisors are very busy with other works so they do not meet and discuss with research scholars regularly
3. Supervisors are partial by sex and cast
4. Supervisors are not allowing the scholars to discuss their research work with the other guides of the department
5. Supervisors often assign their personal work to research scholars
6. Most of the above said problems are faced by the scholars working in the social science and humanities departments

Problems related to Administration

- 1) There is undue delay in getting replies from the University
- 2) University is not taking care on original certificates and letter of scholars
- 3) Most of the scholars feel that they need more help from the departmental office, lab assistant and other non-teaching staffs of the University
- 4) Most of the scholars feel that acknowledgement should be given to scholars at the time of fees payment, submission of synopsis, original certificates, etc.
- 5) Most of the scholars feel that office time should be strictly followed by all staffs in all campuses.

- 6) Doubts should be cleared through computer network in all campuses.

Problems related to Hostel

- 1) Scholars need separate hostel
- 2) Accommodation should be maximum of two per room
- 3) Scholars need pure drinking water, non stop electricity and hygienic toilet facilities
- 4) Internet facilities are needed in the hostel.
- 5) The scholars feel that fees are moderate
- 6) All outstation scholars should be accommodated in the hostel

Reason for delay in the completion of Ph. D. Programme

- 1) Ill health of the scholars (43 per cent)
- 2) Non-availability of the supervisor (45.5 per cent)
- 3) Delay is also due to the lack of understanding between scholar and supervisor
- 4) Lack of time to supervisor to discuss with scholars also constitute for the delay
- 5) Poor financial assistance is one of the reasons for delay
- 6) Marriage and pregnancy (women) and other family problems also stand in the way of completion of research work.
- 7) Lack of freedom to express their feelings and opinion to supervisor
- 8) Exploitation by the supervisor

Problems related to Infrastructure

- 1) Few departments have no proper class room and seminar hall
- 2) Some departments have not adequate furniture and teaching equipments
- 3) Scholars feel that bank, post office, good canteen, recreation club, indoor sports facilities etc. should be made available in the university campus
- 4) Scholars need good library, stationary stores and internet facilities

Rank of the problems

Following are the reasons for delay in the research work, as ranked by the scholars

- 1) 13.2 per cent of the scholars have ranked administrative problem as the top most problem.
- 2) 11.4 per cent of the scholars feel that lack of Infrastructure facilities is the main reason.
- 3) 9.6 per cent feel that the real problems lies with material collection
- 4) 9.0 per cent-Unsuitable Environment
- 5) 7.8 per cent-Problems in the Department
- 6) 7.2 per cent-Personal problems
- 7) 7.2 per cent-Harassments of women
- 8) 6.6 per cent-Problems in getting the Fellowship
- 9) 6.6 per cent-Finance problems
- 10) 6.0 per cent-Problems of Supervisor
- 11) 6.0 per cent-Academic problems
- 12) 5.4 per cent-Non-availability of Hostel
- 13) 1.8 per cent-Lack of Lab facilities and library facilities

Highlights of the finding

Confronting the problems of the research scholars as ranked by the scholars are mentioned below:

- i. Administrative problems (13.2%)
- ii. Lack of infrastructure facilities (11.4%)
- iii. Material collection (9.6%)
- iv. Unsuitable environment (9.0%)
- v. Problems in the departments (7.8%)
- vi. Personal problems (7.2%)
- vii. Women Harassment (7.2%)
- viii. Finance problems (6.6%)
- ix. Fellowship (6.6%)
- x. Supervisor problems (6.0%)
- xi. Non-availability of hostel (5.4%)
- xii. Lack of Lab facilities (1.8%)

Conclusion

Enrollment in higher education, particularly for doctoral research programmes is declining now a days. The reasons pointed out include

financial/placement etc., Dropouts in the Ph.D. programme is also because of the lack of cordial relationship between scholars and supervisor. Poor infrastructure facilities are also the reason for reduction in the enrolment in the research studies. In the present Information Technology age, every one is preferring IT related courses and further studies on various aspect of computer related courses only. This is also one of the reasons for declining trend in research programmes. The administration of the research institutions should take necessary steps to reduce the problems and create a congenial environment to encourage research work.

Suggestions of the Scholars

1. Universities can relax the regulation for admission to Ph.D. programme
2. Communication to the scholars should reach in time
3. Fellowship payment needs to be made regularly
4. Opportunity may be provided to the non-stipendiary scholars as the guest faculty
5. Hostels should be with in the campus of research institute
6. Internet facilities may be provided in the hostels
7. Science laboratories should contain minimum basic facilities (Non Stop Water, Electricity, etc.) to work round the clock
8. The lab should be modernized with latest technology
9. Library should be equipped with all latest facilities including internet, Xerox machines, national, international books and journals, Research abstract, etc.
10. University should provide short-term programmes for newly enrolled scholars on SPSS, Utility of library, Internet usage, etc.
11. Guide and scholars relationship should be cordial
12. Co-operation and coordination from the Administration have to be improved
13. University should stipulate to the retired teachers to complete the research Guidance work of students registered during their service period within a Specified period.
14. Scholars should be encouraged to prepare the research papers and Participate in the conferences and seminars
15. University should create placement center and campus interview to provide employment opportunity to the scholars

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Lifelong Learning for the Third Age – Significance and Case Studies from Selected Countries

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Introduction

Lifelong learning is the concept that "It is never too soon or too late for learning." It sees citizens provided with learning opportunities at all ages and in numerous contexts: at work, at home and through leisure activities, not just through formal channels such as school and higher education.

Lifelong education is a form of pedagogy often accomplished through distance learning or e-learning, continuing education, home-schooling or correspondence courses. It also includes postgraduate programmes for those who want to: (a) improve their qualification, and (b) bring their skills up to date or retrain for a new line of work.

One of the reasons why lifelong education has become so important is the acceleration of scientific and technological progress. Despite the increased duration of primary, secondary and university education, the knowledge and skills acquired there, are usually not sufficient for a professional career spanning three or four decades.

In later life, especially in retirement (which is also known as the 'third age'), continued learning takes diverse forms, crossing traditional academic bounds and including recreational activities.

The "Third Age" is the post-retirement stage of life, when one has time for pursuing wider interests. Lifelong learning has special significance for the aged population. The present paper highlights how the elderly can benefit from lifelong education programme. It also discusses: (a) policy on elderly in selected countries, and (b) relevance of technology in the context of lifelong long learning for the third age.

Significance of Lifelong Learning for the Elderly

Today, there are around 590 million people in the world aged 60 and over. With this figure expected to mount to 1.2 billion by the year 2025, public policy needs to find ways to encourage lifelong learning opportunities for the elderly. Lifelong learning can help retain the elderly in the workforce for a longer time period, thereby reducing the dependency ratio and poverty in general and can be an instrument for social and inter-generational cohesion. Developed countries like Sweden are already implementing innovative programmes in this field. China's University of the Third Age has over a million senior citizens enrolled. However, most developing countries, where the majority of the elderly population is illiterate, are far behind. Technology offers an increasing opportunity for reaching the elderly.

The greatest social challenge of the 21st Century

The greatest social challenge of the 21st Century will be the aging of human society. By the year 2025 the number of persons aged 60 and over (the "Third age") will increase from today's 590 million to 1.2 billion. In Japan, by 2020, over 25 per cent of the population will be 60 or over. A few decades later, nearly every country in the world, with the exception of sub-Saharan Africa (because of the AIDS epidemic), will have a similar percentage of the population aged 60 to 65 and over. The number of old people (over 80) is increasing very fast. At the same time, the percentage of the elderly who are chronically ill, at least in the developed world, is declining. In contrast to the developed countries, developing countries will become old before they become rich and the issue of the poverty of the elderly will be crucial. All countries will need to rethink over the public policies on pensions and on financing of health care and support services for the elderly, and come to grips with the reduction in the number of full time workers (aged 20 to 65) who in the past were expected to support the elderly and the young.

Why Lifelong Learning for the Third Age is Fundamental

Lifelong learning for the "third age" will be an essential part of the new set of public policies and programmes. There are four potential areas for learning which will help to meet the evolving economic and social needs of an aging population: (i) for individual health, (ii) to strengthen community and family, (iii) for productive employment, and (iv) for self enrichment.

Learning for individual health will help to reduce the human and financial burden of chronic health problems. Regular and appropriate checkups are needed to detect illnesses at an early stage. Diet, especially a low fat and low salt, is important to reduce heart disease and cancer. There is strong evidence that physical exercise, even for the oldest, will reduce the possibility of illness. Finally, loneliness and a sense of lack of purpose can lead to: (a) mental illness, particularly depression: as well as (b) physical health problems.

The well educated people understand the importance of these actions, but the poor do not. For a simple example, a study of the attitudes of elderly women in Barbados showed that the majority believed that even moderate exercise was dangerous to their health. Programmes of information and education can change the elderly's knowledge, attitudes, and action to ensure a healthy and productive old age for themselves.

Learning can mobilize the elderly as a resource to strengthen communities and families and to enhance social cohesion. With increasing family mobility, a more competitive workplace, and both parents working, the support systems are becoming more and more fragile and the risks of social disintegration are mounting. With both parents working, children are likely to be left in day-care centers of uncertain quality. Yet, it is known that high quality developmentally oriented care of children aged 0-5 can have a profound impact on long-term achievement and even on a future adult's emotional and social stability. The elderly can be encouraged for voluntary activities in the community. In particular, they can be taught the fundamentals of development-oriented childcare for their own grandchildren as well as others.

There will also be a continuing need to train the elderly for service towards the handicapped and the chronically ill. Overall, the wisdom of the elderly with regard to the child rearing, ethical behavior, and family and communities can be tapped to guide and benefit younger adults. The elderly can also act as watchdogs on political and social developments to which working families have little time to devote.

Learning opportunities provided to the elderly can cover all these areas:

- (a) training in developmental child care

- (b) developing community activities for elderly handicapped and chronically ill
- (c) supporting young families in trouble, and
- (d) acting in the political arena.

With the decreasing numbers of population aged 20 to 65, lifelong learning will help the elderly to increasingly remain in the work force, as a means of reducing poverty, increasing economic growth, and giving a stronger sense of self-value to the elderly themselves. While the elderly lose some skills, such as working in physically demanding and time-intensive jobs, overall they can continue to engage themselves in occupations ranging from the most rudimentary to the most sophisticated one. This is especially true if:

- (a) they can build on previous learning skills and do not need to work full time, and
- (b) the work environment can be adapted to their needs.

Public policy, including pension reforms, will need to encourage the elderly to remain in the labor force. While this is resisted today in some countries with current high unemployment rates, over the long run, retention of the elderly in the labor force will be essential for ratio – the ratio of full time workers to the very young and very old who are outside the labor market. In many cases, the elderly will be able to use their existing skills. In other cases, they will require training in new skills, such as computer literacy. The elderly also can be trained in new productive roles in areas as varied as:

- (a) childcare
- (b) senior adult care
- (c) school assistance
- (d) security guarding, and
- (e) conflict resolution.

At the same time, it will be important to re-educate employers on the value of older workers and on how to adjust the work environment for the elderly. In developing countries, finding a productive role for the elderly will be more difficult, since for many years to come large proportions of the elderly will be illiterate. Developing countries will need to find cost-effective means of providing functional literacy for the elderly.

Finally, learning for self-enrichment and empowerment of the elderly will clearly lead to better individual and social mental health. Self-enrichment leads to increased interactions among the elderly and enriches the whole fabric of public life. Learning for self-enrichment skills can also be a path leading towards an increased role of the elderly in the community and the labor market.

In short, there is a strong economic justification for a public investment in lifelong learning of the elderly. Keeping the elderly healthy pays off in reduced costs for care of chronic illnesses. Keeping seniors in the labor force reduces poverty and the dependency ratio. Involving the elderly in the community and the family affairs, increases social cohesion. Even self-enrichment programmes strengthen the productive role and health of the elderly.

While a public role in financing learning activities is well justified, the cost to governments must be kept low in part, because of competing demands for government funds, but also because the elderly also gain economically, socially, and in personal health from nearly all learning, especially those related the productive employment. The elderly should therefore pay for at least part of the cost of nearly all learning opportunities. To ensure flexibility and lower costs, private agencies and NGOs rather than government should be the providers of learning for the elderly.

Public Policy and the elderly- Country cases

SWEDEN: Sweden is typical of an advanced country with an aging population and a comprehensive policy for the aging, which includes:

- (a) adequate pensions
- (b) high quality health care, and
- (c) well-equipped facilities and homes.

Sweden is seeking to change its pension system to encourage the elderly to continue in working life. Sweden has begun to educate 40 years olds to prepare them for older life and is working to adapt the work environment to the elderly. Sweden has accepted the fact that lifelong learning is no longer a catchword – even in old age there is a need to change occupations. Sweden is building up centers for occupational health, educational systems for the elderly, and programmes of information to change attitudes of employers.

It is focusing on the concept that aging people are part of the solution – as the elderly work, they find a purpose and they meet social needs. In fact, the elderly in Sweden are now the backbone of public and community life.

CHINA: Among developing countries, China has by far the largest programme of learning for the elderly. The University of the Third Age has 15,000 campuses enrolling one million people (still a low number considering the many millions of the elderly). Hundreds of newspapers and periodicals are available for the elderly. The government has an ongoing publicity campaign to retain traditional values, including the respect for the elderly, which is inherent in its culture. China, today, is moving:

- (a) from a national, organization, and enterprise base to a community – based system, and
- (b) from a wholly public financed system to a system encouraging mixed public and private financing.

China is remarkable in its emphasis on the elderly. Through its culture and its policy, the Chinese seek to put in practice the proverb: *“At dusk do not say it is too late; do say that there is sunshine all over the sky.”*

BARBADOS: Barbados is a country that is far more typical of developing countries than China. About 80 percent of the elderly are illiterate. The role of the elderly in Barbados is deteriorating as attitudes of respect especially towards the traditional “matriarch” decline. Older women are becoming isolated and impoverished and concerned about crime. They have outdated understanding about exercise and preventative health. There are almost no facilities specifically designed and made available to the elderly.

BRAZIL AND ARGENTINA: Most programmes in middle income countries such as Brazil and Argentina are directed at the middle class and are small scale. Poverty is growing among the elderly who are not part of the public pension system. There is resistance in Argentina to encouraging the elderly to re-enter the labor market because of current high unemployment rates.

Relevance of Technology in Lifelong Learning fo the Third Age

Mass media, especially television, radio and newspapers, can be powerful tools for the delivery of learning opportunities to the elderly. They are not

adequately used to date. A few of the elements for which the mass media are already used in the developed world are:

- campaigns for healthy living
- self-help and enrichment programmes, and
- television exercise classes.

Several cable channels are explicitly designed with the elderly in mind, providing:

- cultural and enrichment programmes, and
- advice for daily living.

Areas in which the mass media are so far rarely used for the elderly include:

- training in childcare
- literacy, and
- caring for handicapped and chronically ill adults.

The Internet is already serving the elderly to some extent in developed countries but too many of the elderly are not yet computer literate. The Internet will become important for training the elderly only over the next 5 to 50 years, much later in developing countries. The Internet is already being used on a pilot basis in a few places as a means of reducing the isolation of the home bound and disabled. The elderly can be used as volunteers or low-cost aides for a wide variety of media and technology based programmes. In particular the elderly with skills can teach the elderly lacking such skills. The elderly can also act as monitors and guides for television-based training programmes.

In developing countries over the next decade, radio and television are expected to play a more important role than the Internet, which may be restricted to the middle class. China's experience needs to be studied and replicated where appropriate. Of critical importance in the developing world is the need to find a cost-effective means of reducing the poverty of the elderly. The mass media can be part of this through education and information programmes leading to:

- better health practices

- functional literacy, and
- awareness of new opportunities in the work place.

A number of experimental uses of technology for the elderly are underway. Carlow International, a Human Factors Engineering and Ergonomics company that creates environments to enhance human use of technology, especially those of the elderly, is implementing several projects.

In Ennis, Ireland, more than 80 per cent of the homes are wired for participation in a Local Area Network (LAN) and 4,000 out of the 5,000 homes there have computers. Many of the Ennis senior are participating in this "Information Age Town" and a local boys' high school offers training to seniors to enable them to use the Internet. The oldest participant is 87 years old. Carlow's Electronic Friendly Home Project will examine prototype electronic technologies for use in the home by seniors. Thirty-five seniors living in their own homes have been recruited to test electronic technologies in their homes.

In Fairfac County, Virginia, USA, a project hopes to develop a Local Area Network that will link frail elders and persons with disabilities who live alone to the Country Department of Health, the Department of Social Services and to the Schools of the County. The goal is to use technology to:

- reduce isolation,
- reduce hospitalization rates due to rapid response and continued communication, and
- increase access to information

Lastly, LINC-21 seeks to link elders between two wired communities: Ennis, Ireland and Blacksburg, Virginia. These two communities have committed to linking 25 per cent of their frail elders. This project, through teleconferencing, chat rooms, and other forms, will offer elders the opportunity to meet whom they may never have met as well as the chance to participate in their own communities.

The Concept of "University of Third Age"

Today, there is an international movement designed to provide low cost educational opportunities for retired people in a relaxed and informal environment. Its main purpose is to promote lifelong learning among elderly.

Several countries have established "The University of Lifelong Learning" for this purpose. Some of the institutes, with the prime objective of promoting lifelong education in retirement, are as follows:

- Lifelong Learning at Oxford University, Oxford, England
- University of the Third Age – Sydney, Australia
- University of the Third Age – Pine Rivers, Australia
- McGill Institute for Learning in Retirement - Canada
- University of the Third Age – Aylesbury, England
- University of the Third Age – Harrow, England
- University of the Third Age – Geneva, Switzerland
- University of the Third Age – Canberra, Australia
- University of the Third Age – Hampshire, England
- University of the Third Age – Hobart Inc., Australia
- University of the Third Age – Hume, Melbourne, Victoria, Australia
- University of the Third Age – Taupo, New Zealand
- Universita Della Terza Eta - Italy

In many countries, the University of Third Age is represented by: "U3A". Most of the institutes and universities listed above are engaged in activities like:

- organ sizing and maintaining a co-operative learning community for retired and semi-retired people, on a non-profit basis;
- encouraging the pursuit of learning without reference to entry criteria, qualifications, assessments or rewards;
- arranging for voluntary tutors and teachers; and
- exchanging ideas with Universities of the Third Age both within the country and overseas.

The University of the Third Age in Sydney, Australia, sees learning and the pursuit of knowledge as an end in itself. Sydney U3A provides a wide range of courses that cater for the varying educational backgrounds and interests of members. It provides lifelong education with the following reasoning:

- Just because you are over fifty, you don't have to stop learning. U3A provides mental and intellectual stimulation to keep you young and alert in spirit.
- Now that your family and work responsibilities have lessened, you

have the opportunity to learn something of those subjects which you always intended to follow-up, but for which you never had the time.

Concluding Remarks

The main focus in lifelong learning programmes for elderly is on: "LEARNING FOR LEISURE AND PLEASURE". To sum up, today there is greater need for a cooperative learning community for retired and semi-retired people, on a non-profit basis. Its aim should be to encourage the pursuit learning.

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Living and Learning Together: The Role and Responsibilities of Educators and their Unions

Yashwant Singh Rana

Living and learning together is the result of good educative environment. There is a famous saying, "Man is a social animal." Aristotle, the great teacher and thinker of his time is fully justified when he says that man becomes humane under social conditions. The educator, that is the teacher, is mainly in the role of a guide, philosopher, preacher, leader, manager, organiser, planner, visionary, manipulator and so on. For his pupils and the society as a whole, he creates a good environment for living and learning together.

"It is your duty to train and develop your mind and acquire knowledge, as much knowledge as you possibly can obtain. Knowledge is like a deep well, fed by perennial springs, and your mind is the little bucket that you drop into it. You will get as much as you can assimilate. The brain, which is the physical organ of the mind, is one of the two precious products of the aeons of evolution: the other is the imponderable 'social instinct.' This wonderful brain, whose every convolution represents millions of years of time, really distinguishes man from the animals. Many animals have very powerful sense-organs: the eagle, the ant, and the dog have deeper sense than man. But no animal has a more evolved brain and a higher intelligence. If you do not develop and use this brain to the utmost of your power, you are more asking to the beasts than to homosapiens.

Knowledge and mental self-culture will confer untold blessings upon you. You will not be the victim of superstition and demagoguery in religion and politics. You will know your duty and do it. To be wise and independent in your religion and in your politics, not to be doped and duped by the selfish priests and the scheming politicians of Capitalism and so-called Socialism; is this not a noble aim worth striving for? Most men and women today are not free and wise: they are like kites flown by the priests and politicians who hold the string. They are fleeced and fooled on account of their ignorance of science, history, economics, and other subjects. Half of the ills of mankind is due to

ignorance; the other half arises from egotism. Knowledge is as important as Ethics: they are really interdependent. As Lessing says: "The aim of Knowledge is Truth, and Truth is a need of the soul." The Persian poet Saadi exhorts all to acquire knowledge with unremitting zeal: "Like a taper, one should melt in the pursuit of knowledge. This is thy duty, even if thou has to travel over the whole earth."

In the never-ending struggle for knowledge, you should work regularly and methodically. Devote a certain portion of your time daily to study or experiment. You feed the body several times a day: do not starve the mind. Keep a diary, in which you should note the titles of new books. Get new and secondhand catalogues from the booksellers. Hunt for cheap secondhand books in the shops. Own a private library, however small. Take pride in the books that adorn your home. With every book you buy, you add a millimetre to your mental stature. Borrow books from the public libraries and from your friends, do not forget to return them punctually. Keep notes and summaries of what you read, otherwise your studies will be like the rain drops on a sloping roof. Revise much and refresh your memory frequently. Like Macaulay, have all your knowledge instantly available. Know exactly what you know, as you know, how much money you have in the Bank, and as a housewife knows what she has in the pantry. Make plans for your studies a few years in advance, as the statesmen plan an economic or military campaign. Set apart a fixed proportion of your income for the purchase of books and journals; call it "The Book Fund," and don't draw upon it for any other purpose. Thus, you will find it easy to spend money on books. Join Scientific and Literary Societies and Study Circles; do not grudge the small subscriptions. It is a good plan to form a small group, in which each member reads a new book and then offers a paper on it with copious quotations from the original. Such co-operative study is necessary, as your spare time is unfortunately limited. Life itself is short, far too short for the lover of knowledge. If you had the gift of immortality like Tithonus, and also unfading youth, then you would surely devote a hundred years to the study of Astronomy, a hundred years to Biology, a hundred years to History, and so on, until you could call yourself a well educated man or woman. But alas! Our life is reckoned in months and years, not in centuries and millennia. We are old before we have discovered that we know very little indeed. Make haste to learn. J. R. Green, the famous historian, wrote: "I know what men will say of me, 'He died learning,' Let men say the same of you, and it may be that you will perhaps get the chance of continuing to learn even after your farewell to this short life. Resolve, like Odysseus,

*"To follow Knowledge, like a sinking star,
Beyond the utmost bound of human thought."*

Perhaps, beyond that utmost bound, is more knowledge, and more, and more, and more!

There are two obstacles and obstructions to mental self-culture. You should overcome them first.

(1) Many men and women are so money-minded that they do not undertake any serious work that does not pay. They believe that it is foolish to exert themselves for such study and brain-work as cannot be converted into cash. Hard work only for money, and then plenty of play and pleasure; this seems to be their rule of life. They value intellect only as the key to material prosperity, and regard personal mental development as foolish fad. This miserable materialistic psychology is very deep-rooted in all classes of society. Rich and poor, all suffer from it. An old working-woman complained to me of her son's habit of occasionally buying some cheap books, and said, "He wastes his money on books. What good are they to him? He is a carpenter, not a schoolmaster." We meet many people whose lives are spent in a monotonous see-saw between their trade (whatever it may be) and their frivolous amusements. They may be successful and distinguished in their business or profession, in law, theology, medicine, our art; but they know only golf and chess and mountain-climbing, when they leave their bread-and-butter studies behind them.

To such one-sided, over-worldly people, I would say: "Take heed lest you grasp the shadow and miss the substance. You may coin your Brain into money, but then you are abusing and misusing this rare gift of Nature. Intellect should be employed chiefly as an instrument of growth, and social service. It must not be a tool for exploiting your fellow-citizens. If you look upon all brainwork as a money-making device, you are a degraded and pitiable prostitute. Such prostitution is so rampant in our capitalistic world that you take it as a matter of course. You are not repelled by it or astonished at it. Nature has given you a brain to know, to think, to understand, to reflect, to discover, to invent, and to feel the deep joy that comes to all who fulfill Nature's great law. No words can describe the happiness and beatitude that the pursuit of Knowledge confers on its votaries. The French speak of *la joie de vivre* (the joy of living); let us enrich their beautiful language with another phrase:

la joie de savoir (the joy of knowing). If you shirk the duty of all-round mental development, you rob yourself of ineffable bliss, such bliss as far transcends all that money can buy. Therefore, be not content with living as intellectual dwarfs, bent under the burden of heavy money-bags. Strive rather to grow to your full mental stature, as Nature commands you to do. Be not your own worst enemies. Despoil not yourselves."

(2) Certain false theories and dogmas have diverted millions of men and women from the pursuit of intellectual culture, and persuaded them even to take pride in their ignorance and stupidity. This may seem strange and incredible: but it is only too true.

Some of religious teachers have taught that Man is made up of a body and a soul; but they have been silent about the intellect. Their followers try to feed the body on earth and to save the soul from perdition after death: but they neglect the claims of the Mind. Bread for the body and Virtue for the soul; these are regarded as the indispensable requisites of human welfare here and hereafter. Nothing is said about Knowledge and Education.

Thus Jesus Christ spoke much of feeding the hungry, healing the sick, and converting the sinners: but he never taught the duty of teaching the ignorant and increasing scientific knowledge. He himself was not a well-educated man, and intellectual pursuits were beyond his horizon. Gautama Buddha also laid stress on morality, meditations, and monkery, but he did not attach great importance to history, science, art, or literature.

St. Ambrose deprecated scientific studies and wrote: "To discuss the nature and position of the earth does not help us in our hope of the life to come." St. Basil said very frankly and very foolishly: "It is a matter of no interest to us whether the earth is a sphere or a cylinder of a disc." Thomas Carlyle also followed the Christian tradition when he declared that he honoured only two men and no third the manual labourer and the religious preacher. He forgot the scientist, the scholar, and the artist. The Cynics of Greece despised education and intellect pursuit and declared that virtue was the only Good. Such an incomplete ideal has led many earnest men and women to neglect intellectual pursuits as unnecessary and superfluous. You should not allow your mind to be enslaved by such unsound theories of life, which would convert the best men and women into virtuous and holy animals. Ignorance is brutish; Knowledge is a peculiarly human prerogative.

Having got rid of frivolity, cupidity and superstition, you should apply yourself diligently and earnestly to mental self-culture. The field is vast. You will feel like a boy wandering in some tropical orchard, where many varieties of luscious fruits tempt the eye and the palate, mango and lichi and avocado, gauva, papiya and mango-still infinitely more delicious and wholesome are the fruits of Knowledge. [1]

Every living being wants to lead a good life. God bestows man with great faculties. He may be developed and modified in such ways which are very very useful and beneficial to the whole world. When one is born he is helpless. Firstly, he or she is brought up by parents and other family members. The whole society is responsible for his informal and formal behaviour. The human beings learn to adjust with all types of living and non living things of this universe. This acquired behaviour is nothing but education itself.

"Human beings by their very nature are learning creatures and their longer childhood is felt essential for learning. While animals and birds start behaving like adults of their species within a short period of few hours, human child has to spend a long time of some years in learning how to behave like adults. The longer period of learning is in the interest of the human child and during this time he not only develops much ability to learn but also utilizes his learning capacity to acquire knowledge, attitudes, interests and skills according to the needs and conditions of his inner and outer environments. This is why, it is the natural right of the child to learn, to get education suitable to his nature and ability. "The distinguished educator of the mankind Pestalozzi has cogently said, "Education is our birth right" and added that education is a necessity for which society has to make adequate provisions." [2]

During the modern times mankind has encountered an unprecedented situation where the accumulation of culture and the development of highly specialized disciplines in various field of knowledge have placed a high pressure on human learning. In this age of science and technology, as the human society has become very complex and dynamic, the multifarious social demands place a high premium on the growing child as a learner. New frontiers of knowledge are opening day-by-day in such a quick succession that there has been in fact "explosion of knowledge" in all disciplines. To enable children at present to learn even the basic rudiments of knowledge in various fields has been a grand task. Unless they master this they cannot discharge their responsibilities efficiently and effectively.

All kinds of behavioral changes take place during the life period. One has to adjust and re-adjust with others. This pattern of behaviours which makes the individuals to lead a happy and prosperous life with others is nothing but to live and learning together. Education has appeared as a tool to shape the living standard to the individual in the family, office and the society. It is very useful mean to socialization and sanskritization. Education can make or mar the career of the child and man or woman in process.

The processes of informal, non formal and formal education go hand in hand. The different agencies are responsible for the happening of these processes. Living standard can be improved by learning more and more about human behaviour and adjustments with all types of stimuli. Those who want to lead good life must keep themselves open to learning. Learning is not restricted to bookish knowledge only. Learning has various domains. All types of learning in life situation is required to live better life. Learning makes the human being able to combat all sort of dangers and happening. The whole environment to which the individual is put to face through out his life span enhances his or her ability or capability to learn more and more so that more strength, stamina, determination and decision-making are acquired to lead a steadfast life.

“In a rapidly changing society, learning is necessary throughout life, not only for the selected a few, but for all, not only for survival but also for gradual development. Universalisation and democratization of education are preconditions for the individual as well as social well-being and such education ca be sustained, enriched and reinforced only through life-long learning leading to better human destiny.” [3]

“Society as a whole has to play a more important educational role. Not only every institution has to change its strategy to respond more effectively to man’s new needs, but also new organisations will come up with new ideas, new programmes and new resources.

The method of acquiring knowledge indirectly and through self-learning will be more popular and intensive. Various media and techniques suiting to the individual needs and abilities will be developed and utilised in the teaching-learning process. Thus, democratization of education will emerge as a powerful drive and an inevitable trend, “learning to be” or “learning of fulfillment” will be the fundamental goal of the education of mankind.” [4]

Living and learning together is a form of life long education the Indian sanskar which are learnt by the children from the very child-hood is good example of Living and learning together.

“Since education is a global phenomenon, UNESCO has been making incessant efforts to realise its noble objectives through various activities and programmes. Rene Maheu, its Director-General (1973) has rightly mentioned, “Education should extend throughout life, should not only be available to all but be a part of every individual’s life, and should have as its aim both the development of society and the realization of man’s potentialities.” [5]

The chairman of the International Commission on the Development of Education Mr. Edgare Faure (1973) has mentioned four basic assumptions.

1. International unity and solidarity,
2. Belief in democracy
3. All-round development of the personality, and
4. Lifelong education, this has not worked as guidelines for the commission, but also influenced the working of UNESCO.

All the planning and organisation of learning experiences requires democratic participation of all concerned including the learners also.

The emergent learning society will be based on a system of life-long education, which is continuous, free, flexible and dynamic. The nature of such education is also transcendental, humanistic and creative. This education will embrace all aspects and all dimensions of life. It needs to be carried on at all ages of man, according to each individual’s needs and convenience. It must be geared to the purpose for which it is designed and oriented from the very beginning in a sequential order. Thus, the self-learning, self-education and self-teaching will emerge and education as a whole must not be confined within four walls of the classroom or within the campus of the school. It must spread over the entire society involving each and all. Many social, cultural and economic activities that are now taken as irrelevant to education, will be regarded as educational or used for educational purpose afterwards.

Learning abilities make the individual capable to manipulate the circumstances in the favour. The living adaptabilities are possible due to

good learning spirit. The individual endurances and perseverances are enhanced by good learning senses for raising the living standard. Teacher is seen as a model as far as the character and personality attributes with holding the values of life are concerned. It is the foremost duty and responsibilities of the educators to educate the children and the society at large. The preservation of social values is considered the responsibility of the teacher. It is always the teacher who stood by the civilization throughout the ages. The progress and prosperity, which the civilization have reached till this day have been made possible by the efforts and abilities of the teachers.

“In this age of knowledge explosion in all sectors and branches, every individual must keep himself learning throughout his life. The concept of lifelong education should cover all aspects of education embodying everything in it, with the whole being more than the sum of its parts. It is not an educational system but the guiding principle and the master key of all our life education both in the developed and developing countries. Education should be provided to all through multiplicity of means, media and methods. It must therefore, be of all types formal, non-formal and informal and it must spread the entire life from womb to tomb. All will have their education both pre-service and in-service and educational functions will transcend all fields agriculture, industry, business, office and factory. Education must be more flexible, diversified and open-starting from pre-school to University stage. In the long-run even all these barriers of ages and stages must go and all short-cuts and short-circuits will be introduced into educational channels. [6]

Even according to Hindu Philosophy, this education was regarded as a part of the permanent heritage, of the spiritual culture, a “Samskar” which was thought to be inherited by the soul through births according to the principle of transmigration of souls. Then such education is never ending, i.e., even it starts before birth and continues after death.

Education, according to Deleon, is a sub-system and part of establishment as a formalized, institutionalized set of activities aiming to prepare human being for life. History has seen many great thinkers and philosophers who were the great educators of their times e.g. Plato, Aristotle, Kant, Vivekananda, Aurovindo, Marx, Burnard Shaw, Russel, King Luther, Russo, Bentham etc. Rishies, Munis, Saints and Faquirs of ancient India have also contributed towards learning experiences, They have their precious words, sayings and ideas which are very helpful to lead a happy, peaceful non-violent and spiritual life. They took the responsibility to uplift the masses

by their writings and speeches. These were not the mere philosopher kings but they acted as torch bearers of their times to shape the behaviour of the people so that they could march together for the salvation not only of their lands but the sufferings of humanity also. The sufferings of their lands smashed to the walls by the spirit of living and learning together of the fellow beings who were inspired by these great teachers. Even to-day the sufferings of the human beings are due to intolerance, differences, discrimination, racism, religious fanaticism, political ideological fighting's, caste and creed intergues, languages, regionalism, parochial approaches and discriminatory living standards. Even the intolerant nationalism is also responsible for peace demolition. "A wise nationalist loves his country, as a dutiful son loves his mother: he is not expected to argue that his mother is superior to all other women in the world." [7]

The most fatalist and dangerous of all ghosts is the ghost of Terrorism which is posing a great danger to human beings throughout the world. It has crossed all the limits, Terrorism is inimical to democracy and liberty, it tends to establish a despotic and bureaucratic state. It is anti humanity. For the terrorists, there is nothing more than to achieve their goal even by butchering the valuable human lives. Their actions have compelled the whole human race to think and rethink about the philosophy of life altogether. These fellow-terrorists attribute no value to the precious human life. They are using the worst form of methods to terrorize the innocent and poor peoples to get their target achieved. The vested interests are using the economically backward masses as terrorists for their selfish mottos. On the name of freedom struggle, the politicians, the fanatics, the racist, the nationalist and economic offenders and power blasters are using this menace of terrorism to harass the humanity and thus, causing great harm to human rights and democratic way of life.

What to talk of living and learning together, they are denying the basic human rights of living and eating. In J & K, a state of India, the school children, the old persons-men and women are being butchered in the name of freedom for the Kashmiri people. These fellows are trying to create a religistic cleavage among the followers of different sects. They are attacking even sacred worship places, marriage mandaps, social and religious congregations, festivals national and international days celebration gatherings.

These intolerant, obstinate, killers, fanatics, rude, uncivilized and hard liners making the lives of many as hell. They have attacked everywhere in

the world. They are fearless and chosen the way of violence to get redressal for their grievances which cannot be justified from any view point prevailing in the existing world.

It is not that they are succeeding everytime and everywhere. Even the attackers are also killed or they kill them selves for the cause of their masters. Many times the terrorists themselves are compelled to do all which may not be of their choice except pleasing their master.

In today's society which is a complex one and becoming more and more competitive day by day, the whole world is turning into a small village due to globalization, liberalization and InfoTech. Any how, according to Indian philosophy the great scholars and ancient gurus i.e. teachers, it was *Vasudhaiva Kutumbakam* which means the whole world is just like one family. All human beings are brothers and sisters. Our great Gurus were also in the habit of *Sarva Dharma, Sama Bhava*, which means that we must consider all the sects as equal. The good principles of all the religions which are essential for better living and learning together feeling must be practised by all.

The world is facing many problems to day. The human and social values should be honoured, if we want to lead a happy and prosperous life. The dangers posed to living, learning human rights, peace, progress, health, environment, and human values are for the very existence of human life itself, and must be combated with all sort of force measures and means, which a civilised society possesses.

"Values are concepts heavily weighted with emotions. They are concepts of the desirable, which influence the child's selection from available modes, means and ends of action. Because they are primarily subjective, they are stronger predispositions of behaviours than concepts with less heavy emotional weighting be." – says (Elizabeth B Harlock). [8]

To-day's children in developing and third world countries are compelled to work to make their both ends meet. This is due to lack of information and education and obstinacy of marketing. The rich countries are trying to exploit more and more money from the poors without caring for the dishonesty they are showing to those who need their love and affection and help to raise their economic status. The war mongers are creating the terrors of modern technological up-gradation in weapon makings. The war planes,

and the use of atomic energy for destruction are posing a great danger to the existence of mankind itself, what to talk of human rights. The mankind may live in unity amidst diversities, social justice, and fellow-feelings, peace and prosperity only when the observations of the education commission 1964-1966 are taken care of.

According to the Education Commission, (1964-1966) "The expanding knowledge and the growing power which it places at the disposal of modern society must therefore, be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values." [9]

The cruel capitalists are depriving the poor masses of basic amenities. The population explosion and pollution of every type i.e. earth, water, atmosphere, sky, sound, heat, gases etc. are also becoming more health hazards to the very existence of human beings and other living things.

"To-day, some forty percent of the population in Asia are below 14 years old who depend on their parents not only for living but also for learning and other pursuits." D. G. Berstecher, UNESCO Regional Advisor, NIEPA, New Delhi, has therefore, pointed out that assuming that it is mainly the age group of 15-60 which represents the labour force and produce the Gross National Product, we realise that youthfulness of the population may imply a tremendous economic burden to society. The number of those who have to be nourished, brought up and sent to schools by a relatively small productive fractions of total population is already large and will probably increase in the future. Rather than a living force, the younger part of the population may turn out to be a milestone to social and economic progress. [10]

In to-day's world it is the educator who can promote peace, human rights, dignity, moral life and social values. "Johan Amos Comenius (1592-1670), who is regarded as the father of modern education and is compared with Copernicus and Newton in modern science, and with Bacon and Descartes in modern philosophy was also a pioneer in the field of peace education." The educator unions can facilitate their members to work for one world order. The unification of education system for the whole world with some small variations of cultural, historical, geographical, linguistic and climatically of local levels may be made as countrywise. The basic human cult, human needs, world society and world order may be established with the help of teacher organisations.

The educator is able to work as a good organiser. A true teacher is always neutral. He selects the incidents of the surroundings on the merit basis. He is never swayed by whims and self motives.

He is friend to every body and foe to none. As psychologist and sociologist he finds whether a child is depicting a colourful and optimistic behaviour or some thing else. The children are just like the various types of flowers of the garden. One feels overjoyed and wishful in the company of different colours and fragrance of flowers. So is the case while the teacher meets with his pupils. His stresses and strains fade in the company of the children.

“In theory, the development of the child’s total personality is the aim of education, but in practice ‘preparing for examination’ seems to be the only motivation, both for teachers and students.” [11]

The teacher must try to remove the burden of the examination and more books from the children’s mind. They should be made to feel enlightened as far as their curricula and syllabi are concerned. He has to become an ideal for the pupils. So he acts in such a way that his pupils may pick up his good points. He is a role model and very responsible man for them.

The training and professional growth of educator is enhanced by the various conferences, seminars and workshops, which are organised by the unions at various levels. The educator works as a leader in his professional unions and organisations. He perpetuates professional growth of his followers as follows:-

“What motivates or inspires a follower”? Is it the leader’s charisma? Yes, to a significant extent, but our understanding of that term needs adjusting says renowned leadership experts Warren G. Bennis. True Charisma is not so much a set of innate traits as it is the product of a social interaction. ‘Indeed’ so interwinded are follower and leader that the two roles “seem to be isomorphic.” He observed in a recent interview. In other words, the skills of followership can help you to become a good leader. For their new book, *Geeks and Geezers*, Bennis and Cauthor Robert J. Thomas interviewed 43 noted organisational leaders; the Geeks were all aged 35 or younger, while the Geezers were 70 or older. One of the most intriguing insights that emerged from their research was that the ability to transcend adversity and the knack for engaging others by creating shared meaning do not diminish with age.

Every leader in the 70 and over group "he one quality of overriding importance," they write neoteny, a zoological term that Bennis and Thomas use to refer to "all those wonderful qualities that we associate with youth: Curiosity, playfulness, eagerness, fearlessness, warmth, energy."

In nature, neoteny's hallmark is the ability of an infant to recruit a particular kind of follower; an engaged adult who will provide the care and nurture on which the infant depends for his or her survival. Because the term neoteny "gets at the interaction between leaders and followers." Bennis suggests that it is "a more useful term and Charisma". A neotenic leader is able to recruit a particular kind of follower – what Robert E. Kelley refers to as an "exemplary follower" as opposed to a conformist. As he explains in the power of followership. Exemplary followers are distinguished by the added value they bring to work i.e. crucial to the nation of the organisation; they are always thinking about way to be more useful.

By contrast, conformists may be actively engaged to the work assigned to them but they do not exhibit much independent thinking. Overwhelmed by too many choices and too much uncertainty they are all too willing to be swayed by the self confident views and stirring pronouncement of the Charismatic leader.

So what enables the neotenic leader to recruit independent minded initiative takers to the cause ? The same skills that help you become an exemplary follower. Be a "First-Class Noticer," says Bennis para phrasing Saul Bellow's description of a character in his noble Ravelstein. This ability to recognised hidden significance, opportunities and talent requires, "a process orientation," says Harvard university Psychologists Ellen J. Langer, author of the Classic book Mindfulness. "People often confuse the stability of their mindsets with the stability of the phenomena they are observing," she explains in a recent interview.

"Most of us do not wake up to change until it is a big change that has occurred. If you only tune in when the situation becomes markedly different, then you tend to see things as being more still or stable than they are. But when you are mindful, you are aware that the situation is in flux." Instead of replaying old conversations in your head, you are alive to what is new in the current situation and to how contexts may have changed.

"It all depends on uncertainty," Langer continues. "Without it, people do

not pay attention." This tolerance of uncertainty unties Neutenic leaders and exemplary followers. Not only does the leader's mindful acknowledgement of how things can change cause followers to see that she is attuned to the present and therefore, trustworthy, it also gives them encouragement. Followers see that their willingness to take initiative in uncertainty will be welcomed. And in exercising that initiative they are developing their leadership skills. (HMU distributed by the New York Times Syndicates) [12]

The world teacher organisation i.e. E.I. (Education International) is trying to work in unison with all the teachers of the world through their unions and organisations at various levels from pre-primary to university level. Why today the world order for life and behaviour has been being established it is all due to role model, responsibility and accountability of educators and their unions towards their profession and society at large,

The educators are preparing such type of curricula to the learners which is responsible for preparing the pupils for world order where the religioustic, communal, caste and social discrimination can be finished and are being diminished through curricula reforms. The nationalistic approach is being replaced by creating humanistic feeling among the learners.

Peace, tolerance, forgiveness, communication, transportation, interaction at various levels can promote progress, happiness and development in the whole world. The educators, pupils and their unions are working in unison for humanity. Unions of the educators and pupils are the most deserving example of living and learning together.

The educator himself learns to solve the professional problems while he is working as an office bearer of the organisation. The fellow feeling is created among the teachers and pupils of the different countries. They meet after a gap of months and years in conferences and at other meets. These meets promote the world brotherhood among educators and learners. The exchanges of food, culture and habits take place. The different types of relationships take place. The educators and pupils are also exchanged all over the world. This is helpful to feel that the whole world is one nation.

It is only the teacher who is always confronting with the realities of life while he interacts with his students and the society. It is because, he is a thinker, reformer and initiator of modification of behaviour. He searches out the problems and difficulties and with the help of action research. He tries to

find out the solution to the problems. He notes down the problems, action plans and solutions. The result gives the future directions. The word teacher which is synonymous as Guru or Acharya in India. Sanskriti has to play a big and dominant role. The whole society holds him responsible for good or bad behaviour of the pupils. If the pupils do not show good behaviour, the society says that the teacher is not doing his duty properly. That is why, the pupils are not behaving in a decent manner. The character crisis are due to the reluctant behaviour of the teacher concerned.

It is always a good teacher who is standing behind the persuasions of great men. Throughout the world the teacher is seen with great honour and dignity.

Now it is the duty of the educator and their unions to make the world society as a learning society. World can not progress if the learning society is not created. To-day world is the world of electronics, technology, management, science and democracy.

"Education will be multi-dimensional, multi-media and multi-source; so that closed teaching systems can be transformed into open learning systems and the once-for-all educational pattern into life-long pattern of learning. Freedom and flexibility are to be ensured in the learning system. Learning, living and working should go together. Education will be co-extensive and coterminous with life. Twenty five representatives from fourteen countries assembled at the Centre for Intercultural Documentation (CIDOC, 1974) in Mexico to discuss the concept of "Lifelong education enunciated inter alia in a manifesto, that when we live, we learn. Learning is a function of living. People are learning all the time, all their lives." [13]

The development of human potentialities at various stages of the life span is very essential. The human resource development is done by the educator. The educator can acquire more and more new knowledge and pass to others. He should try to develop a model personality so that he may give a distinct looking to his personality and behaviour from distance.

He should try to make a difference with others in showing good model behaviour modification. He may be recognised as an individual with a difference.

"The lack of dialogue and communication in the class room deprives the children of the pleasure of producing knowledge as their own." [14]

"The educator is to fight obscurantism, religious fanaticism and violence and promote and nurture critical thinking, reflexion, reasoning and build up a human approach." [15]

Those who educate children well, are more to be honoured than even their parents, for these only give them life, those the art of living well.

Conclusion

Living and learning together is lifelong education. The Indian Sanskars which are learnt by the children from the very childhood are noticeable. Today's society which is being flooded with management, organisations, technology, infotechniques, space search, bio-technology, geo and hydro technology, human rights, equity and democratic values needs the importance of living and learning together. The problems of population explosion, health hazards, human rights, employment, poverty, habitat, water, living standards, transportation, communication, pollution and climate can be challenged with this technique of education. The life is changing with a very quick pace to pull on and to mete out challenges of this age, it is very essential to adopt this principle of living and learning together, so that we can cope with the time. The problem of terrorism, rascism, nationalism, economic deprivation etc. can be removed by educating the whole society. The illiteracy which is slur on the name of mankind can be abolished by the combined efforts of educators, their unions and pupils. The 21st century is the century of management, democracy, decentralisation and technology. So, for being the member of this century, will have to accept and acquire every new knowledge to be self-reliant. The concept of living and learning together is more dynamic, more flexible, more open, more practicable and more democratic in the pursuit of knowledge to lead a successful life in the 21st century and the centuries to come.

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Role of Sarva Shiksha Abhiyan in Promotion of Literacy & Rural Library Development in Madhya Pradesh

Arvind K. Sharma

Abstract

The article deals with the role of Sarva Shiksha Abhiyan (SSA) in promotion of literacy and rural library development in Madhya Pradesh. It describes the objectives of SSA and Padhna Badhna Movement. The prime motive of Padhna-Badhna Sangh (PBS) movement is to generate and develop reading habits among rural community to make a system or policy so that villagers can regularly study in library.

It also describe the role and responsibilities of a Social Animator in PBS. In the field of library development, the Sarva Shiksha Abhiyan has done a wonderful job with the help of Padhna Badhna Sangh. Because each Padhna Badhna Sangh runs a library in rural areas of M.P. and now more than 47,000 such rural libraries in the state are established to make the people aware. In the end some suggestions are also given.

Introduction

India is often called a "country of village". That means, it is almost rural-based country. Around 70 per cent of people here live in rural or sub-urban areas. Illiteracy is still a most burning and crucial issue of the country. The government regularly introduces many schemes to overcome these problems. And a number of schemes are playing significant role in the promotion and advancement of literacy and rural library development.

Sarva Shiksha Abhiyan is one of the unique and ultimate scheme of government to promote and provide required pace to the literacy mission. It is a system through which rural people can learn, educate, study and get their desired information.

Objectives of Sarva Shiksha Abhiyan (SSA)

The objectives of Sarva Shiksha abhiyan are:

1. Provide access to all children in the age group 6-14 years through formal schools or other equivalent alternative delivery means, by 2003.
2. Ensure that all children complete 5 years of primary schooling by 2007.
3. Ensure that all children complete 8 years of primary schooling by 2010.
4. Provide elementary education of satisfactory quality for all by 2010.
5. Bridge all gender and social category gaps at the primary stage by 2007.¹

Madhya Pradesh is one of the distinguished states, which has designed a unique scheme for adult education called "Padhna-Badhna Sangh" which is quite different from several other national literacy models of government meant for adult education.

Padhna Badhna Andolan was launched to focus on women's literacy in rural areas. In this Andolan 51.83 lakh people had come together in 2.17 lakh Padhna Badhna Samities to undergo literacy classes. Out of 51.83 lakh people, who enrolled for the literacy classes, 32.42 lakh had completed the three primers of which 29.85 lakh were declared literate in the final evaluation. Out of which 17 lakh were women. In all 58 per cent people have been made literate from among the 51.83 lakh people.²

Aims and Objectives of Padhna Badhna Movement:

1. To direct / guide the energy of Padhna Badhna Movement.
2. To conduct meeting of Padhna Badhna organizations at least once in a month.
3. To organize the samities of Padhna Badhna as associations.
4. To form such organizations at village level which can work as social animator groups and will be able to lead for advancement of the village.
5. To make the rural people (specially women) literate.³

The prime motive of "Padhna Badhna Sangh" movement is to generate and develop reading habits among rural communities to make a system or policy so that villagers can regularly study in library. It means to provide them such environment in which villagers can motivated themselves to learn, study and participate in Padhna Badhna Movement. There are many schemes of Government through which villagers can take benefit, but they did not get necessary informations about those schemes. Hence, it is necessary to provide current and latest information, to make the villagers rural people aware of the benefits like subsidies, family planning, govt. policies etc.

Under Padhna Badhna Sangh, following activities will be conducted:

1. To establish the Continuing Education Centre (CEC).
2. This C.E.C. will conduct all the activities regarding library, reading centre, games and sports, entertainment etc.
3. The C.E.C. will work as library and reading centre.
4. It will work as information window.
5. It will be the place of games cultural activities.
6. It will work as community centre.
7. It will be a place for group discussion etc. ⁴

Under the Sarva Shiksha Abhiyan (SSA), the Madhya Pradesh government has established a network of rural libraries in the remote / rural areas of M.P. In this programme it was targeted to establish at least one library in each village to keep the neo-literates in the mainstream of education. Government fixed an allotment of Rs. 12500.00 for establishing rural library / cultural centre. This amount was supposed to be reimbursed against following heads:

1. Almirah for library, Stationary, sheets for sitting and arrangement of the board for Kendra	Rs.3500.00
2. Books	Rs.3000.00
3. Television (12" Black & White) & Radio / P.A. System	Rs.6000.00

These rural libraries are established in local government buildings such as: school / anganwadi / gram swaraj bhavan / building allotted by the community. At present an amount of Rs. 9500.00 is required for each Centre,

which is being provided. This amount will be provided to meet out the yearly recurring expenditures for each Centre. For the year 2003-2004, the provision of amount of recurring expenditures for each Unit is as follows:

1. One newspaper and one magazine	Rs.1500.00
2. Expenditure on material etc. for conducting activities to make the rural people literate	Rs.2000.00
3. For books	Rs.2000.00
4. Training and incidental expenditures	Rs.1000.00
5. Honorarium amount to Prerak for achievement based activities ⁵	Rs.6000.00

Role of social Animator in P B S:

To run the programme and make a frame work of the rural people, a social animator group is formed under this programme. Actually social animator group is a group of Gurjis or Masters who the rural people / villagers literate.

The main jobs of social animator (Prerak) are as follow:

1. To establish the village library.
2. To collect the books and other material from different sources and to classify it.
3. To develop a system with the library so that maximum villagers can get benefited from the library.
4. To watch, guide and monitor the whole programme of Padhna Badhna Sangh.

Special Responsibilities of 'PRERAK':

Prerak is a person who is selected to run or maintain the rural libraries⁵. He will be given an honorarium of Rs.6000.00 per year for this work. Responsibilities and functions of Prerak are given below:

1. To conduct the cultural activities for continuing education.

2. To register all the children of 5-14 age group in the school.
3. To make all the rural women (100%) literate.
4. To motivate the people to make personal toilets for keeping cleanliness in the village so that at least 20 per cent of people are able to have personal toilets.
5. Motivate the villagers to adopt the methods of water preservation through Save Water Abhiyan (Movement).
6. Motivate the rural people to eradicate untouchability in the village to ensure the presence of people from these communities in the meeting of 'Gramsabha' and 'Gram Samiti'.⁶

Role of SSA in Promotion of literacy and Rural Library Development:

Sarva Shiksha Abhiyan has a significant role in promoting literacy and rural library development in Madhya Pradesh. A number of people residing in rural / remote areas of M.P. are influenced and benefited through this Abhiyan. Under Sarva Shiksha Abhiyan a large number of illiterate people have been made literate. In the year 2000 (the first phase of its implementation), more than 30 lakh people have been made literate; this advancement in the literacy percentage is clearly shown in the census 2001. It indicates 20 per cent increase in the literacy percentage as compared with the percentage in the census of 1991.⁷

At present the percentage of literacy have reached 64.11 which is equivalent to the national literacy percentage. The percentage of male literacy has reached 76.80 while women's literacy percentage is now 50.28 in Madhya Pradesh. When we compare with the last Census, where the overall literacy percentage of M.P. was 44.67; it shows a remarkable difference between the two Censuses (the Census of 1991 the Census of 2001). The census of 2001 shows extremely good growth in the field of literacy.⁸

"To focus on women, the Mission (Sarva Shiksha Abhiyan) implemented a Mahila Padhna Badhna Andolan between March 2002-2003. Under this, 14.8 lakh women were made literate. For continuing education, the mission has organised neo-literates in each village to come together as a Padhna Badhna Sangh".⁹

In the field of library development the Sarva Shiksha Abhiyan has done a wonderful job with the help of Padhna Badhna Sangh. Because each Padhna Badhna Sangh runs a library in rural areas of M.P., and now more than

47,000 such rural libraries in the state are established to make the people aware and to help themselves to live a more convenient life. It is the largest network of rural libraries in the country.¹⁰

Some Suggestions:

1. Village library acts as an information centre, as well as an informal education centre. Library plays an active role in communication and dissemination of information.
2. Seeing the importance of rural library in communication and dissemination of information for rural community, it is our suggestion that every village of our country should have a library.
3. As a researcher I observed that if we want socio-economic development of every citizen of rural areas, it is necessary to provide required information at the right time. It is not a one time need, it is a continuous process. Therefore, it is an urgent need to ensure a free flow of information in rural areas by an enactment of law.
4. Lack of time is a major hurdle in obtaining the information. It has been observed that most of the rural people are always busy in the agrarian activities; they don't have enough time to go to the libraries / information centres situated at the block or district level to get needed information, So, there should be some arrangement at local / village level for providing required information at their doorstep.
5. Library development is being suffered due to lack of bureaucratic interests. Hence, it should be the moral duty of the persons belonging to LISc field to come forward to serve / help the rural people regarding their day to day information needs.
6. Information structure in every village in state/country should be strengthened to ensure required information support for speedy rural development.
7. It has been shown that questions put by rural people are generally not available in conventional reference sources. Therefore, the rural librarians should be trained considering the need of rural libraries / community.

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(Footnotes)

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An Analysis on the Private Cost and Financial Support and Occupational background of the Students in Conventional Educational System and Distance Education System

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Abstract

The objectives of the study were to measure the private cost of MCA students of SC/ST community coming from rural and urban areas. The study was based on a survey research. The interview schedule was developed to measure the private cost. Through the stratified random sampling technique, 50 students studying in First year MCA in IGNOU and Bharathidasan University were selected. The percentage was calculated for all the items of expenditure of private cost. The findings of the study were that the private cost of education in conventional system of education in Bharathidasan University was found to be high when compared with the Distance Education System of IGNOU, and around 50 per cent of the private cost is spent on food, in both the systems. The other findings of the study were that the private costs of students increased progressively with an increase of parental income of the students. The private costs of rural students SC and ST students were less in the distance education system.

Introduction

The cost of education means the real resources of time, books, equipment and buildings, which are used in the educational process. The cost analysis is an important aspect of educational planning, programming and budgeting. These are important factors in decision making, like creation and maintenance of seats in an institution. Only because of these calculations, launching of new programmes, opening of new schools/divisions/departments or improving the standard of education would definitely yield good results. Private cost of education should include all items of expenditure, which are related to the education of students, such as food, maintenance, transport and communication, books and stationery, fees and other academic items. The expenditure listed above may be incurred either by the parents of the students or by the students themselves.

Need for the Study

In most of the research studies, the public costs have been estimated and expressed as a percentage of Gross National Product (GNP) for various purposes. The institutional cost is expressed as the cost in running the institution. The public cost is expressed as an institutional cost minus the students' contribution to the institution i.e. tuition fees, fines etc., plus scholarship to the students given by the government. For the purpose of management as well as students' points of view, many studies have been conducted in relation to the institutional cost. But, it is difficult to conduct a survey on opportunity cost due to unemployment, under employment and variation of pay scales for the cadres in different organizations. Only a very few attempts have been made to estimate the private cost in the field of education. Hence, in this paper, a study of private costs is described with a sample of the M.C.A. first year students of the Bharathidasan University (BU) and M.C.A. first year students of the Indira Gandhi National Open University (IGNOU) to estimate and compare the private costs in the conventional system and the distance education system.

Objectives of the Study

The objectives of the study were:

- 1) To measure the net private cost of students receiving financial support from government in Bharathidasan University and IGNOU.
- 2) To measure private cost per student per year by occupational background of the students' parents in Bharathidasan University and IGNOU.

Methodology

The present study is based on Survey Research, as it concentrated on present cost structure of conventional and distance education systems namely Bharathidasan and IGNOU.

Tool Used

Interview schedule was prepared by the investigators. It consisted of 20 items and it was shown to the two teacher educators for scrutinizing the

schedule. Finally, it was given to the 10 students for verifying the suitability of the items. After addition and omission of the items, 16 items were finally included in the study.

Size of the Sample

Stratified random sampling technique was followed in the study. Out of 50, 30 students, were selected from rural areas and 20 were distributed to urban students. The same size of the sample was selected from Bharathidasan University, representing the conventional educational system.

Statistics Used

Data collected from the questionnaire was processed by applying suitable statistical methods. To measure the different items of expenditure in the total private cost of a student, percentage was applied.

Analysis of Data

The collected data from the above said questionnaire was analyzed by using suitable statistical techniques of percentage and the results of the data are given in the following table.

Table -1
Amount of expenditure of Private Cost
First year MCA students in BU and IGNOU

Sl. No.	Item of Expenditure	Conventional Education System	Distance Education System
1	Food	11362 (25.74)	9400 (33.95)
2	Maintenance	7102 (19.06)	4614 (16.66)
3	Transport and Communication	1872 (4.24)	1880 (6.79)
4	Books and Stationery	3370 (7.64)	1919 (6.94)
5	Fees and Other Academic Items	16872 (38.23)	9516 (34.37)
6	Pre-Admission	3555 (8.06)	358 (1.29)
	Total	44133 (100)	27687 (100)

Note: Figures in brackets indicate percentage to the total.

A student of Bharathidasan University spends s. 11,362/- on food while a student of IGNOU spends Rs. 9,400/- on food per year. The cost of maintenance in Bharathidasan University is Rs. 7,102/- whereas the cost of maintenance in IGNOU is Rs. 4,614/-. Out of the five items of private expenditure, cost of food and maintenance forms the maximum amount in both the Conventional Education and Distance Education System. The proportion of each item to total private expenditure is also given in the Table within brackets. It indicates that the cost of food forms 25.74 per cent in the Bharathidasan University and 39.95 per cent in IGNOU. All the five items of private expenditure are less in proportion to the Distance Education System, when compared with the Conventional Education System. The Transport and Communication and Book and Stationery cost of IGNOU is low when compared with those of Bharathidasan University. The fact is that, in IGNOU, study materials are provided without any charges to the student. IGNOU students have to attend counseling sessions during Saturdays and Sundays only. So the travel cost, food cost, maintenance cost, transport and communication cost are also minimum when compared with those of Bharathidasan University.

Table -2

Rural and Urban Private unit cost of First year MCA per student per year in Bharathidasan University (BU) of conventional Education System and Indira Gandhi National Open University (IGNOU) of Distance Education System – (Rural and Urban Students by item of expenditure)

Sl. No.	Item of Expenditure	Conventional Education System		Distance Education System	
		Rural	Urban	Rural	Urban
		Rs.	Rs.	Rs.	Rs.
1	Food	10405 (24.80)	11999 (26.32)	9145 (34.86)	9471 (33.71)
2	Maintenance	5497 (13.1)	8171 (17.93)	4225 (16.11)	4723 (16.81)
3	Transport and Communication	1778 (4.24)	1934 (4.24)	1378 (5.25)	2022 (16.81)
4	Books and Stationery	2861 (6.82)	3710 (8.14)	1988 (7.58)	1899 (6.76)
5	Fees and Other Academic Items	16982 (40.48)	16797 (36.85)	9177 (34.99)	9612 (34.21)
6	Pre-Admission	4431 (10.56)	2970 (6.52)	316 (1.21)	369 (1.31)
	Total	41954 (100)	45581 (100)	26229 (100)	28096 (100)

From the Table 2, it is understood that a rural and urban student from Bharathidasan University Spent as private cost Rs. 10,405 (24.80%) and Rs. 11,999 (76.32%) on food per year. At the same time the cost of food in open and distance education was Rs. 9145 (34.86%) and Rs. 9471 (33.71%). The highest amount spent by the students in both the systems were on fees and other academic items which were Rs. 16982 (40.48%) and Rs. 16,797 (36.85%) for rural and urban of Bharathidasan University students, and they were Rs. 9177 (34.99%) and Rs. 9612 (34.21%) in open and distance education systems. The lowest private cost was the item of transport and communication for the rural students and the urban students. it is also seen from the above table that the pre-admission cost to the open and distance education students from rural and urban areas were very meager, that is, Rs. 316 (1.21%) and Rs.369 (1.31%) than the students of conventional system.

Table -3

The personal cost by items of expenditure of the Scheduled Castes and Scheduled Tribe students:

Sl. No.	Item of Expenditure	Conventional Education System	Distance Education System
		Rs.	Rs.
1	Food	10025 (26.41)	9000 (34.08)
2	Maintenance	6505 (16.48)	4910 (18.59)
3	Transport and Communication	495 (3.79)	1550 (5.87)
4	Books and Stationery	3100 (7.86)	1590 (6.02)
5	Fees and Other Academic Items	15220 (38.58)	9010 (34.11)
6	Pre-Admission	3109 (7.87)	350 (1.33)
	Total	39454 (100)	26410 (100)

Note: Figures in brackets indicate percentage to the total.

The Scheduled Castes and Scheduled Tribes students' cost of food is estimated at Rs. 10,025 in the Conventional Education System and Rs. 9,000 in the Distance Education System. The maintenance, transport and communication costs are somewhat low in both systems. The amount spent on items like book and stationery, educational tour etc. are less when compared with those of other caste students. For boarders, the expenditure on food in the hostels is met by the Government. But the amount is be deducted from the scholarship then get. Those students of Scheduled Castes and Scheduled Tribes who do their courses as Day Scholars will get more scholarship amount than the hostlers in the conventional Education System. In IGNOU, only the programme fee will be reimbursed to the students of Scheduled Castes and Scheduled Tribes.

Findings of the Study

Based on the estimates of the private costs by the socio-economic background of the students by locality and caste, the following inferences are drawn:

1. The private cost of education in conventional System of Education (Bharathidasan University) is found to be high when compared with that of DES in IGNOU.
2. Nearly 50 per cent of the private cost is spent on food and both the systems.
3. The private cost of students increase progressively with the increase in the parental income of the students. It is found that the majority of lower income groups belong to the Scheduled Caste, Scheduled Tribes, Most Backward and Backward Castes.
4. The private costs of MCA students from rural areas are less in both the systems.
5. The private costs of SC students are less in Distance Education System than the other community students.

Discussion

From the analysis it is understood that the private cost per student in c

onventional system was Rs. 44,135 and it was Rs. 27,687 for the students from open and distance education system. It reveals that the private cost of open and distance educatino system was less than there the conventional system. More expenditure of food, maintenance, books and stationery, pre-admission and fees and other academic items were found for the students of conventional system than the students of ODLS. Higher private cost expenditure (34.37%) of the ODLS student was in food and other academic items. However, the same item incurred the expenditure of 38.23% to the conventional students too.

When the expenditure was split into rural and urban aspects, it reveals that rural students from ODLS benefited more than the urban students. While comparing the conventional systems, there too, the private cost of the rural students was less (Rs. 41,954) than that of the urban students (Rs. 45,581). As a whole, it is understood that the private cost of the rural students was lower than the urban students in both conventional and ODLS, but it was beneficial to the rural students of ODLS.

Further, the personal cost of the SC and ST students of ODLS was lower than the conventional system. While comparing the cost of both the systems, the personal cost of the conventional education was higher (Rs. 39,454) than the ODLS (Rs. 26,410). This may be due to the various concessions in different aspects of the expenditure.

Conclusion:

The private cost of the students of MCA is very low in the ODLS than the conventional educational system. The private unit cost of the rural students of ODLS is also lower than the urban students of ODLS. For the students of SC and ST, the personal cost of ODLS is much lower. From this, it is understood that the Government is intentionally, providing education at cheaper cost for the development of adult literacy in the country. This educational system will enhance the percentage of people in higher education which is essential for the speed up in economic development of the country.

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Adult Education for Empowerment of Women's of Juang Tribes

Lokanath Mishra

Empowerment is a difficult term to define and is becoming more elusive, the more widely that it is used. Rappaport (1986) comments that "Empowerment is like obscenity; you have trouble defining it but you know it when you see it" In essence, it is something to do with giving people control over their own lives. Whether in the social sphere, the political sphere or the economic sphere, Sethy (1991) identifies a number of features that can be ascribed to an empowerment approach. It is "a dynamic and on going process" requiring an "holistic approach", but which is "context specific" defined only within the local social culture, economic political and historical context. "More over it is focused on marginalized groups " lastly an empowerment approach should" build self-reliance" and be sustainable.

The attempts to empower women have traveled through several decades. Considerable efforts have been made by government and other agencies and most especially the Millennium Development Goals have been established to address women's needs and their exclusion from the benefits of development. Private researchers, donor literature, policy documents and several other literature have shared views on Women's Empowerment. Kart (1995) remarks that long before the word 'empowerment' became popular; women were speaking about gaining control over their lives and participating in the making of decisions that affected them in the home and the community in government and international development policy.

In providing a women's empowerment framework, Kart (1995) gives five levels, which include welfare, access, conscientization, participation and control. These levels also reflect the various approaches that have been used to promote the empowerment of women over the years.

The first level, welfare, address the basic needs of women. This approach does not recognize or attempt to solve the underlying structural causes which necessitate provision of welfare services. At this point tribal women are merely passive beneficiaries of welfare benefits. It is obvious that such an approach promotes dependence on the provider.

Access, the second level, involves equality of access to resources, such as education, opportunities, land and credit. This is essential for women in general, and tribal women in particular to make meaningful progress. The path to empowerment is initiated when women recognize their lack of access to resources as a barrier to their growth and overall well-being and take action to address it.

Conscientization is a crucial point. For women to take appropriate action, to close gender gaps in tribal women, they must also recognize the role they can often play in reinforcing the system that restricts their growth.

Participation means the point where women are taking decisions along with men to ensure equity and fairness. To reach this level, mobilization is necessary on all intervention, implications for women and men should be assessed in all areas at all levels. In the frame work control, as presented as the ultimate level of equity and empowerment. At this stage women are able to make decisions over their lives and the lives of their children and play an active role in society and in the development process.

In the above it is concluded that the measures commonly used by development agencies include, empowerment to increase women's economic status through employment, income generation and access to credit; and empowerment through integrated rural development programmes in which strengthening women's economic status is only one component along with education, literacy, the provision of basic needs and services, and fertility control in recent terms. Focus has also been on integrated quality health care provision, inclusion in sustainable natural resources management, full participation in governance especially at the grass roots level etc.

The Juang are one of the identified Primitive Tribe Groups (PTGs) confined only to the state of Orissa. The tribe belongs to Proto-Australoid Racial Stock. The community can broadly be divided into two sections i.e. the Hill Juang and the Plain Juang. The Hill Juang inhabit the hill ranges of Keonjhar and Pallahara where as the Plain Juang are distributed in the plans of Dhenkanal and Keonjhar districts. They have a language of their own known as Juangi. They have no script of their own, but the language is still alive and spoken.

The total population of Juangs was 35665 of which 17320 were male and 18345 were female. Among the Juangs 14.46 per cent of the total population were literate. The percentage of literacy among males was 25.57 and among the female only 4.13 (2001 Census). Although they have attained an average level of empowerment, still there remains a large scope for their improvement in the areas of education, economy and decision making in the home and the community. The woman skill needs some sharpening, so that their level of empowerment could be enhanced.

To achieve this adult education became an essential tool since education has been seen as the foremost agent of empowerment.

Pomary (1992;21) says that

"No matter how we run away from it, the foremost agent of empowerment is education. Education is the only passport to liberation, to political and financial empowerment. Education contributes to sustainable development. It brings about a positive change in our life style. It has the benefit of increasing earnings, improving health and raising productivity"

Adult education has been briefly described in the Encarta Reference Library (2005) as:

All forms of schooling and learning programmes in which adults participate.

Over the years adult education has been used as a tool for improving the living standard of the region through capacity building of tribal women in general and Juang women in particular. Government as well as various volunteer organization and agencies started adult education programme in the different Juang villages to literate the illiterate Juang people.

Through all these efforts they successfully empowered the womens of jaung tribes up to certain extent. The final section of the paper shows how adult education could be used to facilitate empowerment among juang women.

2.0 Objective of the Study

The objectives of the study were

1. To assess how the bio-data of the Juang women affect their level of empowerment,
2. To observe the level of empowerment attained by the Juang women in education
3. To identify the skills that the Juang women had developed to be able to carry out their economic activities
4. To determine the level of Juang women's participation in decision making in the home
5. To measure the extent to which the women took part in decision – making in their communities

3.0 Methodology

3.1 Scope and Delimitation;

The Juangs are mainly found in the three districts of Orissa, i.e. Keonjhar, Dhenkanal and Angul district. Table – I helps to outline an overview of the demography of the Juangs by their district wise distribution.

Table-I

DISTRICT WISE AND SEX-WISE JUANG POPULATION IN ORISSA

SI No	Name of the District	Juang Population			Percentage to total Juang population
		Male	Female	Total	
1	Balesore	10	12	22	0.06
2	Balangir	12	0	12	0.64
3	Cuttack	399	384	783	2.09
4	Dhenkanal	7424	7496	14920	41.86
5	Ganjam	01	01	05	0.14
6	Keonjhar	9010	10099	19109	53.53
7	Koraput	319	206	525	1.48
8	Kalahandi	18	16	34	0.09
9	Mayurbhanj	124	131	255	0.71

The Table shows that the district of undivided Dhenkanal and Keonjhar taken together is inhabited by 95.39 percent of the Juang population. Now the Dhenkanal district has been divided into Dhenkanal and Angul districts. The scope of the present study is limited to;

1. The Juang tribes of Keonjhar, Dhenkanal & Angul districts.
2. The study is further divided to the Blocks for the above three district namely
 1. Baspal from Keonjhar
 2. Kankadahad from Dhenkanal and
 3. Pallahara from Angul district

3.1 Sampling

The survey was conducted among a total 300 women of the Juang tribes. The distribution was 100 from Keonjhar, 100 from Dhenkanal and 100 from Angul District.

Table-2

RESPONSES FROM THE SAMPLES FROM DIFFERENT DISTRICTS

Sl No	Name of the District	Name of the Block	No of village covered	Sampled women Juangs
1	Keonjhar	Banspal	10	100
2	Dhenkanal	Kankadahad	10	100
3	Angul	Pallahara	10	100
	Total		30	300

3.2 Tools used:

A Questionnaire having five sections and 32 items was used to elicit information from the respondents. The Questionnaire was composed of both closed and open ended questions. Section one was on the personal characteristics of the Juang women. It consisted five items, which questioned Juang women on their age, level and female educator, religious affiliation, marital status and major occupation. The second section was designed to elicit information on their level of educational empowerment. It included seven items. The major issues raised were the influence of education on their socio economic life, their desire for further trainings and their initiatives to enhance female education. The third section was made up of twelve items to test the Juang women.

Level of economic development

This section had the highest number of questions. The questions were based on the Juang women access to farmland, their income generating activities and their means of saving money. Section four was designed to find out women's level of participation in decision-making in the home. Five items were embodied in this section.

The final section of the survey instrument was structured with the main aim of finding out the Juang women's level of participation in decision-making in their communities. In all there were five items. While drafting this section of the questionnaire issues like Juang women affiliation to any women's organization, the benefits they derived from those associations, their ability and opportunity to express their views were taken into account. Field data was collected by the researcher and his guide with the support of village leaders of corresponding Juang villages who were fluent in the local language. The Juang women were interviewed in their local dialects. To enhance accuracy of the results and to avoid creating inconvenience to the women, the interviews were done in their respective houses. This approach was mainly associated with the problems of a few interruptions from household members and customers of the traders. However at the end of the day the researcher got the required information. Most of the women also had the chance of sharing their experiences. The interview schedule lasted for a period of 8 weeks (52 days).

4.0 Summary of findings

Personal Characteristics

Most of the respondents (92 per cent) fell within the active years of 15 to 50. They were in their independent adult stage. Generally the Juang women had a low level of formal education. 74.03 per cent are illiterate and 25.07 percent, having schooling upto the basic level (Primary, Upper Primary and Secondary Schools).

Almost all the respondents had a religious affiliation. The majority were Hindu. As many as i.e. 74 per cent of the women were married, only 26 per cent were single, with 78 per cent of the Juang women were engaged for the collection of forest products (leaves, wood and fruits), 22 per cent of the respondents were daily wage earner. They were engaged in Orissa Mining Corporation, Kathapal, Dhenkanal and 72.9 per cent indicating making leaf cups and plates as their non-firming income and generating activity. 21.1 per cent of the respondents have different types of firming, i.e. goat firming

and sheep firming. Almost all the Juang women reported being engaged in some form of income generating activity, be it firming or making leaf cups and plates.

Educational empowerment

From the study it was observed that 74.3 per cent of the Juang women had no formal education. 87 per cent of the women desired to participate in the adult education programme, if it can be provided in their community house i.e. Mandaghara. Most of the Juang women reported having keen interest in promoting female education in order to upgrade themselves. Keeping their interest alive these female youths of the community could be helped, encouraged and given necessary assistance so that they can go through formal education and attain higher level of education. There after they will become well equipped to operate in higher competitive activities. The use of information technology like radio, internet and handheld devices will help reach of those in remote areas.

Economic empowerment

The results reveal that almost 99 percent of the Juang women were engaged in income generating activities. 83 percent of the respondents were allowed by their husbands to decide on how to use their own money, 63 per cent were capable of controlling or managing their own income. 93 per cent of the Juang women were strongly determined to participate in any training programme to upgrade themselves and improve their carrier. Incentives like credit facilities, modern technology for higher productivity, extension services and other assistance will have to be made available to women so that they could improve their production and be able to acquire enough capital and regular source of income as well. In addition women will have to be encouraged and educated to engage in banking transaction by means of saving money, so that they could benefit from incentives like loans from banks. If women were not comfortable with the banking formalities, the bank will have to be brought to the level of the women.

Decision making at the home

The study reveals the fact that 73 percent of the Juang women were able to share ideas with their spouse - 7.5 percent of them said that they were able to express their views on family planning. 84 percent of the respondents were involved in the planning of their family budget. These show that the women had high participation in decision making in the home. There were however a few lapses which would require capacity building to improve their situation. Husbands will have to be counselled and given the orientation through adult education programmes to respect the view of their partners no matter how irrelevant and provoking they might be so that women will be able to build their confidence and express their views.

Decision making in the community

From the study, it is seen that 64 percent of the Juang women allowed to express their views in public 64 percent of the women were invited by elders when discussing issues of the Juang community. 62% of the women who had the chance of expressing their views reported that their views were accepted by the community people. 50.1 percent of the women belong to a Juang women association i.e. self help group (SHG) out of which 45 percent were able to mention the benefits they derived from respective associations. Based on these results, it could be observed that the women had low participation in decision making in the community, so there is a need for improvement to enhance both those women who had the chance of participating in decision making and those who were never be involved in decision making all through the adult education programme. This case recognizes the influence of men on women in the society. Therefore, opinion leaders, who are mostly men could be informed to encourage or motivate more women to express their views in public and to participate in different elections.

Conclusion

Adult education aims at improving the situation of people by increasing

their skills, knowledge and awareness. The survey of the women of the Juang tribes helped us to assess their educational, economic and decision making levels. Though the study reveals a high participation in decision making in the home and low participation in the community and economic activities, most of the women had no formal education at all, some had completed their formal education upto the basic level only. As a result of the low level of education most of the women of Juang tribes are engaged in small-scale private business like firming, wage earning, making leaf cups and plates and handia "Desi Alkohai" making in order to get an income for survival. Adult education, therefore, became crucial to enhance the Juangs women's capabilities to be organize themselves in order to improve their skills for generating income, to increase their own self reliance, to assert their independent right to make decision or choicesses, to control resources which will assist them in challenging and eliminating their sub ordination.

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NEW COMPANION TO ADULT EDUCATORS

BY DR. MADAN SINGH

BOOK REVIEW

New Companion to Adult Educators is a modified, enlarged and updated edition of his previous book – 'Companion to Adult Educators', which was released by late Shri K. R. Narayanan, the then President of India at the Vigyan Bhawan, New Delhi on the International Literacy Day (ILD) - 8th September, 1999. The book deals with all aspects of adult education, extension and lifelong education and its various extensions. It presents a comprehensive and systematic account of adult education and lifelong education activities/programmes/movements in India. The volume also draws upon adult and lifelong education experiences in a number of foreign countries. Alongwith an investigation of theoretical aspects of adult education, it incorporates guidance and useful suggestions for officials and functionaries involved in the management of adult and lifelong education programmes at all levels.

This volume is an indispensable tool for all adult education activists, academics, practitioners, policy-makers, planners, etc. This book will be equally useful for students of adult education, extension and lifelong education in universities and institutes of higher education.

ABOUT THE AUTHOR

Dr. Madan Singh, M.S.W., PhD, Former Director, State Resource Centre, Uttar Pradesh and currently the General Secretary, Indian Adult Education Association, New Delhi, is a well-known academic. He has been serving in the field of adult education, extension and lifelong education for last 42 years. He has studied adult education and non-formal education systems including lifelong education in several countries-Thailand, U.K., Indonesia, Singapore, Nepal, France and Portugal.

Having devoted his entire career to the service of adult education, extension and lifelong education, he has several publications to his credit-Saksharta Shikshakon Evam Prashikshakon Ke Liye Nirdeshan Pustika (1968), Role of Universities in Promoting Adult Education in Urban Settings (1968), Samudayik Kalyan Ke Liye Shaikshik Sansthaon Ka Upyog (1969), Shiksha Ka Swaroop (1972), Anudeshak Salahkar (1987, 1991), Kathputli Nirman Evam Sanchalan Sandarshika (1990), Praudh Shiksha Salahakar (1983, 1985, 1990, 1992, 1998, 2001), AIDS Series (1995), Adult Education and Modernisation (1996), Praudh Shiksha : Itihas Aur Andolan (1998), Companion to Adult Educators (1999), Adult Education in 21st Century (2001) and New Companion to Adult Educators (2007).

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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.

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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, xeroxed or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2" margin on A4 size paper. Footnotes and references should come at the end and not on every page. Authors are requested to submit one typed copy along with the floppy disc (MS Word).

Editor's Note

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This issue of the Journal is a unique one, because the eighteen articles range from Petroleum conservation to UN Millennium Development Goals. Nigeria is the only African country which has been reflected in the Journal, thanks to Dr. Supo Jegede and Dr. Mathew Borode. The IJAE also had, in the past, excellent contribution from Nigerian authors. Our readers, I am sure, have been benefited by those contributions in comparing the Indian educational scenario with that of Nigeria.

Dr. Yadagiri's short but illuminating piece on Ramana Maharishi adds a spiritual dimension to the Journal and Dr. Chandrasekhar has done an excellent job in highlighting 'The Idea of Literacy'.

In 'Adult Education in People's Republic of China' (R.K. Pratap) Mao's Revolutionary idea has been described. 'Mao had insisted that - text books are to be written and compiled by local people and approved by local education authorities' (Pratap). When the learners write their own books to be read by them and their friends in similar situations, the books reflect the existing socio, economic and cultural problems of the learners. When such problems are discussed, analyzed and internalized, empowerment occurs. This was the approach of Paulo Freire. In Mexico, a slight different approach was used in designing the learning materials by learners themselves. They had only pictures filling the pages, each of which was discussed, analyzed and internalized by the learners. The written words and phrases, suggested by the learners, were written in accompanying pages.

Your editor had experimented with similar innovations with success. Innovations lead to change-social, economic and cultural.

Prof. B.B. Mohanty
Guest Editor

Lifelong Education : Recreation in Old Age Home

Rameshwari Pandya

Abstract

Old people, who are weak and the most marginalised, are often excluded from the purview of educational programmes, because their needs take precedence over their living needs. This paper is about the aged in old age home and it elaborates some of the methods that have been used to engage them in a meaningful learning process spanning over a decade. It examines the transformatory potential of culturally and historically rooted action oriented educational methods to address the problems of elderly. The paper profiles the project of the "Old Age Home" of the Department of Extension and Communication, Faculty of Family and Community Sciences, M. S. University, Vadodara, and its efforts to promote Recreation and Lifelong Learning among elderly. Based on her experience in field work, the author argues that the process of organization that is integral and form important constituents in the process of lifelong learning. Major objective of the project was to impart Lifelong Education and conduct Health and Recreational activities for the elderly people residing in old age homes of Vadodara.

The activities were conducted twice a week and programmes included Yoga, Accupressure, Medical Camp, Garba, Indoor Games, Modern Ramayan, Antakshri, and other recreational activities. Combination of teaching strategies were planned and charts, posters, flash cards, mobiles, dramas, bhavai and role plays used for inculcating good healthy habits and also to provide recreation among the aged. This paper is based upon the author's belief that education has a larger canvas than literacy. Action itself can and should be used as a medium of education for the very neglected sections of the communities i.e. old people. The contents of such programmes should be related to the social issues to make them meaningful and relevant to the lives of the learners. The entire paper looks at how these content areas can be addressed through action programmes.

Introduction

Home Science Extension and Communication Department has always been practically implementing new ideas and information in the extension work that it takes up. Department plays a vital role in passing the needed information to the needy people. The department tries out various communication methods and materials on developmental issues, to communicate ideas to masses.

Many projects have been undertaken for the benefit of women, youth, adolescent girls, children and old people in the areas of income generation, health and environment, empowerment, etc. But recreation of the senior citizens which is one of the urgent need of the time has not been paid the required attention.

Does India live in its old tradition? Now this traditional pattern is shifting. Arguably, India's single most stunning achievement during the last century was longevity. In France, it took 120 years for the population of the elderly to double, where as it took India just 25 years. The population shot up to

- 12 millions in 1901
- 19 millions in 1951
- 77 millions in 2001

It is anticipated that by 2021 it will reach 137 million

India now has the second largest aged population in the world. The UN defines a country as 'ageing' where the proportion of people over 60 reaches seven per cent. India has already exceeded this and is likely to reach 12.6 per cent by 2025.

But, a fast rise in the aged population adds to the socio-economic challenges that India is facing. Notwithstanding the Indian saying "old is gold", life for many older people is less than happy. When young people leave their villages for towns and cities, the old are many times left to fend for themselves. In urban areas, women work outside home and, as a result, cease to be the traditional care takers for old people. Families are becoming more nuclear and their function as a social safety net for the elderly is eroding fast.

The perception of the old as the repository of the collective wisdom is also on the wane. Being economically unproductive, they do not have the same authority and prestige as before; older people are perceived as burden. In industrialized countries, pension systems cover the economic needs of the old. In India, where 90 per cent of the total work force is employed in the informal sector, social security offered by pension schemes is only available to 10 percent of the people retiring from the organized sectors. There is a Government Scheme for destitute persons above the age of 65 years. The pension amount currently is Rs.150/- per month, which is absolutely insufficient to meet the bare necessities of an elderly person.

According to a study of the Help Age International, only one in five of those eligible received the benefits. Being illiterate and poor, many are not able to fill-in the relevant form or produce age certificate. There is a study on life style showing dietary pattern and antioxidant profile of the elderly women (aged 60 years and above) with and without cataract. Ageing is a process that begins with conception and continues throughout life. It is an unavoidable, natural process. As it shows, progression with age, regression of physical and physiological functions of body also occurs. India ranks 4th in the world in terms of absolute size of the elderly population. The members above the age of 60 in 1901 were 12 million which grew to 20 million in 1951, 45 million in 1981 and 53.47 million in 1990. Currently there are about 580 million people aged 60 years and above in the world with 355 million in developing countries. By 2020 the figure is estimated to reach 1000 million (WHO - 2000). As per U.S. Bureau of Census, in United States, in the year 1999 people in the age-group of 65 to74 (18.2 million) were 8 times larger than in 1900. But people in the age-group 75 to 84 (12.1 million) were 16 times larger and people in the age-group 85 plus (4.2 million) were 34 times larger.

With the increase in the longevity of life span, there follows an increase in the proportion of the elderly in the total population. The year 1999 had been declared as "The International Year of Older Persons", which was significant for a country like India going through a revolution in its demographic, economic, social, cultural and psychological status. The population aged 60 plus is increasing rapidly in our country from 56 million in 1991 to 70 million in 1998 and is expected to be 177 million by 2025. The ageing of a population is an inevitable consequence of the process of demographic transition and creates an imbalance in the age structure over a period of time. In the civilized societies, elderly people generally enjoyed a

high status. They were mostly occupied with the household activities and with their grandchildren. They were considered and were asked for most of the decisions in the family. So, the leisure time activities were not identified. But now the situation of the elderly has changed with industrialization, scientific progress, weakening of family system and emphasis on individual's initiation and materialistic values. So, in recent years, leisure time has expanded markedly and the need for recreational activities for elderly men and women has increased.

Meaning and Value of Old Age

People today live longer and enjoy better health than in the past. They are also able to cultivate interests made possible by higher levels of education. No longer is old age synonymous with dependence on others or a diminished quality of life. But, all these are not enough to dislodge a negative image of old age or encourage a positive acceptance of a period of life in which many of our contemporaries see nothing but an unavoidable and burdensome decline. The perception of old age as a period of decline, in which human and social inadequacy are taken for granted, is in fact very widespread today. But, these are a stereotype. It does not take account of a condition that is in practice far more diversified, because, older people are not a homogeneous human group and old age is experienced in very different ways. There are those older people who are capable of grasping the significance that old age has in the context of human existence, and who confront it not only with serenity and dignity, but also as a time of life, which offers them new opportunities for growth and commitment. But, there are others - more numerous - to whom old age is a traumatic experience, and who react to their own ageing with attitudes ranging from passive resignation to rebellion, rejection and despair. They are persons who become locked into themselves and are self-marginalized, thus accelerating the process of their own physical and mental deterioration.

Definition of Old Age (Old Age is not easy to define)

Old age has a dual definition. It is the last stage in the life processes of an individual, and it is an age group or generation comprising a segment of the oldest members of a population. The social aspects of old age are influenced by the relationship of the physiological effects of aging and the collective experiences and shared values of that generation to the particular organization in which they exists. There is no universally accepted age that

is considered old among or within societies. Often discrepancies exist as to what age a society may consider old and what members in that society of that age and older may consider as old. Moreover, biologists are not in agreement about the existence of an inherent biological cause for aging. However, presently in most Western countries, 60 or 65 is the age of eligibility for retirement and old-age social programmes, although many countries and societies regard old age as occurring anywhere from the mid-40s to the 70s.

Government Programmes

There is no doubt in the Government's intention to meet the challenges of an ageing population head on. India is committed to the basic principles of the International Plan of Action on Ageing: financial security, health care, shelter and protection against abuse and exploitation. But the Ministry of Women and Child Welfare has fallen behind in its mandate to make a detailed review, after every three years, of the progress made. At present, over 500 NGOs are given grant in aid for providing services like old age homes, day care centers and mobile medical units, and an Inter Ministerial Committee is reviewing these provisions.

"The government is taking steps to accord special facilities to old people, such as concessional rail and airfares, priority in telephone connections, hospital appointments, and early court hearings" said a senior official in the Ministry of Social Justice and Empowerment. "We are using the media to promote care and respect for older persons in keeping with our ancient traditions". True, there are myriad demands on the Government's limited resources, but the old are among the most vulnerable sections of society. Voluntary agencies like Help Age India have a seminal role to play. The response to the rise in ageing population will need to be well orchestrated and multi-sector, based on systematic planning which takes note of the wishes of the old people themselves. "Fostering independence for older persons is important as the traditional family structure is eroded", said Anuradha Mohanty of PECUC, a leading NGO in Bhubaneswar. "The task is colossal and needs government, NGOs and civil society to work together", she said.

Justification of the Project

The Department of Home Science Extension and Communication, Faculty of Home Science, M. S. University, Vadodara undertook this project

because of the felt need realized for recreation in old age. The Department of Home Science Extension and Communication is working in extension field and old age is one of the concerned areas since the last 5 years. Many researches have proved that recreation is a major component in one's life and also it has also been proved as a very important component for older people. Due to materialistic life, more acceptance of westernization and disintegration of joint family gradually leads to situations wherein people do not have time for socialization, lack of support from family and society and age leads to no status and has no say in any major decisions in the family and society.

Due to the competitive world, people are so busy and have stressful life that to survive in this world of competition they starve for better life situation and in this hurry and worry there is no place and time for older people. They are always being last to be thought of i.e. the most neglected ones. This situation has gradually led to development of places like old age homes. Old age homes are places where people get place to live, food to eat but no emotional backing is provided. In any situation, feelings and emotions give strength to live but unfortunately they do not get that power to live. So, their life becomes a difficult life in which they have to live. So, in such a situation to light a hope and feeling to live, recreation had been taken up as one of the components in a major area for the project with old people.

As we all know, recreation is a vital force influencing the lives of people. It is essential for happiness and satisfaction in living. Through it, the individual grows and develops his / her power and personality. By providing the recreational activities, for that particular moment of time, individuals forget their miseries, various problems, tensions, worries and sorrows of life, and have a positive stress free environment and energy to live. In old age homes, life is very monotonous, that almost they live with the clock. No variety, no change, no talking and no sharing leads to lots of frustration and depression. Unfortunately, they cannot share with anyone which finally leads to major physical and psychological problems. Therefore, old age home was selected for the project under life long education.

Collaboration with Shree Jalaram Seva Samaj Trust

As a part of extension activities, the Department of Home Science Extension and Communication, Faculty of Home Science, Vadodara, is working with different groups like women, adolescents and children. And in

the recent years working with elderly has come up as a major area of extension work. As a part of extension activities, the Department has collaborated with Shree Jalaram Trust, as this organization is running an old age home to render economic, educational, health and social services to the poor and downtrodden. This Elder's Home is providing boarding, lodging, library / lending library, in-door games, TV / radio facilities, etc. Religious discourses are also organized periodically. In today's modern time, the living conditions of old people are becoming difficult, and even worse due to various reasons.

Their offsprings tend to look the other way on one pretext or another and leave their old parents to face their own destiny. There are so many instances where their children stay far away from them, may be abroad, or in other locations for the sake of employment, business or any other related matters, leaving no time or opportunity to enquire about the welfare of their aged parents and leave them to suffer their miseries. Thus, their parents are destined to face the pinching experience of loneliness, helplessness and are deprived of love and affection from their offsprings for whom they had devoted their entire life.

Jalaram Seva Samaj was formed in 1987 by the late Shree R. C. Gandhi, alongwith late Shri K. Pandya with the sole intention of bringing joy to these unfortunate people. Initially the trust was housed in a hired bungalow, but as the number of old age people increased, it was difficult to accomodate them in that bungalow. So they shifted to a new 50 room multi-storied building where 100 persons can be accommodated.

These rooms are well furnished with all the basic amenities including hot and cold water. This home is located in the Nizampura area of Vadodara.

Objectives of the project

1. To conduct different Health and Recreational activities for the elderly people residing in the old age home of Vadodara.
2. To promote recreational activities in the old age home under Lifelong Education.
3. To inculcate good healthy habits among the elderly people residing in the old age home of Vadodara.

METHODOLOGY

i. Selection of the content

The selected contents for the field work was Health Education and Recreation. The contents were decided and accordingly different activities were planned for giving health and recreation to the elderly people.

ii. Schedule of the programme

The programme was conducted twice a week i.e. on Tuesdays and Saturdays from 10.00 am to 12.00 noon at the Old Age Home (From July 2006 to April 2007).

iii. Contacting Resource Persons

The adult educator contacted resource persons from different areas for conducting the programme. The extension worker invited the resource persons for their expert advice, suggestions and valuable tips.

Activity	Description
Yoga	Experts from "Yogniketan".
Accupressure	Experts from "Sujok".
Medical Camp	Doctors, Physiotherapist.
Food and Nutrition	Dietician
Recreation	Antakshri, Garba, Jokes, Modern Ramayan, Picnic, Temple Visit, etc.

The Department has tapped the resources from nearby NGOs for the welfare of the aged.

- Medical Camps were conducted as part of health care.
- Life skills Empowerment activities were conducted to upgrade the skills and capacities through a number of skill development and personal development programmes, including life-skills for problem solving, self awareness, communication, coping skills and decision making. Empowering individuals with these skills had been a continuous and specialized activity of the Department.

- **Benefits of Recreational Activities** Research has demonstrated that engaging in leisure activities helps to prevent disease and improves overall health. It reduces the risk of coronary heart disease and reduces hypertension. Recreation influences mental health. It is a productive leisure time.
- **Barriers** act as road blocks and limit the recreational activities of the 60 plus population. They have limited financial resources, lack of transportation, poor health, high fees and failure to get information. At this age they need more support, care and love. Major problem of elderly is how to spend time.

iv. **Preparation of Teaching Aids**

Teaching Aid is defined as materials, which communicate facts and ideas clearly through a combination of drawing, words and pictures. Teaching aids like charts, posters and flash cards were prepared for explaining various subjects.

v. **Theatre as a Means of Education**

In most developing countries, street theatre, role play and drama are a few forms used to "educate and create awareness" among groups. It portrayed the role of "aged" in the society and the apathy of the citizens and the state towards them. There was a comedy script and it was titled "Modern Ramayan". Songs were also used for the same purpose and old age persons were encouraged to compose their own lyrics on religious themes set to their traditional folk tunes.

Before starting the activity, the adult educators had gone to meet the old people in order to build rapport with them. After conducting the motivational activities with senior citizens finally the recreational activities were carried out. It was observed that the target group was although old but was very active and interested in participating in the different recreational activities. They went in each and every room and spent sometime with them.

They informed them before hand all the programmes to be carried out with them. All the aged people gave a warm welcome and also promised the adult educator that they were going to participate in all the activities that had to be conducted.

The various activities conducted by the adult educators among the old

age people were: wall hanging made out of sand, rag and coloured papers; and flower making out of tissue papers. Experts invited were doctors and laboratory technicians for medical camp. Yoga and acupressure experts were also invited. Games like passing the parcel and cards were played with the aged people. Hilarious drama was also shown to them.

Even though the adult educators spent less time but each time it was a unique experience. Old people living there did not expect anything from the adult educators in terms of food or money but they wanted just to spend time with them and share their joys and sorrows. But one thing, which the adult educators observed was that they never blamed their children or anybody behind their miseries, they always smiled and never complained. Some old people did not want to get medical check-up because they did not want to accept that they were weak or unhealthy. The adult educators felt sorry to see their living condition. Old people sing, wash clothes and also go to temples. But there were few who always confined themselves in their rooms.

Salient Findings

1. Majority of the old age people were males.
2. Almost half the old age people in the home were in the age-group 55 to 65 years and the remaining between 66 to 82 years.
3. Majority of the inmates were from Gujarat and a few from Mumbai, Nasik and Nagpur.
4. Some of the residents were staying for more than fourteen years.
5. Most of the residents in old age home were alone or widows except for six couples who were living together.
6. The families of most of the inmates live in different cities of India except a few whose children were living in Vadodara city itself.
7. It was found that the inmates served different organizations like Government, Bank, School and some even were businessmen.
8. Almost all the residents in the old age home were Hindus except only one who was a Parsi.
9. Most of the inmates participated in all the recreational activities.
10. They enjoyed indoor games, singing songs, role plays and dramas more than expert talks.

Role of Home Scientists

Home scientist can play an important role to fulfill the recreational needs

of elderly people. As the home scientist carryout the fieldwork in nursing homes and old age homes they get chance to acquire information about the tendency, needs and psychology of old age people, and know well how to treat them or how to work with them. During the time of fieldwork home scientist can help the old people by writing letter for them or taking them to temple, or by just listening to them. Even after the completion of the fieldwork they can keep in touch with them.

As the home scientists have knowledge about the psychology of the old people they can keep in mind this while treating their own grandparents and other elderly people in the society.

Generally the family members of the old give information regarding their problems because old people spend most of their time inside the house and also with the family. However, many people forget that old people also need some recreation. For this some of the suggestions are:

- Society and state should give importance to old people and encourage them to visit temples/religious places or go out for walk.
- Day care centers should be started where old people can meet and mingle with their peers and spend their time in a socially meaningful manner.
- Activities which are interesting and ensure adequate incentive, should be planned so that they can keep themselves busy and avoid loneliness.
- Policies and programmes should be framed keeping in mind the old people.

Thus, the need for starting a recreation centre in the city of Vadodara was felt so that senior citizens could get facility for recreation. Family members could go out and work or can be busy with their routine work without worrying as they would know that senior members of their families would be having good time in the recreation centre.

Lessons Learnt

1. Partnership with agencies in the life long learning process is very much essential for the success of any programme. Unless close rapport is built with them, no programme can be effective.

2. Involving local leaders in the programmes enable the extension workers overcome many hurdles in the educational process.
3. Need assessment should be done before organizing any educational programme.
4. The time of the day during which programme is conducted is a crucial factor for the success of the programme. The time should be decided in consultation with the learners.
5. Behavioural changes are hard to measure. Hence focus group methods and participatory appraisal methods need to be employed for assessing the impact of the programme.
6. Use of a combination of strategies based on the belief that mass approach, group approach and development activities go hand in hand is important.
7. Build on the strengths of the old aged. Old people are naturally forthcoming and articulate and extremely vocal about their opinions because of their experience in life. They feel free to question anything and everything including our performances.

Suggestions and Conclusion

Our society will continue to insist on using chronological age for many purposes. We can live with this practice if we recognize that to set up a chronological checkpoint for calling a person 'OLD' is simply a matter of administrative or statistical convenience. It is an unfortunate usage, but difficult to avoid. We can refuse to be swept along by the implicit relationship between chronological age and human value. Age grading emphasis society's interest; functional age emphasis the direct fact about the individual. Ideally, both sets of considerations should be taken into account. Problems arise when a person is not given the opportunity to function as he or she is able to because of environmental restrictions. More awareness of these differing frameworks would help us develop flexible pathways through the entire lifespan. Society's need for 'junior' and 'senior' people should be respected.

It will also help if we bear in mind the difference between ageing and being old. Ageing can be looked on as a process or set of processes. Oldness, however, is a state of mind. We can set oldness relatively late in life. We can choose to regard it as a desirable or dreadful condition. We can just try to forget about it and must leave that path to others. We shall probably see old age continue to roll backwards for several decades. Until a few

years ago, social statisticians and most others were content with 65 as the magic number to mark the entry to old age. Now, however, leading statisticians are more likely to move the definition to 75 : this just makes more sense to them in terms of the length of lifespan and the changing characteristics of the population in developed societies.

The adult educators of Junior M.Sc. Home Science Extension and Communication of M. S. University, Vadodara went for field work in Shri Jalaram Yuva Sewa Trust. It is an old age home located in Nizampura. This fieldwork had been done as part of their course under Adult and Non-formal education.

The adult educators really enjoyed and loved to watch old people's spirit of enjoying life, in spite of living in a home away from their family members. Every word that they spoke and every blessing that they showered on were so meaningful, because the blessing came straight from their heart. When the fieldwork had come to an end, the elderly people made the adult educators promise to come back and visit them again. The adult educators came out with a smile because they knew that in a few days they could really brought some happiness in the lives of the elderly people. It may seem insignificant to say a word or two, but when smile and happiness is shared it can do wonders.

Students (facilitators) have a very important role to play while implementing the process of providing Lifelong Education. Because of diversity in content and heterogeneity of group, adoption of various methods become inevitable. Keeping in mind the pace and evaluation process of the programme, there are certain suggestions which may be useful while implementing the Lifelong and Adult Education Programme in future:

1. Before implementing the programme there is a need to create an enabling environment by taking the beneficiaries into confidence. For this purpose various motivational activities can be organized.
2. Involve beneficiaries in the planning process to ensure maximum participation in the programme.
3. Organize informal meetings frequently with community leaders and beneficiaries to keep them informed about the new developments or the changes that are taking place within the programme.

4. It is of utmost importance to make the participants understand and realize the importance of learning in their day-to-day life.

5. Allow participants / beneficiaries to learn at their own pace.

Let us remember that any change, especially in human values and attitudes, is a gradual process, and, therefore there is a need to be patient.

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UN Millennium Development Goals: An Overview

H. C. Jain

Introduction

On September 8, 2000, World Leaders from 189 member states consented to adopt the Millennium Declaration which was a United Nations Resolution. The UN General Assembly urged its members to invest in social development so that millions of people around the world facing various socio-economic problems could get some relief. The UN Millennium Development Goals (MDGs) are a set of time-bound and measurable goals focused on development issues and problems.

Along with the great goal to halve extreme poverty and hunger by 2015, the member states of the UN also promised to achieve Universal Primary Education, to promote gender equality, to reduce child mortality, improve maternal health, combat HIV/AIDS, Malaria and Tuberculosis, ensure environmental sustainability and develop global partnership for development.

Objectives of the study

This paper is mainly focused on the study of global status of the UN Millennium Development Goals. The pace of the progress of these goals is not even in all the regions of the world. Some countries are lagging behind and others are on the track of success.

The objectives of this paper are to:

- Provide a global overview of the present status of MDGs.
- Try to identify the bottlenecks in achievement of MDGs in various regions and countries of the world.
- Suggest some ways and means of improving efficacy of the programmes related to MDGs.

Methodology

The paper has been prepared on the basis of the secondary data provided by the various agencies of UN, such as UNDP, UNICEF, WHO, ILO and WEF etc.

Result and Discussion

Goal 1 : Halving Poverty and Hunger

Halving poverty is on the top of the list of UN Millennium Development Goals. Poverty is a perennial problem of developing countries and the root cause of all backwardness. The World Bank defines extreme poverty as living on less than US\$ 1 (PPP) per day and moderate poverty as less than \$ 2 a day. More than one billion people are living on less than \$ 1 per day, as shown in the following Table.

Table 1 : People Living on Less than \$ 1 per day

S. No.	Region	No. of People (Million)
1.	Middle East & North Africa	05
2.	Europe and Central Asia	10
3.	Latin America and Caribbean	47
4.	East Asia and Pacific	214
5.	Sub-Saharan Africa	303
6.	South Asia	437
	Total	1016

Source: The Times of India, New Delhi, Dec., 17, 2006

A UN report on hunger states that 854 million out of the world's 6.55 billion people are hungry. Most of them live in developing countries whose number is 820 million. Only 25 million hungry people live in Industrialised world.

The worst affected countries are still far off the track to meet the MDG targets as shown in the following Table.

Table 2 : Countries in the Lap of hunger

S. No.	Country	Population of Hungry People (Million)		
		1990-92	1995-97	2000-02
1.	India	-	203	221.1
2.	China	193.5	145.6	142.1
3.	Congo	12.3	27.2	35.5
4.	Ethiopia	NA	35.8	31.3
5.	Bangladesh	39.2	50.4	42.5

Source: FAO Report – State of Food Insecurity in the world 2004.

Still, millions of people remain hungry in the world because of poverty, distribution pattern and consumption patterns as well as conditions created by politics.

Goal 2 : Universalisation of Primary Education

Education is the single most important factor which contributed to the overall development of human resources.

Before the start of Millennium Development Goals, Sub-Saharan Africa, South Asia and Middle East were lagging behind in enrolment of children in schools as shown in Table 3.

Table 3 : Region-wise Net Primary School Enrolment

S. No.	Region	Percentage of Enrolment in Schools	
		1980	2000-02
1.	Sub-Saharan Africa	60	56
2.	Middle East & N. Africa	75	85
3.	South Asia	61	72
4.	E. Asia & Pacific	79	96
5.	Lat. America & Caribbean	85	93
6.	CEE/CIS & Baltic states	89	94
7.	Industrialised countries	98	97

Source: Unicef – World Children Report 1999

Now, in so far as universalisation of primary education is concerned, five regions have achieved more than 90 per cent enrolment at the primary level. But in Southern Asia and Western Africa about 20 per cent of children are out of schools.

Goal 3 : Promoting Gender Equality

Gender differentiation is more ancient and more widely spread than other types of differentiation. Gender roles are learned behaviour which have a certain universality, but are largely determined by cultural patterns. Social values and norms differ widely from culture to culture. Therefore, the gender gap persists globally in great variations across the world.

A gender gap study conducted in 58 countries indicates the areas where developed and developing countries lag behind in gender equality. According to the study no country has yet managed to eliminate the gender gap. Only a few Nordic Countries have significantly narrowed the gender gap. They occupy the top five spots which are educational attainment, political empowerment, economic opportunities, economic participation, health and well being.

The study also highlighted the political empowerment of women as given in Table 4.

Table 4 : Political Empowerment of women

S. No.	Country	Women in Parliament (%)	Held minis trial (%)
1.	Sweden	47	52
2.	Norway	38	44
3.	Finland	38	47
4.	Iceland	33	27
5.	USA	15	14
6.	India	8	3

Source : Global Gender Gap Report, 2006.

The Islamic Republic of Saudi Arabia fared the worst in political empowerment of women.

Goal 4 : Reducing Under 5 Mortality

Reducing 'Under Five' mortality by two-three quarters is not an easy task, as set under the MDGs. Infant mortality is a serious problem in the developing countries. Nearly 11 million children under five die annually. In other words, 30 thousand children die every day in the world. The causes of high infant mortality are bad quality feeding, high population density, high rate of infectious diseases, high rate of illiteracy among women, prevalence of gender inequity, low rate of immunisation and high rate birth of under weight babies.

Table 5 : Region-wise under 5 mortality Rates

S.No.	Region	Under 5 Mortality (per 1000 li
1.	Sub Saharan Africa	173
2.	Least Developed Countries	157
3.	Developing Countries	89
4.	South Asia	98
5.	Industrial Countries	7
6.	World over	82

Source : The Global gender gap report, 2006.

According to the Unicef for Children : A report card on Nutrition', there are about 146 million children in the world, who are under nourished. Poor nutrition contributed to the death of infants. According of a report released by Unicef, 27 per cent children in South Asian Countries have been found to be underweight. More than half of these children live in just three countries: India, Pakistan and Bangladesh. In India, about 47 per cent of under five, numbering 57 million are underweight. Even Sub-Saharan Africa is better where 33 per cent of the children are malnourished. About 5.6 million children die every year globally due to poor nutrition.

Goal 5 : Reducing Maternal Mortality

Malnutrition, disease and reproductive health problems are closely related to high maternal mortality rate. Nearly 99 per cent of the maternal deaths take place in the developing countries. India tops the maternal death chart, which alone accounts for one-fourth maternal deaths in the world. In some of the poorest parts of Sub-Saharan Africa, one in six women in likely to die

due to pregnancy risk, while in the developing countries the risk is one in 2800.

Table 6 : Maternal Mortality Rates in a few selected countries

S.No.	Country	Maternal Mortality
1.	USA	17
2.	India	540
3.	Tanzania	1500
4.	Angola	1700
5.	Malawi	1800

Source : *The Global Gender Gap Report, 2006.*

The basic causes of high maternal mortality rate are those connected with pregnancy and delivery along with high rate of anemia, general malnutrition, post natal infection and inadequate obstetric care etc.

Goal 6 : Halting and reversing HIV/AIDS, Tuberculosis and Malaria

AIDS epidemic is on the rise globally. Women are at greater risk than men. The 2006 report on Global AIDS Epidemic estimates 39 million people living with AIDS and nearly half of them are women. India had the highest number of people living with HIV, 5.7 million against 5.5 million in South Africa in 2005. The reason behind rapid spread of AIDS is unprotected heterosexual intercourse. Tuberculosis is another leading cause of death in developing countries. About 9 million new cases of Tuberculosis are registered every year around the world.

Table 7 : No. of T. B. Cases per lakh population

S.No.	Country	Case per lakh population
1.	UK	5
2.	Sri Lanka	5
3.	Thailand	100
4.	Bhutan	114
5.	Nepal	135
6.	Pakistan	178
7.	India	199
8.	Indonesia	321

Source : *The Times of India, New Delhi August 11, 2006*

A serious challenge is emerging in controlling TB due to single drug or multi drug resistance. It is caused by inconsistent or partial treatment of the patients. India, China and Russia account for over 60 per cent of the global multi-drug resistance TB cases

Approximately 300 million people are affected by malaria worldwide and about 1.5 million die due to it every year. There are about 380 species of mosquitoes, but only 60 of them transmit the parasites which cause Malaria, Dengue and other vector diseases.

Goal 7 – Ensure Environmental Sustainability

The post-war period has witnessed the unprecedented industrial development and population explosion which caused environmental degradation. Irrational and unplanned exploitation of natural resource are the catalytic factors of this situation. While man must fully recongnise the urgency of maintaining the stability and quality of nature as stated in UN World Charter (1982), "Mankind is a part of nature, and life depends on the uninterrupted functioning of natural systems which ensure the supply of engery and nutrients. Civilisation is artistic achievements. Living in harmony with nature gives man the last opportunity for the development of his creativity, and for rest and recreation". The current pattern of growth and consumption by human beings pose serious environmental hazards for any country or region. The planet does not have the resources to sustain the growth of hunger in the world. Consumption of goods without care is increasing in the industrialised countries.

The Earth summit of Rio-de-Janerio held in 1992, and the World Summit on Sustainable Development held in Johansberg (South Africa) during 26th August to 4th September 2002 were two important events. These two initiatives on sustainable development captured the voice of the world community and were alarmed about the depletion of resources. Kofi Annan on September 2, 2002 at the Summit on Sustainable Development said, "participants must face "an uncomfortable truth. The model of development we are accustomed to has fruitful for the few, flawed for many". Sudies reveal that disappearing glaciers, shorelines, forests, animals and bio-diversity etc. are some of the serious environmental issues. Without participation of people the depleting resources can not be restored.

The WHO and UNICEF's Global Water Supply and Sanitation

Assessment 2000 Report suggest that somewhere in the order of 2.4 billion people do not have access to "improved" sanitation. Eighty per cent of these (1-9 billion) live in Asia, 13 per cent (0.3 billion) in Africa and 5 per cent (0.1 billion) in Latin America and the Caribbean. Between 1990 and 2000, an estimated additional one billion people have gained access to "improved" sanitation, but this has been insufficient to keep pace with population growth. In sub-Saharan Africa, the percentage of the population with access to sanitation declined slightly, but in Oceania it declined steeply. By contrast, in East Asia the percentage coverage doubled, and in South Central Asia it rose by three quarters.

The scale of sanitation challenge in Asia is of a much higher order. In terms of the number of people without access to sanitation coverage, Asia contains 80 per cent of the underserved population. The WHO/UNICEF Global Assessment Report 2006 indicates that over 1916 million people in Asia do not have access to adequate sanitation. Progress of 'Sanitation Coverage' in countries with 50 million population is given in table 8.

Table 8 : Status of Progress towards reaching the MDG Sanitation Target

Countries with population over 50 million in 2004	Country-wise Sanitation Coverage (Percentage)		
China	23	44	46
India	14	33	40
Indonesia	46	55	62
Brazil	71	75	80
Pakistan	37	59	56
Bangladesh	20	39	44
Nigeria	39	44	58
Mexico	58	79	71
Vietnam	36	61	55
Philippines	57	72	70
Ethiopia	3	13	32
Egypt	54	70	68
Turkey	85	88	90
Thailand	80	99	86
Congo	16	30	41
Myanmar	24	77	47

Source : WHO/UNICEF Report 2006

Note: Islamic Republic of Iran is not included in the Table.

According to the WHO/UNICEF Report, 2006 half of the most populous developing countries are on the track to reach the MDG sanitation target and most are making progress.

Goal 8 : Global Partnership for Development

To achieve MDGs, poor countries need additional resources, which they are not capable to generate. UN estimates suggest that to meet most of the MDGs by 2015, it will require an additional \$ 50 billion per year as development assistance which is less than one-fifth of one per cent income in donors countries. Therefore, a global partnership for development is every essential.

The developing nations require not only guidance and expertise from developed and industrialised nations to design the strategy for eradication of poverty and sustainable development, but financial assistance also. However, the various agencies of UN have made various experimental interventions in many countries of Asia, Africa and Latin America during last five decades with some positive results in the field of education, health and sustainable development.

During this Decade, the developing countries have been facing a number of interactable problems like mounting debt burden, rapid population growth, economic disparity and stagnation and sectarian violence. These problems seriously hampered the progress in achievement of MDGs.

Conclusions

The major findings of the study can be summarized as follows:

1. The goal of halving poverty and hunger is very difficult to achieve by 2015.
2. As far as the universalisation of primary education is concerned, five regions of the world have registered more than 90 per cent student enrolment except in Sub-Saharan Africa and South Asia.
3. No country has been able to eliminate gender gap which is spreading widely.
4. Except the industrialised countries, most of the developing countries are lagging behind in reducing under '5 mortality' rate also.

5. Maternal mortality is also very disturbing in developing countries which is very high in the Sub-Saharan Africa.
6. HIV/AIDS infection, rise in malaria case, drug resistance and TB are the biggest challenges in developing countries. Over 60 per cent of the global patients of multi-drug resistant TB are living in India, China and Russia.
7. Environmental sustainability is decreasing day by day due to population growth and changing mode of consumption.

Recommendations

A Systematic evaluation of the progress made in the achievement of MDGs was presented by the World Economic Forum (W.E.F.) in Davos (Switzerland) in January 2004. WEF has concluded that the international community is putting barely one-third of the efforts needed to achieve these goals internationally.

- Primary education is supposed to be provided by the governments of the respective states in these regions but their performance is pathetic despite enormous expenditure.
- Gender gap persists globally. Only a few Nordic countries narrowed the gap. Promoting gender equality and empowerment of women is crucial to the success in all other MDGs.
- Nutrition, health care and healthy environment are essential for reducing the child mortality rate.
- Countries in Africa and Asia have the highest maternal mortality rate. Thoughtful attention should be given to the needs of pregnant mothers. Emphasis should be placed on women's feed, spacing pregnancies by at least two years between two children, regular health check and assistance at the time of child birth by a trained person.
- To halt and reverse the spread HIV/AIDS, malaria and tuberculosis at this moment, the most effective weapon is public education and awareness. Malaria and tuberculosis are not dangerous, if the patients are treated timely.

A systematic periodical monitoring is needed to know the status of progress made in MDGs. Bhola (2004) rightly concluded "that neither the international organisations, nor Civil Society kept their promises the rise to the occasion and need expectations".

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Literacy level of Neo-literates : A Research Study

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ABSTRACT

Post-literacy is inevitable for maintaining and for subsequent qualitative growth in whatever knowledge the neo-literates acquire in basic literacy programmes. The benefits of different activities and programmes of continuing education can be taken only by those neo-literates who are really literates and are declared neo-literates according to the norms and standards of the National Literacy Mission (N.L.M.). It often appears that several semi-literates and illiterates are declared as neo-literates for different reasons. Due to the presence of such learners, the Centre Co-ordinator have problems in implementing different educational and co-curricular activities at the Centres. The main aim of the present study is to know the literacy level of neo-literates registered for post literacy. The objectives of the study are: (A) To study the level of literacy of neo-literates and (B) To know whether there is any similarity in the literacy levels of male and female as well as urban and rural neo-literates. The present study is conducted on the stratified random sample of 600 neo-literates. Data were collected through criterion test. Data were analysed by the following methods-frequencies, percentage, mean, standard deviation, standard error and T-test. The literacy level of neo-literates was not up to the norms and standards of NLM and was found to be very unsatisfactory. The difference in literacy levels of male and female as well as urban and rural neo-literates was found significant.

INTRODUCTION

Beneficiaries of Post-literacy campaign are known as neo-literates. The benefits of different activities and programmes of post-literacy and continuing education can go to only those neo-literates who are really literate, i.e., who satisfy the norms of the National Literacy Mission (N.L.M.) and have been declared literates according to the norms and standards of the National Literacy Mission. It is often seen that to declare an area or district as literate

as early as possible, along with actual neo-literates, those learners who do not fulfil the norms of N.L.M., get declared as literates; either they are illiterates or semi-literates. Such neo-literates also sit and take part with the neo-literates in different programmes and activities of post-literacy. Since the literacy levels of such learners are quite low in comparison to fully literate neo-literates, they can not get full benefit of different teaching-learning and other activities conducted at the Center. Due to the presence of these learners (illiterates or semi-literates) the Centre Co-ordinators also feel difficulty in implementing different educational and co-curricular activities at the Centre. Such learners always create problems in conduction of different activities by the Co-ordinators at their respective Centres. Therefore, it is compulsory to know (a) Whether all the beneficiaries registered at the centre for post-literacy are totally literate? (b) Is there any resemblance (similarity) in literacy levels of rural and urban as well as male and female neo-literates? In the present study, an effort has been made to find answers to the above mentioned questions.

Study of Literature

There are several studies conducted in the fields of post-literacy and continuing education, eg. Agnihotri (1974), Prakash (1978), Dey and Natrajan (1981), Hebser and Hendrik (1981), Pestonjee and others (1981), Mariyappan (1981), Bestia Ahluwalia and Sharma (1997) etc. But all these Studies are related to other aspect of post literacy. Not even a single comprehensive study related to literacy level of neo-literates was conducted so far. Hence the importance of present study.

OBJECTIVES

The following are the objectives of the present Study.

- (01) To study the literacy levels of male and female neo-literates studying in post-literacy campaigns according to the standards of National Literacy Mission and also to know the significance of difference between their literacy levels.
- (02) The study of literacy levels of urban and rural neo-literates studying in post literacy campaigns, according to the standards of the National Literacy Mission and also to know the significance of difference between their literacy levels.

Hypotheses

On the basis of the above mentioned objectives, the following hypotheses have been formulated for the present Study:

- (01) There will be no significant difference between the mean scores of literacy levels of male and female neo-literates according to the norms and standards of the National Literacy Mission.
- (02) There will be no significant difference between the mean scores of literacy levels of urban and rural neo-literates according to the norms and standards of the National Literacy Mission.

Limitations

The present Study is confined to the Indore city of M.P. and its three adjacent blocks, namely Sanwer, Mhow, and Depalpur. Jana Vikas Centres, Centre Coordinators and neo-literates of these blocks have been included in this study.

Sample

The present study was conducted on the stratified random sample of 600 neo-literates which include male, female, urban, rural and all kinds of neo-literates.

Tools

A criterion test has been developed on the basis of standards of the National Literacy Mission and applied on the neo-literates. This test includes different kinds of questions related to reading, writing, arithmetic and questions relating to general knowledge.

Data Collection Method

For collection of data, personal contact was made with neo-literates. All neo-literates who were included in the sample, were given detailed information about the test and they were instructed to be present at their respective Centres on the date and time of the test. On the due date, criterion test was applied on the neo-literates. After the test, evaluation of the test

paper was done and the scores were organised in the ascending order.

Data Analysis Method

Data were analysed by getting means, standard deviation (S.D.) standard error (S.E) and T-test.

Testing of Data

To know the significance of difference in literacy levels of male and female as well as urban and rural neo-literates, the T-test of data was conducted. The details about data analysis and results are given in following Tables:

Table - I

Table showing the data analysis, testing of data and result related to the literacy levels of male and female neo-literates (N=200)

Type of neo-literates	Mean score	S.D.	S.E.	Calculated Value of 't'	Level of significance (at df =198)	Result
Male	57.81	9.45	1.33	12.82	0.01	S*
Female	40.75					

S* = Significant, N=Sample

It is clear from the above Table that there is a significant difference between the literacy levels of male and female neo-literates, because the calculated value of 't' was found to be 12.82 which is greater than the standard value of 't' which is 2.35 when compared at df 198 and level of significance 0.01 in the standard table of 't'. Hence the hypothesis that "there will be no significant difference between the mean scores of literacy levels of male and female neo-literates according to the norms and standards of M.L.M.", is rejected.

Table - II: Table showing the data analysis, testing of data and result related to the literacy levels of urban and rural neo-literates (N=200)

S.No.	Area of neo-literates	Mean score	S.D.	S.E	Calculated Value of 't'	Level of significance (at df =198)	Result
(01)	Urban	50.06	10.44	1.47	5.61	0.01	S*
(02)	Rural	41.81					

It is clear from the above Table that there is a significant difference between the literacy levels of urban and rural neo-literates, because the calculated value of 't' was found to be 5.61, which is greater than the standard value of 't' which is 2.55, when compared at df 198 and level of significance 0.01 in the standard table of 't'. Hence the hypothesis that "there will be no significant difference between the mean scores of literacy level of urban and rural neo-literates according to the norms and standards of N.L.M.", is rejected.

Results

The following information about the literacy levels of neo-literates was found in this study:

- The achievement of female neo-literates was found to be very low on the following points-writing (19%), letter reading (16%), letter writing (06%), and numericals (23%).
- The achievement of female neo-literates was found to be satisfactory at the following points- copying (61%), counting (67%), number identification (67%), and day-year relationship (71%).
- The male neo-literates achieved the maximum on the following points-paragraph reading (94%), general knowledge (89%), counting (81%), number identification (80%), logical questions (77%), copying (74%) and word reading (61%).
- The literacy levels of rural neo-literate was found to be poor than that to the urban neo-literates.
- The educational achievements of rural neo-literate was found to be very poor on the following points-dictation (12%), letter writing (07%), numericals (30%), person identification (06%), letter reading (28%), and paragraph reading (50%), general knowledge and counting (41%).
- The rural neo-literates achieved satisfactory results at the following

points-counting (69%), number identification (81%), logical question (67%), day-year relationship (79%).

- The urban neo-literates scored above average on the following points-traffic rules (92%), number identification (87%), paragraph reading (89%), counting (78%), copying (79%), general knowledge (80%), and number writing (88%).

INFERENCES

The evaluation of literacy level of neo-literates was carried out according to the norms and standards of the National Literacy Mission. The main points of inferences of the present study are given below:

- 01) The maximum number neo-literates was having average literacy level which was about (65%). The neo-literates having higher liteacy level and lower literacy level were found equal.
- 02) The maximum number of neo-literates was found poor at following points-dictation, letter reading, letter writing, numericals, person identification, word reading and number writing.
- 03) The neo-literates had satisfactory achievements at the following points-traffic rules, number identification, counting, paragraph reading, copying, general knowledge etc.
- 04) The neo-literates were also found to be poor at functional literacy and awareness. Incomplete knowledge can not bring qualitative improvement in a person's life.

EDUCATIONAL AND ADMINISTRATIVE IMPLICATIONS OF THE STUDY:

The inferences of the present study can be used in the following field:

- 01) In the centre management.
- 02) In solution of centres problems.
- 03) In solution of Co-ordinator's problem.
- 04) In implementation of educational and co-curricular activities at the centre.
- 05) In supervision and monitoring.
- 06) In minimizing the rate of drop outs of neo-literates.
- 07) In finding factors responsible for relapsing to illiteracy among neo-literates etc.

Suggestions

- 01) Women literacy should be given priority.
- 02) Neo-literates should be motivated equally for both reading as well as writing, otherwise they will remain weak at writing.
- 03) Besides teaching and learning, information related to general knowledge, awareness, functional literacy etc. should be given to the neo-literates.
- 04) Books related to the teaching-learning of neo-literates should contain chapters related to social, cultural, religious, devotional etc. Bookish knowledge alone is not sufficient.
- 05) The role of different media like, Radio, T.V. and Newspapers etc. should be encouraged.
- 06) The following social evils should be discouraged strictly and eliminated as early as possible: Burdon of girl child, making differentiation between girls and boys, giving importance to male child's education, considering girl child lower than boys, veil system in females etc.
- 07) Girl's education should be promoted on a priority basis.

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Facilitation of Women Empowerment through Education

Bharti Joshi

Empowerment contains within it, the word power. So, it follows that empowerment is about power and about changing the balance of power. As far as the women's empowerment is concerned, it is about gaining autonomy and control over one's life, which includes many dimensions such as, economic, social and political. Education stands as a right for every one. But, when we talk about women's education, the graphical picture depicts uneven portrayal of woman's status. Major part of the women population is illiterate in the country.

It would be unjust to talk about empowerment of women without enforcing education as one of the major contributors in the process.

As and when required, it has been proved that women have expressed their excellence through education alongwith their other resources, but similarly, illiteracy and lack of education has also been the major cause of women's downfall. The fact remains that in today's perspective woman has not yet registered herself in the main stream of national development. Statistics has proved that even today a large number of women workforce remains to be the part of empowerment. Therefore, a large number of woman population is not taking the creativity and utility.

It was realized during formulation of the National Education Policy that women development is not for equality basis but also for socio-economic development. United Nations has also revealed that human resource development ranks at the 138th position out of 175 countries and according to 138 orders the women development is at the 118th position. This contribution can not be stated with pride, as there is a lot to be done and achieved in the area of women development. Several promotional campaigns have been initiated to create awareness for women education, namely, "women development", "Women freedom", "Women progress", etc. The

impact of such campaigns has been the result of rigorous efforts conducted since the last few years, which has strengthened the power of women empowerment.

The year 2006 was celebrated as "Women Empowerment Year". Now efforts are directed to make it the Decade for "Women Empowerment". The call of time today is that every women of India should feel the self accountability to contribute to the movement of making them "empowered". They do not have to work only for the sake of banner.

Every women has to become the part of this movement, irrespective of caste, creed or religion. Then only the fruits of these combined efforts can be achieved. Empowerment has taken a leap from women empowerment to women development and that would help in recognizing women's capability and new avenues in life. And this is where the true objective of education

There has been no barrier in joining women with the social development. Women employment had been given due recognition and status in the Seventh Five Year Plan. The Eight Five Year Plan had an agenda of economic and political upliftment in rural and urban sectors.

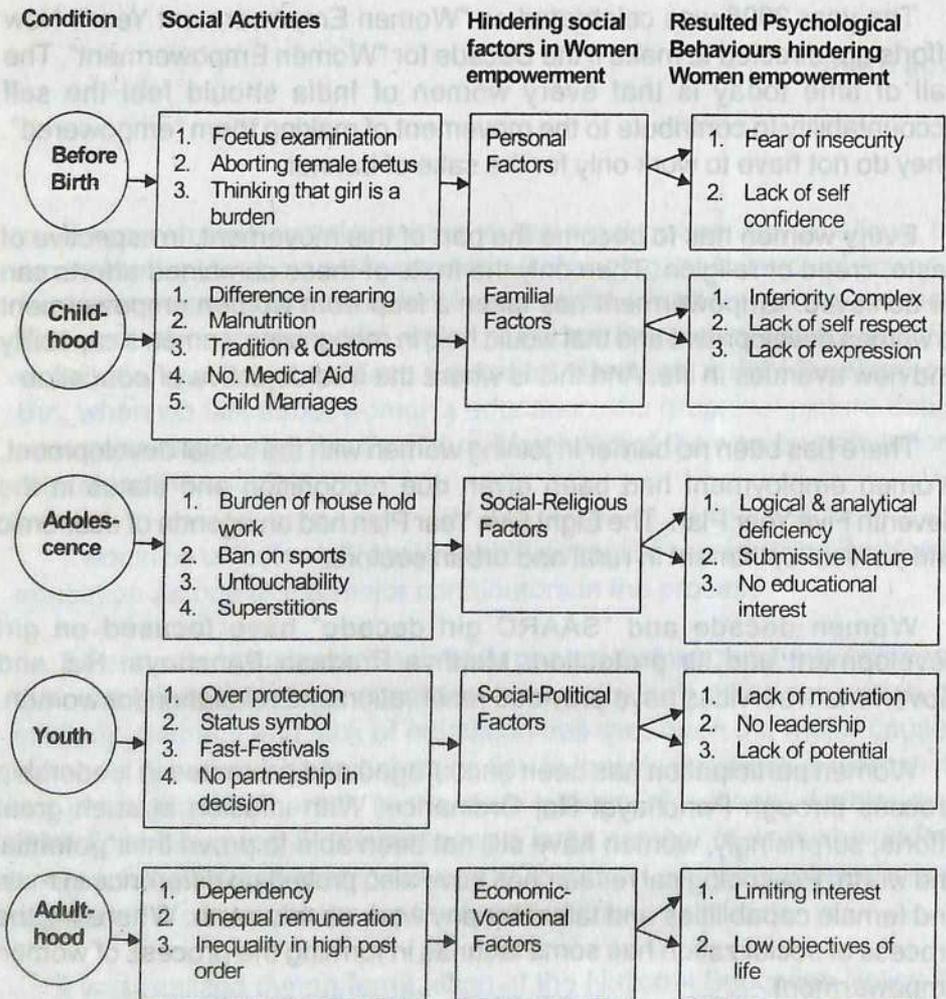
Women decade and "SAARC girl decade" have focused on girl development and its protection. Madhya Pradesh Panchayat Raj and Government services have provided reservation and relaxation for women.

Women participation has been encouraged and promoted in leadership process through Panchayat Raj Ordinance. With infusion of such great efforts, surprisingly, women have still not been able to prove their potential and worth. Psychological researches have also proved no difference in male and female capabilities and talent for any work on this earth. Where as, the process of socialization has some lacunas in forming the process of women empowerment.

Many negative expressions can be set responsible for hindering women development leading to rise in self confidence and self esteem which results in a personality of a girl through her rearing. Following factors can be shown in the chart.

The chart reveals that lack of education has hindered the social process of women development and has further obstructed women empowerment

that has fatalized the process of women upgradation. Still in spite of all odds, it cannot be denied that women literacy has risen by 50.28 percent after independence.



Due to increase in literacy level of women, the social level of women has also risen and appears to be better than earlier. Education has strengthened the position of women in society. Still there is a lot more to be done in this direction. Educational level has not been promoted, nor are efforts genuinely taken care of in remote and rural areas. These areas have still not touched the expectancy level of in education implementation. Urban women are well aware of their rights and duties.

Now Government has taken the responsibility of spreading education and creating awareness among women. Achievable and praiseworthy efforts were taken regarding women's status. People's perspective regarding girl child has changed, Administration has taken stern steps for the security and protection of women and child. Women workforce participation has increased in different organizations. And more over, economic independence has been encouraged in women community.

Self independence has risen due to all the above stated factors and women have also realized and proved their worth and potential in the field of services and business. Though the number is less, but it is expected to rise through education. Education has helped women to unfold many mental blocks which exist due to illiteracy and ignorance.

Educational strategy for women should be formulated in such an appropriate and effective manner that women should know about their benefits, relevance and consequences. Moreover, they themselves should take the initiative to light the torch of education and spread it magnificently reaching the maximum of women community.

Following points can facilitate the process of women empowerment:

- Women education should be job oriented. It should help to know new technology and its usage.
- Income generation and education should be taken care of simultaneously
- Media should play an important role in promoting the spread of education. Effective use of folk media also is necessary.
- Education facilities should be as per the environment and interest
- Several points related to women welfare should be included in women's education such as awareness of legal rights, development schemes, health related information and nutrition.

Women can play a vital role in the development of India's progress. Today, we are not able to tap the skill and talent of women in an appropriate manner. We need to frame new administrative and behavioral stand for their welfare. We can centralize and focus on policy formulation relating to women education and can convert the dream of "Women Empowerment" into reality.

Participatory awareness programmes – an effective educational tool for promoting fish conservation in North Eastern Region of India

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The North Eastern (NE) region of India comprising the states of Assam, Meghalaya, Manipur, Arunachal Pradesh, Mizorma, Tripura, Nagaland and Sikkim is characterized by high birth-rate, high level of population growth and young age structure. Urbanization, an important socio-economic indicator of development, however, is much lower in this region. It is mainly because of the dominance of tribal population with basic inkling towards rural set-up. Multiplicity of tribes has been the unique demographic characteristic of this region with as many as 130 major groups, each with distinctive traits. While the literacy rate of women in the region comes to an average of more than 45 per cent against the national level of 39.42 per cent, in terms of social status, the women folk of this region not only enjoy a better status than their counterparts in other parts of the country, but also contribute considerably towards the economy through various vocational activities. However, it is alarming to note that region's growth rate of population is 2.6 percent per year.

The economy of the region is of primitive character, being predominantly rural. The majority of the tribal population lives in the forest and remote areas and they are mostly dependent on the natural resources including fish. The dwindling aquatic resources have become inadequate to supplement the increasing need of the population, ultimately putting tremendous pressure on the forest products. It has been recorded that the forest cover of the region has come down to below 49percent against the recommended minimum of 60percent. Another interesting fact is that the 65percent of the unemployed people is below 35 years of age. There is no possibility of expanding agricultural land as it is already shrinking. These facts indicate that the population pressure on natural resources is bound to increase in the times to come.

North East India – A hot spot of freshwater fish diversity

The NE region possesses unique potential for fishery activities. All the states represent fresh water fishery potentials of all agro-climatic zones ranging from warm water drainage system to cold water conditions. The region is blessed with abundance of water resources in the forms of rivers (19,150 km), reservoirs (23,792 ha), beels, lakes and swamps (143,740 ha), ponds and mini-barrages (40,808 ha) and low lying paddy-cum-fish culture systems (2,780 ha) (Sugunan, 2003). The riverine fishery plays an important role in the region which harbours the natural stocks of the fish species. The region is blessed with 56 notable rivers/ tributaries and several small rivulets/ hill streams. The two major river systems of the region are Brahmaputra and Barak along with their tributaries. Beels, lakes and swamps constitute an important fishery resource of the region, particularly in Assam and Manipur. The region has tremendous potential for aquaculture development in tanks and ponds. The rich natural resources of the region harbor a good number of fish germplasm, both riverine and torrential. So far, about 267 fish species have been reported to be present in the region. This is approximately 33.13 percent of total Indian freshwater fish species (Sen, 2000).

Major Issues

The following issues are crucial from the point of view of conservation and development of fisheries in the region:

1. There has been a drastic reduction in abundance of the freshwater fish in this region due to: shrinkage and wanton destruction of the habitat, over-exploitation of germplasm resources from the wild without any efforts to replenish them, use of non-scientific and illegal fishing practices, pollution of the water bodies, construction of dams on rivers/ streams, conversion of freshwater bodies into agricultural and other uses and ingression of the human population.
2. A huge potential for fishery development still remains untapped in the region. Therefore, development of fishery resources in the region assumes paramount importance for overall development of the region.
3. Unlimited exploitation of untapped wild germplasm resources will

not be sustainable in the long-term. The North East needs a strategy for sustainable utilization of existing resources as well as development and enhancement of potential untapped fishery resources. This is more so, because the region harbours rich fish biodiversity including several threatened fish species.

4. The topography of the region does not support fish culture in the way it is practised in plains. Hence, the pressure will be on natural fishery resources. Therefore, strategies need to be devised to initiate programmes with the inbuilt concept of integrating conservation and development of fisheries.
5. Ornamental fish resources of the region have great export potential. Presently, these resources are exploited in an unorganized way by the unscrupulous traders. These valuable resources also offer opportunity to develop these into a profitable industry for the masses. It is necessary to carry out comprehensive conservation programmes of these species in nature, so that the local people get long term economic benefits.
6. The region has rich tourist potential. Conservation of sports and games fishes may be associated with activities like angling, rafting, creating eco-camp, etc.,. This may help in generating revenue for the conservation purposes.
7. To supplement natural resources, culture of potential food as well as ornamental species would also be a good strategy. The region has several potential indigenous fish, which have good demand and price, for which culture technology can be developed.
8. The people in fishing community are not aware of the importance and measures of conservation. It is important to create awareness among the fishermen/ fishing community and tribal population including women-folk on sustainable utilization of aquatic resources. Hence, people's participation, right from the beginning is indispensable. Mechanisms need to be established to create awareness and generate interest among tribal communities for following scientific management practices for sustainable utilization as well as conservation of fishery resources.

9. Role of the Non-Government Organizations (NGOs) is crucial. NGOs can provide right platform for both, the government agencies as well as the community, to work together. Fortunately, the NE region has a rich tradition of a large number of NGOs and welfare associations/societies, which can be very helpful in this task.

People's Awareness and Education – A key to promote biodiversity conservation and sustainable development

Public awareness and education in the form of people's participatory programmes is increasingly being recognized for promoting biodiversity conservation and sustainable development. There are causal links between awareness, understanding, behavioral change, conservation and sustainability, that are logical and self-evident. Creation of awareness through people's participatory programmes can be a valuable tool for mobilizing support and action for conservation of natural resources. Therefore, an entire chapter of Agenda 21, an action plan arising from the United Nations Conference on Environment and Development, is devoted to 'Promoting Education, Public Awareness and Training'. The Chapter 36 outlines a number of activities that countries might undertake to meet these objectives, noting that: "public awareness and education are.... critical for promoting sustainable development and improving the capacity of the people to address environment and development issues....and for achieving....skills and behaviour consistent with sustainable development and for effective public participation in decision-making" (Robinson, 1993).

Such education, as defined by Agenda 21, describes a long-term process of developing how people think in order to change human behaviour and lifestyles in ways that will support sustainable development. Awareness raising on the other hand, is a short-term activity with very specific audiences, objectives and messages. Its goal is to influence the state of knowledge of a target audience in order to promote rapid change in perception and action (Raymond, 1999).

The Article 13 of the Convention on Biological Diversity (CBD) has also emphasized the subject of public awareness and education. The CBD has called upon the parties to undertake activities that will develop public awareness and education about biodiversity at the national level; and to cooperate at the international level to strengthen public awareness and

education. The Conference of Parties (COP) to the CBD has stressed that the main responsibility for the implementation of Article 13 lies with the national governments. The COP emphasized that public awareness and education issues should become an integral component of all sectoral and thematic items under its programme of work. The COP invited UNESCO to consider launching a global initiative on biological diversity education, training and public awareness. Other United Nations agencies, particularly the United Nations Environment Programme, and relevant international and national organizations were asked to support this initiative and to further develop their information dissemination and public awareness activities in support of the CBD's work.

The CBD's stress on national responsibilities for public awareness and education and its call for international cooperation in support of those efforts are reinforced by the Global Plan Action for the Conservation and Use of Genetic Resources, the World Food Summit Plan of Action, the United Nations Framework Convention on Climate Change, and other international instruments dealing with environmental issues (Raymond, 1999).

At national level too, our National Environmental Policy has emphasized the importance of education and awareness creation for environmental conservation. Thus, the significance of awareness and educational programmes has been recognized in several international and national conventions, agreements and policies relating to environment and development. In the fisheries sector too, there is ever increasing concern for sustainable utilization and conservation of these fast-depleting resources. Awareness and education of the stakeholders are being considered as important components of this growing concern. It is now believed in the fishery sector that unless the people are made aware of the consequences of their harmful actions towards natural fish germplasm resources and are educated about the sustainable practices, other measures will also be less effective in producing the desired results.

As far as the NE region is concerned, it has of late, been argued, that "people's education is an important factor in fish conservation programmes. It is necessary to invest substantial efforts towards educating people, particularly the young, about the fundamentals of conservation. Taking into consideration the backwardness of the NE region, the message of conservation has to spread among the common people. There is a need to develop confidence among people through mass awareness programmes

so that they are exposed to the knowledge and spirit of conservation. There is an urgent need to organize mass awareness programmes under an umbrella plan" (Mahanta, 2000). A workshop on "Integration of Fish Biodiversity Conservation and Development of Fisheries in North Eastern Region through Community Participation" held at Guwahati during December 12-13, 2001, recommended that a multi-level education about conservation of fish germplasm resources is required covering all sections of the society like politicians, policy-makers, administrators, scientists, NGO personnel, students and local communities. The Workshop expressed concern that the state extension system in fisheries sector is very inadequate and ineffective in the whole NE region. Whatever is being done by the extension system is confined to promoting the fish culture only. Conservation of fish fauna should be included as an important component in the agenda of fishery extension system (Mahanta and Tyagi, 2003). These concerns have, however, not been translated into adequate interest and action at the grassroot level.

Participatory awareness programmes of NBFGR in the NE region of India

One of the mandates of NBFGR is conservation of endangered species and maintenance and preservation of fish genetic material. Under the broad spectrum of this mandate, the NBFGR undertook a comprehensive project entitled "Strategy and approach for conservation and comprehensive development of fisheries involving community-based programmes with special reference to the North East Region". The whole NE Region, including Sikkim was divided into eight zones on the basis of geographical and socio-economic compatibility. Zone-wise Core-groups, each with a Convener, have been formed. Through interactions with the state fisheries department officials of north eastern states, Conveners and members of the Core-groups, representatives of the Non-Government Organizations (NGOs) and fishery scientists working in the North Eastern Region, it was realized that educational programmes following a participatory approach by involving local fishing community, are essential to promote fish conservation goals in the region. Therefore, conducting participatory awareness programmes in the form of mass awareness and educational campaigns, informal meetings with different stakeholders, evening sessions with fisherfolks, etc. were incorporated as important components of the above mentioned project with the following objectives:

Objectives

1. To create awareness in a wide range of stakeholders including fishing communities, NGOs and students from the region towards the role and importance of fish germplasm resources in the sustainable development and food security of the region.
2. To create awareness and concerns among the officials of the state fisheries departments using modern approaches on issues concerning sustainable utilization and conservation of fish germplasm resources in the region.
3. To sensitize and educate the fishing communities about the harmful effects of human interventions on natural fishery resources.
4. To encourage and promote participation of the stakeholders in conservation programmes.
5. To educate the fishing communities about locally relevant measures for conservation of natural fish germplasm resources.

Target audiences

- Fisher-folks including women.
- Representatives of NGOs.
- Officials of the state fisheries departments and fisheries development corporations of all the NE states.
- Students and teachers of Universities/ Colleges of the NE region.

Methodology

The following methodology was followed in organizing participatory awareness programmes:

- Identification of an appropriate area for organizing a programme in consultation with the local Core-group Convener of the concerned Zone and concerned officials of the state fisheries departments.
- Formulation of a tentative programme of activities to be undertaken.
- Finalization of dates and venue for programme in consultation with the local Core-group Convener of the concerned Zone.

- Intimation of the programme details to the fisher-folks, representatives of NGOs of the area, local panchayat/ other civic bodies, officials of the state fisheries department and district administration through the Convener of the concerned Zone.
- Arrival of the NBFGR Project Team at the identified place in advance, interactions with the Convener of the concerned Zone and officials of the state fisheries department to discuss the current local situation of fishery resources and finalize the programme of activities.
- Organization of the programme with technical input from NBFGR Project Team, Convener and members of the Core-group of the concerned Zone, officials of the state fisheries department and other invited experts from universities of the region.
- Special session for open feedback from the fishermen/ fisherwomen and representatives of NGOs so that their concerns, problems and suggestions are brought up for the discussion.
- Distribution of literature on conservation of fish germplasm resources in local languages to all the participants so that the message of conservation is carried backhome in the printed form for future use.

Glimpses of participatory programmes

The NBFGR Project Team, in collaboration with different agencies, organized participatory awareness and educational programmes in the six states of the NE region of India as follows:

■ Nameri National Park in Sonitpur District, Assam

A two-day mass awareness camp was organised during May 19-21, 2003, in Zone II in collaboration with core group conveners and local NGOs. The camp was held at the Eco-camp near the Nameri National Park in Sonitpur District of Assam in which NBFGR scientists, in collaboration with the Assam Angling and Conservation Association, Tezpur conducted five educational meetings in different forest villages in the National Park. These villages were located in the vicinity of the River Jia-Bhoreli. During the programme, the NBFGR Project Team stayed at the camp side, organized

night educational sessions and also undertook habitat surveys in River Jia-Bhoreli. A large number of women from fishing families also participated in these participatory meetings and shared their views.

■ **Dibru-Saikhowa National Park, Guijan, Tinsukia District, Upper Assam**

The second awareness camp was held during May 24-26, 2003, in Zone I at Erasuti, Guijan on the bank of the river Dibru in Dibru-Saikhowa National Park in Tinsukia District of Assam. Here the NBFGR team collaborated with the Dibrugarh University and two local environmental NGOs - Dibru-Saikhowa Wildlife Conservation Society and 'Ed-en'. More than 250 people from the local area, fishermen community and school children participated in the programme. Officials from the state fisheries department, as well as the forest departments also participated in the programme. During these days the NBFGR Project Team along with the representatives of the collaborating organizations, stayed on the river side in locally made tents and undertook habitat surveys in the river Dibru. Participants also participated in the habitat surveys and shared their knowledge of this important habitat.

■ **Mangaldai, Bishnupur and Golakganj, Dhubri, Lower Assam**

In collaboration with the Assam Fisheries Development Corporation Ltd. (AFDC) and the state fishery department, NBFGR organized three one-day awareness programmes on December 15, 17 and 19, 2004, in Zone III at Mangaldai, Bishnupur (Dist. Bogaigaon) and Golakganj (Dist. Dhubri) in lower Assam. Over 200 people including fishermen/women, fish farmers, entrepreneurs, students, officials of the state fisheries department and AFDC participated in each of these programme. Besides the NBFGR Project Team; top officials of AFDC State Fisheries Department, Gauhati University and fisheries research institutes served as experts. During the open feedback session, local people actively shared their concerns about the conservation problems including loss of habitat and associated socio-political issues.

■ **Ramnagar, Silchar, Cachar Distt. Assam**

Moving away from the Brahmaputra Valley to the Barak Valley, a programme was organized in Zone IV at Ramnagar on the bank of Berakhal Beel near Silchar in Assam on December 22, 2004. Here again, the AFDC

and state fishery department were the collaborators. Over 150 people from the fishing community participated in the programme.

■ **Udaipur and Agartala, Tripura**

In collaboration with the College of Fisheries, Central Agricultural University, Lembucherra, Agartala, Tripura and State Fisheries Department, two programmes were organized in Zone V at Udaipur in South Tripura on December 24, 2004 and at College Tila, Agartala, Tripura on December 25, 2004. Over 160 people including fishermen/ women fish farmers, representatives of different NGOs and social activists participated in each of these programme. Besides the NBFGR Project Team, Faculty of the College of Fisheries, Lembucherra and officials of the state fisheries department served as experts. Open feedback sessions were very lively where several fish entrepreneurs and social activists expressed their concerns.

■ **Thoubal and Bishnupur, Manipur**

Two programmes were organized at Thoubal and Bishenpur in Manipur on January, 30 and 31, 2005, in collaboration with the Department of Life Sciences, Manipur University, Imphal and representatives of local people's organizations. In each of these programmes, over 150 people including local fisherfolks and students participated and highlighted several conservation related problems of local relevance.

■ **Marchak and Rumtek, East Sikkim**

Similarly, two programmes were organized in Sikkim at Marchak, Rani Ka Pul and Rumtek on September 27 and 28, 2005, in collaboration with the ICAR Complex for NEH Region, Sikkim Center and State Fisheries Department, Sikkim. In these programmes, besides the top officials of the state fisheries department, NBFGR scientists; 120 local people involved in fishery enterprise participated.

■ **Mezadong, Nagaland and Doimukh, Itanagar, Arunachal Pradesh**

Further expanding the coverage of the programme, the NBFGR team moved to Nagaland and Arunachal Pradesh. The Institute collaborated with

the Department of Zoology, Nagaland University and the State Fisheries Department, Nagaland to organize an awareness programme at Mezdong in Nagaland on December 5, 2005. Likewise, a programme was organized at Doimukh, Itanagar, Arunachal Pradesh on December 15, 2005 in collaboration with the Department of Life Sciences, Arunachal Pradesh University, Itanagar and State Fisheries Department, Arunachal Pradesh. These programmes, though organized in difficult areas, were able to mobilize a large number of local fisherfolks because of the unstinted efforts of local collaborators.

Informal Interactions

Besides the above full-fledged programmes, NBFGR project personnel interacted with fishermen and fish farmers in informal meetings during habitat surveys and visited villages in different NE states. These interactions, held particularly with the elder people from the fishing communities, served as two-way learning experiences and brought out several important issues relevant to conservation of fisheries in the region.

Key lessons

During the course of these programmes and the interactions held therein with the fisherfolks, representatives of NGOs and officials of the state fisheries departments; following key lessons have emerged which will serve as guiding points for future efforts to plan and implement educational programmes to promote conservation in the region:

- There is a clear lack of awareness of conservation issues among the fisher folks. This is primarily because of their poverty where earning bare minimum livelihood becomes the main concern.
- This lack of awareness notwithstanding, fisher folks are ready to listen to any agency trying to educate them and promote conservation of fishery resources, and are willing to cooperate in any conservation programmes, provided their livelihood concerns are taken care of.
- As users of natural resources, knowledge and experiences of fisherfolks matter a lot in understanding the phenomena of fish diversity decline, identifying measures to conserve natural resources and in evolving criteria and standards for such conservation actions.

- There exists a discontent among the fisher folks about the state development agencies for failing to provide need-based timely advise, as well as, other support services.
 - It is not feasible to get the desired results from awareness creation and education in conservation by merely talking about it in isolation to other relevant issues like supporting income generating activities and services, institutional access and resource related conflicts, etc.
 - Awareness creation and education can be effective instruments of influencing people's behaviour to sustainable ways when, they are viewed as an integral part of a wider perspective and when equal attention is paid to other locally relevant contentious issues.
 - For effective real time conservation programmes, a three-pronged extension education strategy should be followed by the state fisheries department in collaboration with local NGOs to promote people's participation in conservation of fish fauna:
- (i) **Motivational strategy** – at the first stage, devices and methods should be used to create awareness, understand the need of conservation and to create interest or urge to acquire additional information and ideas,
- (ii) **Instructional strategy** – at this stage, concepts, actual conservation measures / practices / ideas should be communicated to the target groups by using suitable forms of extension teaching method and media.
- (iii) **Follow-up strategy** – at this stage, additional information should be provided to the target groups to help sustain the learning and changes in attitude and behavior favourable to conservation goals and to reinforce the continued use of learned conservation measures / practices. The NBFGR programmes could cater only to the needs of motivational strategy and to some extent instructional strategy. State fisheries departments, extension agencies and local NGOs should take up follow-up actions.
- State fisheries departments and extension agencies, in collaboration with local NGOs, should organize educational campaigns and training courses in conservation of the fish fauna of the region, apart from training in fish culture technology. People should be encouraged to form local groups for assuring that proper conservation measures are followed in their area.

Joint management of the aquatic resources should be taken up by the state governments with groups of local people/ people's cooperatives societies.

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The IDEA of Literacy

E. Chandrasekhar

Introduction

From the literature we come to know that primitive men lived almost like animals with a limited exchange of feelings between them though gestures and symbols. As civilization grew, oral communication developed, giving rise to thousands of dialects, which varied greatly among societies. Symbolic or pictorial signs (cuneiform script) were in extensive use in the Sumerian, Old Akkadian, Babylonian, Assyrian and other cultures (The New Encyclopaedia Britannica (NEB), 1977).

Though name/s of inventor/s of writing had remained unexplored, they (inventors) would have realised the need and importance of writing. Centuries-long concerted effort of these visionaries must have preceded the development of proper system of writing. Well-structured alphabets to represent vowels and consonants led to the growth of several languages, scripts and grammars that facilitated both phonetization and expression of ideas corresponding to spoken words. Thus, languages embodied various elements such as syllables, phonemes, words, phrases and sentences. These centuries-long efforts enabled societies overcoming the time and space constraints encountered by oral communication (NEB, 1997).

Writing led to the growth of enormous amount of literature reflecting on the history, culture, philosophy, religion, ethics, codes etc. To disseminate the literacy treasure, as also to develop healthy interaction among the people, a need for imparting the skills of writing and reading among people was realised. Such a realisation led to the introduction of formal system of literacy programmes. Measures for compulsory schooling were introduced in Prussia in 1717 itself. School attendance was made compulsory in England

in 1880. Many countries (particularly the industrially developed European) gave adequate importance to the spread of literacy so as to supply well-equipped manpower to manage banks, postal services and varied needs of industries. Protestantism and the counter catholic movements gave further fillip to literacy missions (International Encyclopedia of Education (IEE) 1985).

Literacy programme assumed importance as an initial tool aimed at making people gain reading and writing skills that would finally enable enlargement of knowledge base of people, promote healthy understanding, interaction, cooperation, socialization transformation of societies and bring people closer from all walks of life, regions and countries. In the absence of founding of writing, the world would have lost several languages. Writing facilitated documentation of human ingenuity, development, skills, techniques, histories, innovations, philosophies, ethics, codes, mores, art and craft etc. The purpose of writing falls short of realisation of its goals unless it is matched by programmes aimed at spreading the skills of reading and writing among all the people. The social necessity impelled several countries to develop and introduce state-sponsored literacy programmes for social emancipation.

Definitions

The Webster's Dictionary explains "literacy" as the state of being literate, especially of processing the skills of reading and writing. The UNESCO distinguishes between 'literacy' and 'functional literacy' as follows: (a) a person is 'literate' if "he can with understanding both read and write a short simple statement on his everyday life"; (b) a 'functional literate' is one "who is able to engage in all functioning of his group and community and also for enabling him to continue to use reading, writing and calculation – the three "R"s – for his own and the community's development" (IEE 1985, p. 3102). "Competence with written language, both in reading and writing is known as literacy and high levels of literacy are required for using scripts for wide range functions" according to the New Encyclopaedia Britannica (1997, p. 1032).

Extent of literacy/illiteracy

Since 1990, literacy is considered as one of the indicators of human development by UNCP, for which the world owes greatly to Mahbubul Haq, the originator of the idea. A reasonable level of literacy enhances the learning

and inter-acting capacity of an individual, in addition to improving his prospect of economic viability, political responsibility and social purpose. Diffusion of literacy was possible more due to the intervention of States from the 15th century onwards. The current century is a witness to the rapid growth in literacy programmes in many parts of the world. From the Human Development Report (HDR), it is discernible that the developed nations attained very high percentages of literacy, though in the developing and the third world countries it is not satisfactory (HDR, 1999). Economic duress is cited as one of the deterrents in the path of achievement of high literacy (IEE, 1985, p. 3105).

Objectives/scope of literacy programmes

Initially, literacy campaigns were aimed at enabling the masses to read religious texts. In the World Conference of Ministers of Education held in Teheran in 1965 'literacy' was viewed as an investment to enhance productivity. This view was further enriched in the International Symposium held at Iran in 1975. Accordingly, 'literacy' should be seen as an instrument for human liberation; literacy creates condition for the acquisition of critical consciousness of the contradictions of society and stimulates initiative and participation in transformation of society for human development. Due to the aforementioned positive measures, literacy rates (for both the sexes) experienced a quantum jump in the socialist as well as industrialised European countries (Atherya & Chunkath, 1996).

Information and communication revolution, the digital and computer technology, more and more use of sophisticated domestic appliances, adoption of modern agrarian/farm practices, mechanisation of industries etc., have amazingly augmented the potential need for a fair amount of literacy. Thus, literacy though starts initially with a limited purpose, goes beyond all bounds and finally acts as a powerful media of education. In the ultimate analysis, literacy provides access to a vast treasure of knowledge. Though some argue that one can be educated even without literacy skills, its scope however would be limited. Literacy widens the opportunity and horizon of learning to an infinite proportion. Lord Macaulay was the earliest to consider educational expenditure as 'investment in people' and 'investment in the future' with a view to carve out a healthy and rational socio-economic and political order (Seetharamu, 1989).

Literacy as an agent of empowerment

1990 was observed as the International Literacy Year, and consequently, several literacy programmes were launched in many countries. Apart from country efforts, international organisations like UNESCO, UNICEF, the World Bank and Common Wealth have been striving for the promotion of functional literacy all over the world. The saying 'knowledge is power' aptly applies to literacy as well. Literacy goes much beyond merely enabling individuals possess the skills of reading and writing. The development of writing and printing have become a veritable store house of infinite knowledge, skills, science and technologies, methods, experiences, ideologies, codes, philosophies etc. In the process, literacy acts as a catalytic agent in promoting structural or socio-economic transformation and realisation of the latent potentialities of men. Well designed literacy programmes should help in inculcation of positive qualities and thereby mould societies with objectivity, rationality, ethics, empathy, scientific temperament, positive values, secular outlook, patriotism, etc. In short literacy programmes must be able to transform 'mass of people' to that of an enlightened precious human resource (Athreya and Chunkath, 1996).

A state's strength lies in the level of awareness of the masses and when they are well informed they can pass judgements and make decisions. Literacy creates these qualities in men and makes them productive assets essential for both regional and global developments. Properly designed and implemented literacy programmes would act as an agent of societal empowerment and make them socially dynamic and highly evolved or cultured. The literacy programmes trigger the pace of human emancipation (Athreya and Chunkath, 1996). Literacy removes many impediments to development, enables men and women play effective role in shaping their destinies, fosters social bond and amity.

The World Development Report states that knowledge has to play an effective role in advancing economic and social wellbeing. Especially the poorest in the 21st century all people- rural/urban- must be endowed with adequate literacy so as to enable them to assimilate skills, techniques, knowledge and information needed in various spheres of modern human endeavours. Advances and explosion of knowledge cannot be learnt in the non-formal stream. Therefore, formal stream of learning assumes all the more importance to prepare people to take up the challenges of the coming century (WDR 1998/99, 1998).

Impact of economic duress on literacy:

About 1.3 billion people of the world are living on less than a dollar per day and about 1 billion lacked basic consumption requirements as per Human Development Report 1999. The richest fifth shared the wealth of the world 74 times more than the poorest fifth. About 250 million children worked as child labourers while 160 million were under nourished. Many studies show closer association of poverty with illiteracy. Poor families are found to use children in work. Many subsistence farm families in India find it extremely hard to engage paid labour for farm activities such as ploughing, sowing, de-weeding, transplanting, harvesting etc. Such families bank upon their children's services more as their rights. Even though both bonded labour/child labour practices are legally abolished in India, the Acts have remained passive and toothless. The children are being recklessly deprived of their rights for play, leisure and learning.

This is one of the major causal factors for the pervasive illiteracy, wastage and dropout even at elementary levels.

Schemes like the mid-day meal, payment of attendance allowance, supply of a few kilogrammes of rice/wheat and supply of books/ uniform etc., have not been wholly successful in tackling the problems of drop-out and wastage. Parents have viewed these measures as a pittance than real compensation, and hence the problem of mass illiteracy has eluded solution.

Countries with high per capita income have literacy rate exceeding 90 per cent while it was less than 30 per cent in low per capita income nations. So, literacy and development go hand in hand as there is closer relationship between literacy and development (IEE, 1985). In rural India it is a common practice to retain girls to take care of infants. There is need for effective and integrated programme to eliminate illiteracy. Co-operative farming, consolidation of small land holding, strengthening of anganwadis (Childcare homes), and abolition of the practice of engaging children in work (both domestic and wage-based) etc., would be viable proposition in reducing rural illiteracy.

Curriculum quality improvement

Though what is taught at elementary levels is more oriented to enable pupils learn the skills of reading, writing and arithmetic, the process has

much more to accomplish. Literacy programme is the first and the best moulding the young minds as responsible future citizens. The expenditure on elementary education should be viewed as an investment in human capital. The curriculum content must be prepared with vision and imagination so as to transform the 'mass of pupils' into highly skilled, positively oriented and most precious 'human resource'.

The philosophic school stressed time and again that the curriculum must be oriented towards instilling pupils with humanism, empathy, socializing attitude, creativity, healthy and positive character, ethics, morality and philosophic bent of mind, secular and spiritual ideals, etc. (Bhatia & Bhatia, 1989; Seetharamu, 1989).

The humanistic school emphasised more on existentialism and wanted education to help pupils in this regard. The socialists' concern was towards ending of all types of exploitation, disparity and deprivation and to strive for distributive justice and human dignity. The idealistic school had utopian vision to be achieved through education. Socialogists' concern was to end all types of social barriers or disparities and carve a better world social order. All these streams of thought imply the need for proper curriculum building from the elementary level of schooling itself so that societies can be transformed and finally a civil society carved out (Bhatia & Bhatia, 1989; seetharamu, 1989).

The curriculum, in many parts of the worlds, is largely examination oriented, stereo typed and memory based, posing heavy burden on the students. Such a process is not well positioned to develop creativity for students' all-round self-development. Furthermore, the existing system of education is creating an elitist attitude and, as a result, acting as a divider between less-educated, ill-educated and well-educated pupils. A large portion of information imparted in schools/colleges has very little large relevance. This is why Gandhi emphasised that right from the elementary stages, skills such as art and craft, that are useful in day to day living, must be imparted. vocational education is more relevant than cramming the young minds with unnecessary information. Information about cleanliness, health and hygiene, use of simple and viable alternative energy in domestic affairs, adoption of more promising, economic and bio-friendly farm practices, animal husbandry, broadening pupils' perception and ending of narrow mentality etc. would be of immense social necessity.

Need for integrated and focused programmes

India's land area is 1,147,950 square miles with a population density of 861 per sq. mile in 1995. Her population by mid-98 was estimated as 988.7 million; 36 per cent of the aged < 15 years while 5 per cent belonged to < 65 years (Population Reference Bureau, 1998).

The HDR 1999 had reported that the global gap between 'haves' and 'have nots', as also between 'know' and 'know-nots' was widening. The world's mid-98 population was estimated as 5926 million. In 1997 there were over 850 million illiterates; over 100 million were functionally illiterate among the literate population; over 260 million children were out of primary/secondary levels. About 1.3 billion lived on <1\$ a day; about 1 billion were not able to meet the basic consumption requirements; the richest 20 per cent shared 74 times more of the global income as compared to the poorest 20 per cent. Over 160 million children were malnourished, while 250 million aged less than 14 years worked as child labourers (HDR, 1999). There were 800 million illiterates above the age of 10 in 1950. From both the Human Development Reports and World Development Reports, one can understand that the socio-economic conditions, including poverty and illiteracy, were pretty bad in many countries. From the above figures one could discern that, in absolute terms, the number of illiterates has not been decreasing despite several programmes aimed at eradicating illiteracy. Since there is a close association with illiteracy, poverty and the incidence of child labour, there is need for more focused, effective and integrated programmes.

The Director General of UNESCO states that illiteracy is a consequence of underdevelopment, a major impediment to development makes it impossible for millions of men and women to play effective roles in shaping their own destinies. He warns emphatically that unless illiteracy is eliminated from the face of the globe, battle against poverty, inequalities and establishment of equitable social order cannot fructify, thus leading to persistence in disparities between individuals and nations (IEE, 1985). Without adequate grounding in both reading and writing, the people's access to the print world is completely shut. It is the 'print world' that has become a source for vast knowledge. Without exaggeration, one can emphasise that the learning horizon can be enlarged manifold through proper literacy and post-literacy programmes. People and countries of the world can be brought closer through the process of literacy that is supplemented by higher learning processes and avenues.

India must be the global focus

Since the 1950s, Indian modern trinity (legislature, executive and judiciary) has been pursuing a planned approach aimed at all-round development. As a now Ten Five Year Plans have been implemented. The Union/State governments have established a large network of public schools. Primary education has been free, though not compulsory. However, Indian schools are inadequate both in quantity and quality, as most of them are lacking proper infrastructure (physical and non-physical). Allocation for the education sector has been insufficient. Corruption, official neglect, poor commitment on the part of teachers and absence of fortitude in children are responsible for poor enrolment, gender disparity, high rate of drop-out and wastage. Unfavourable parental attitude for girls' education is responsible for extreme gender disparity in literacy rate.

India's triple problems-mass illiteracy, pervasive poverty and child labour are the result of over population, mass unemployment and economic duress. She is confronted with many other serious problems such as gender, social and regional disparities. In 1881, over 95 per cent of the population aged 10 and above were illiterate. In 1947 out of the total population of 360 million only 55 million were literate. In 1998 India's population was estimated as 988.7 million. In 1997 there were 46.5 per cent illiterate (66.7 per cent male, 39.4 per cent female) (IESS, 1968; Seetharamu, 1997).

In 1998 about 36.7 per cent of rural and 30.5 per cent of urban population lived below the national poverty line. About 52.5 per cent of the population lived below the international poverty line of below 1\$ a day. About 13 per cent of the labour force included child workers below 14 years of age. Over 66 per cent of children under 5 were under-nourished (WDR 1998/99). Unemployment and under-employment have been posing formidable problems of the masses of India.

As the figures indicate, almost half of the world's illiterates, poor, unemployed and more than half the world's child labourers and the under-nourished are in India. By solving the aforesaid problems of India, more than half of the world's problems can be tackled. Until the problems confronted by the Indian masses are solved, it is unlikely to tackle the world's socio-economic problems. Therefore, the better-off sections of the world must extend their benevolent hand towards the needy people pervasively scattered

in the less-developed regions of the globe. Since the rich and developed nations share most of the world's resources, they are duty bound to work for the amelioration of the less fortunate brethren. Necessary, funds must be allocated for the purpose, effective programmes must be formulated are proper machinery for programme implementation created to root out the triple problems- poverty, illiteracy, and unemployment-from the face of the globe expeditiously.

Need of the next century

The 21st century demands a fair degree of literacy and knowledge even in ordinary day-to-day life. The household, agrarian, industrial and service sectors too require adequate grounding in literacy. Mere functional literacy would also be too inadequate to live up to the challenges and demands of the next century. Everybody must be endowed with the necessity of protecting the bio-diversity, clean environment, sustainable use of natural resources or free gift of nature in the interest of the posterity. There is need for well-organised social movements to end nuclear holocaust. Rational use of bio-friendly alternative energy/fuel sources, adoption of useful and safe technologies in all spheres of human endeavours etc., at global literacy level improve significantly. The industrial, communication and other fast changing developments call upon pupils a greater degree of skills and adaptability. Only such of those who possess a high degree of literacy can further enlarge their knowledge with the help of electronic, print and other media.

Conclusion

It is reiterated that there is need to eliminate the social evil and disease i.e. ILLITERACY from the face of the globe through pragmatic, integrated and effective programmes. A greater degree of awareness about child's right- playing, leisure, learning-must be created among parents. Elementary education must be made free, universal and compulsory in all countries. Parents, not complying with the above requirement, must be made punishable. Child Labour Abolition Act must be applicable all over the world. Engaging children below the age of 14 years needs to be banned both in domestic and outside spheres. Further, persons not possessing elementary education not be employed in any sphere even after attaining the employable age. Vocationalization of education, improvement in curriculum quality, improvement in teaching/teachers quality, development of school

infrastructure, simplification of scripts, creation of scripts for the numerous dialects, provision for mother-tongue instruction at elementary level, etc., need to be given top most importance. The countries confronted with mass illiteracy, mass unemployment and mass poverty must receive the global focus. The developed countries, the UN agencies the World Bank, NGOs, the industries (usurers), activists, the print and electronic media, philanthropists, and the governments concerned should be everything possible to root-out the three crippling problems. Legal provisions necessary must be introduced under the behest of the International Human Rights Commission. Effective policy programmes must be initiated the world over with adequate funds and the implementation machinery must be strengthened to achieve the intended result. Extreme gender and regional disparities in illiteracy must be looked into carefully. Time-bound and an integrated programme formulation, implementation and appraisal with a holistic framework is the need of the hour.

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A Comparative Study of the Academic Performance of Part-Time and Full-Time Undergraduates

Supo Jegede

Abstract

This study compared the age and academic performance of full-time and part-time (Sandwich) undergraduate students of the Faculty of Education, University of Lagos, Nigeria. The two groups gained admission with the Nigerian Certificate of Education, had the same admission and examination criteria and were taught by the same group of lecturers. The study was longitudinal, spanning the years of study of each group. Three research questions on age, academic performance at each level of study and overall academic performance were designed and tested.

The part-time students were found to be significantly older than the full-time students. No significant difference was found in the academic performance of both groups in the Faculty-wide, compulsory 200, 300 and 400 level courses. However, in the overall performance, which included all the courses taken during the period of study, the part-time students were found to have performed significantly better. The conclusion therefore, was that, the apprehension that older, part-time students might not perform well academically may be unfounded.

Introduction

The number of higher institutions engaged in part-time programmes in forms of Distance Education, Sandwich Education, Correspondence Education and External Degree, as well as enrolment rate in such programmes, are increasing day by day. And, the trend is expected to continue.

The reason for the above is not far fetched. The world of work is becoming more competitive each day, mainly due to the continuous global economic

crunch, which emerged since the early eighties. Gone are the days when employers of labour waited eagerly to interview prospective graduates in their final year in higher institutions, with the possibility of being employed, even before the last examination was over.

Nowadays, with so many graduates roaming the streets without job, many people find it difficult to leave a job in order to pursue any further studies on a full-time basis.

Other factors that have contributed to the increased enrolment in part-time studies include the economic situation that has made it virtually impossible for many to have the financial backing for full-time programmes, the deregulation of education by the Government that has made it necessary to charge higher miscellaneous fees and the constraints of gaining admission due to inadequate places in these institutions.

Majority of part-time students are adults "beyond the traditional age of undergraduate college attendance" (Jian and Hamplyons 2001). Jegede (2002, 2003), identified three main characteristics that may affect the learning of the adult. These are maturity, experience and ageing. Maturity may be psychological, which can reduce the ability to concentrate, or sociological in form of developmental tasks, or in the form of social roles or social status that may conflict with learning. Experience can be positive or negative. When positive, it enhances leaning while negative experience stands as a barrier to learning. Ageing on its part, reduces the adults rate of learning.

Ezeani (1982), on his part, enumerated the following as the problems faced by the part-time students. Lack of adequate study time; poor home study environment, especially in urban areas with grossly inadequate accommodation facilities, competing attention by children, social circles and other members of the family; lack of specialized library facilities, and lack of cooperation of bosses in places of work.

Jian and Hamp-lyons (2001), reviewing nine research studies of distance learners gave the following common disadvantages which also apply to other part-time learners:

Little preparation, very rusty study experience, haunted by negative memories of schooling, forced to study in a less favourable environment,

low level of support, lack of immediate feedback, lack of study time and short intermittent study periods. However, some advantages enjoyed by this group of learners were also stated. These were that they were highly motivated, goal-oriented, highly focused, rich in life experience, self-awareness, some with good memories of schooling and concerned with getting value from time and money.

It can, therefore, be stated that the part-time adult learners are a mix of both disadvantages and advantages compared with their younger, full-time learners. Now that the two groups are pursuing the same programme, based on the same regulations and standard, it will be worthwhile to compare the performance of both in order to determine the 'worthwhileness' of teaching old dogs new tricks'.

The problematic adult learners, and more especially the part-time learners, have put them in a disadvantaged position in comparison to their younger full-time learners. Will this position reflect in the relative performance of the two groups in their studies? Will it give the younger full-time group the advantage to perform better? Or, will the relative advantage conferred on the older part-time learners by virtue of maturity and experience erase the effects of their disadvantages? In a nutshell, is it a worthwhile venture to allow older learners to undertake the same programme with younger full-time learners on a part-time basis?

It is on the basis of the above that this study sought to compare the academic performance of both part-time (Sandwich) and full-time undergraduate students of the Faculty of Education, University of Lagos.

Research Questions

1. Are the sandwich undergraduate students relatively older than their full-time counterparts?
2. Is the academic performance of full-time undergraduates better than that of their part-time counterparts?
3. Can the academic performance of the sandwich students justify the programme as a worthwhile venture?

The Hypotheses

1. The sandwich undergraduate students will not be significantly older than the full-time undergraduate students.
2. There will be no significant difference in the academic performance between the sandwich and full-time undergraduates.
3. The academic performance of sandwich students cannot justify the programme as worthwhile.

Methodology

The study was conducted with the University of Lagos, Nigeria, Faculty of Education students. The Faculty has five Departments, Adult Education (offering Adult Education), Educational Foundations (offering Guidance and Counselling), Human Kinetics and Health Education (offering Human Kinetics, Health Education), Educational Administration (offering Educational Administration) and Curriculum Studies (offering Education courses in Arts, Social Science and Science subjects).

All the courses taken by the students are in four categories: Departmental compulsory courses for the students of each Department; University required courses which are compulsory for all the students of the university; Faculty required courses, which are compulsory for all the students of the Faculty and elective courses. The courses used for the study are the Faculty required courses.

Students Admission

There are two categories of students: University Matriculation Examination (UME) students, who gain admission into the University with Ordinary Level Certificate and the Direct Entry students, who gain admission through the National Certificate of Education (NCE). The direct entry students were included in the study.

Full-Time and Sandwich Programmes

The Faculty was established to offer full-time programmes for students in the above mentioned courses. As part of its service to the community, the Faculty established the sandwich programme, which runs a parallel, part-time programme in all the courses of the Faculty. It is the 200 to 400

level courses of the full-time that were spread to cover the five year period of the sandwich programme.

The sandwich programme was developed mainly for serving teachers in both the secondary and primary schools. Teaching is normally done during the long vacation for public schools, while examination takes place, two to three weeks after the end of lectures on Friday afternoons and Saturdays.

Most of the sandwich students are married, and allowance is made for the nursing mothers to bring their children to both the lecture and examination venues, as long as there are helpers to assist the individuals to look after the children. There are instances of pregnant women giving birth during the programme and continuing, after a week. Some of the students, especially those in private schools encounter problems with their school proprietors. Some report about uncooperating husbands.

The Teachers

Except for the lecturers in the Department of Adult Education, all the lecturers are non-adult educators. They are the regular Faculty lecturers who also teach the full-time students. Normally, most lecturers teach the same courses, both full-time and sandwich.

Data Collection

The full-time students spend three years while the Sandwich students spend five years respectively for their programmes. The subjects of the study were the direct entry full-time and sandwich students admitted in the same year. These were made up of 236 full-time students and 199 sandwich students. After each session, the results for the Faculty required courses for each group were collected, until at the end of the fifth year when the sandwich group undertook their final examination. The study therefore, lasted for three years for the full-time and five years for the sandwich courses.

Results and Discussion

Research Question 1: Are the sandwich undergraduate students relatively older than their full-time counterpart?

Hypothesis 1: The sandwich undergraduate students will not be significantly older than their full-time counterparts.

Table 1

Variables	N	\bar{X}	S	t	df
Full-time students	236	33.6	26.7	11.54	433
Sandwich students	199	38.1	8.4		

$$df = 433$$

$$\alpha = 0.05$$

$$t_{tab} = 1.645$$

$t_{tab} < t_{cal}$: null hypothesis rejected

Since t-observed of 11.54 is higher than the t-critical of 1.96, research hypothesis one is rejected. Therefore, the sandwich undergraduate students were significantly older than their full-time counterparts.

Research Question 2: Is the academic performance of full-time undergraduates better than their sandwich counterparts?

Hypothesis- 2: There will be no significant difference in the academic performance of both full-time and Sandwich undergraduates

Table 2

Levels	Sandwich Students			Full-time Students				T_{cal}
	N	\bar{X}	S	N	\bar{X}	s	df	
200 level	2769	50.52	11.97	3169	51.43	7.64	5936	0.93
300 level	500	55.25	11.13	335	45.93	11.08	832	0.77
400 level	1429	55.41	9.97	1107	57.55	46.11	2534	0.88

$$\alpha = 0.05$$

$$t_{tab} = 1.645$$

$t_{tab} > t_{cal}$ in each case

A comparative analysis of the academic performance of both full-time and sandwich students in courses taken at different levels of their undergraduate years

The analysis of the performance of both groups at each level show that there is no significant difference in their academic performance in courses at each undergraduate level.

The null hypothesis, which states that there is no significant difference between the academic performance of both full-time and part-time students is hereby upheld.

Hypothesis - 3: The academic performance of sandwich students can not justify the programme as a worthwhile venture.

Table 3: A comparative analysis of the final academic performance of both full-time and Sandwich students

Overall Class Attainment	Sandwich		Full-time		Total
	Total	%	Total	%	
2 ¹	41	20.6	35	14.8	76
2 ²	146	73.4	155	65.7	301
3 rd class	12	6.0	46	19.5	58
Total	199	100	236	100	435

$$df = 2 \quad \alpha = 0.05$$

$$x^2_{cal} = 11.6405$$

$$x^2_{tab} = 5.991 \text{ reject } H_0$$

There is a significant difference between the overall performance of sandwich and full-time students.

Discussion

This study compared the part-time (sandwich) students of the University of Lagos, Nigeria, with their full-time counterparts on three indices-age,

academic performance in each level in the Faculty wide, compulsory courses and their final academic class attainment.

Age

The part-time students were found to be relatively older than their full-time counterparts. The calculated 't' was 11.54, as opposed to the Table value of 1.645 at 0.05 alpha level.

The hypothesis which states that the sandwich (part-time) undergraduates will not be significantly older than their full-time counterparts was therefore rejected. This finding corroborates Jian and Hamphyns (op.cit) assertion that, majority of part-time learners are adults beyond the traditional age of undergraduate college attendance.

This result is not unexpected. This is because, even though the two groups gained admission into the programmes with the same qualification (NCE), the part-time students would have finished their NCE for a time. They have spent some time to get a job, mostly get married and have children before thinking of furthering their education. Majority of the full-time students, on the other hand, were mainly those who could not gain admission directly into the university through the University Matriculation Examination and therefore took the longer route of going through the College of Education. They mostly apply to the University immediately after the completion of the College of Education programme.

Academic Performance

The subjects were compared academically on the Faculty-wide compulsory courses in the 200, 300 and 400 level courses. No significant differences were found to exist in the academic performance of both groups at each level:

200 level: $t_{cal} = 0.93$

$t_{tab} = 1.645$

300 level: $t_{cal} = 0.77$

$t_{tab} = 1.645$

400 level: $t_{cal} = 0.88$

$t_{tab} = 1.645$ at 0.05 level

The null hypothesis which stated that no significant difference would exist between the academic performance of part-time and full-time undergraduates was therefore upheld.

Final Academic Class Attainment

The first part of the comparison of the academic performance of the two groups was based on the courses that are general to both groups. In order to check the overall performances of the two groups, their performances in the overall grade which include all the four categories of courses; Departmental, University required, Faculty required and elective courses were compared statistically.

The result showed a significant difference between the two groups in their overall performance.

With the older age and social responsibilities that the part-time students shoulder, one would have expected that they would perform less than their full-time counterparts. This is more expected if their disadvantages of little preparation, due to lack of time; possible negative memories of schooling; unfavourable study environment; among others are taken into consideration.

Perhaps, these advantages are overshadowed by their urge to achieve, self-awareness and the desire to get value from time and money. More significant is the fact that, the part-time students were mostly teachers, who have been teaching some of the course contents to their own students. Experience, therefore, could have played a significant role in their overall performance.

Conclusion

The main purpose of this study was to find out whether it was a worthwhile effort to increase the avenue for older, willing individuals to have access to university education. The significance of the results of this study, therefore, lies in the fact that, "in an age of increasing privatization of knowledge" (Yates, 2001: 103), increased poverty and increased lack of job opportunities – especially in the Third World-more people will continue to opt for part-time studies.

The need to be sure of the outcome of such venture becomes paramount. This study has therefore put it on record that, the fear that older, part-time students might not perform well academically may be unfounded.

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Teachings of Ramanamaharishi Relevance to present Society

G. Yadagiri

Venkataraman (Ramana Maharishi) was born on the 30th December 1879, in Thiruchuli, Tamil Nadu. He lived in this cosmos until the 14th April 1950 and passed away due to suffering from sarcoma disease. He is a model for simple living and high thinking. He is known as "the silent saint". He contributed excellent philosophical approaches to mankind. By keeping ourselves silent, we can bring out many changes in others, even the limited words express the whole meaning. If a person is an egoist, he never gets moksha. In every individual's life, there is pleasure as well as pain, but a human being is always interested in happiness. To know one self is the only way to salvation.

Once a saint did meditation for many years. God was very happy to see it and appeared before him and told him to ask what ever he wished. The saint told that he wanted more suffering in his life. God was astonished and asked him, why he had such a strange desire? The saint replied that if he had more comforts he will forget God, but if he faced more problems, he would remember the Almighty every moment. It is a simple moral that 'Desires are obstacles in the way of moksha'.

Maharishi once told that trees also have life. People should not harm the trees. A short story proves this. In Ramanashramam a man was plucking the coconuts. Maharishi ordered him to pluck the coconuts by a bamboo stick, so that it would not hurt the tree, but the person was plucking the coconuts with an iron huke tied stick. After three days, a coconut bruised his nose causing pain, then Maharishi told him that "he would be able to feel the pain he had caused to the tree by being harsh".

Maharishi was very friendly with the birds and animals. It was his Ashram principle that he would eat only after giving food to the poor, cows and other

animals. He ate the same food given to the poor. He preached and practiced the concept of equality.

Ramana Maharshi used to sit near the well in summer. Many of his followers always surrounded him. After supper, Ramana Maharshi and his devotees would get together. Once a person started to weep and said that he had been so cruel and had committed many mistakes in his life. Further he said, "I am a sinner, I have prayed at your feet. But I do not have any change in my life after worshipping you. When shall I become a normal man?"

The man again cried loudly and said, 'Sir, you are my teacher and philosopher'. Bhagavan allowed him to weep for a few minutes. After a long discussion, Maharshi said, "All right, I agree I am your teacher you have to pay some gurudakshina. The man was astonished

and he told about his poverty. So Bhagvan said, 'O gentleman, now you are a transparent man, you do not have any pain or pleasure now; you can live happily'. The man heard the noble voice and led a good life from that time.

Bhagwan gave some tips to lead a successful life. If one can try to change his/her life, he/she can change the society. One should not compare and criticize others, one should know oneself, then one can attain moksha/salvation.

Love nature as well as human beings. Love is universal. Love is not jealous or does not spread hatred. Love is divine, Love is incomparable.

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