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## INDIAN JOURNAL OF ADULT EDUCATION

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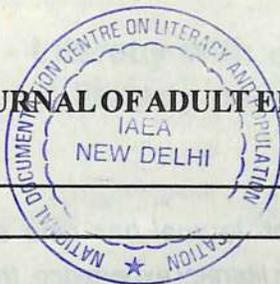
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*Indian Journal of Adult Education*, first published as a monthly in 1939, is now brought out as a quarterly by the Indian Adult Education Association. The journal has special interest in the theory and practice of Non-formal Education with special 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 reference should come at the end and not on every page. Authors are requested to submit or typed copy along with the floppy disc (MS Word).

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# INDIAN JOURNAL OF ADULT EDUCATION



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## Editor's Note

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## Editor's Note

*This issue of Journal has nine articles on various subjects including the rich literacy experience, the role played by Vidyapeeths in Karnataka, responsibilities of Village Education Committees for the promotion of literacy, functional literacy training as a tool for women empowerment, need assessments of the literacy organizers at Mandal levels and the problems faced by them, the relationship between empowerment of the rural women and their age, marketing strategies adopted by women entrepreneurs in Baroda city, interventions required to turn slow learners to smart learners and Adult Education in China.*

*The first article is the full text of Jharkhand Memorial Lecture delivered by Dr. L. Mishra. The speech is a masterpiece as he has narrated everything about the National Literacy Mission from the bottom of his heart. I had the privilege to work under him in National Literacy Mission and personally seen his untiring work in the formative stages of the Mission. I am sure the success of the Mission today is more because of the strong base given by him and his dedicated officers. The lecture delivered can very well be a reference paper for all those in the field of literacy and adult education and also for the students pursuing adult education as a separate discipline in higher education.*

**Dr. V. Mohankumar**  
Guest Editor

## Need of the hour - Literacy with conscientization and not literacy perse\*

*Dr. L. Mishra*

As I stand before this confluence of creative thinkers, writers, ideologues, artistes, educational and social activists in response to this rather undeserved honour of delivering 'Akshar Jharkhand Foundation Lecture' on an invitation from ADRI, the State Resource Centre for Bihar and Jharkhand, I cannot but feel overwhelmed. I am neither an educationist nor an educational activist. I do not have the slightest pretension of claiming any profundity of knowledge or expertise on the subject of literacy. It was a matter of pure chance that I was picked up in August, 1987 to be a humble servant of literacy in my capacity as the first DG of National Literacy Mission by Shri Anil Bordia, the then Secretary, Department of Education and an outstanding Adult Educator himself. Having, however, joined the Mission in 1987 with all humility, there was no looking back. I had to speak and make others speak along with Aniljee and my five colleagues or dear companions (whom I term as my Panch Sakhas) – Shri Anil Sinha, Smt. Anita Kaul, Shri Ashok Basu, Shri R.K. Saini and Shri P.K. Tripathi with one energy, one voice and one conscience that access to literacy is as fundamental as access to food, air, water and all other components which constitute the irreducible barest minimum wherewithal for survival of humanity. And all this was at a time when the prevailing milieu was rife with so much of cynicism and skepticism against literacy. Is it necessary? Is it desirable? Can it not wait? Can it not be dispensed with in favour of primary and elementary education? I proceeded to dispel such cynicism and skepticism with all the strength at my command by saying that primary/elementary education and adult education are 2 sides of the same coin; they are inextricably linked to each other and one supplements, complements and reinforces the other. As I went deeper I found that the cynicism and skepticism were rather deep rooted and it was an uphill task to remove them lock, stock and barrel. As a matter of fact, after the approval of the Appointments Committee of the Cabinet (ACC) about my appointment as DG, NLM was communicated and I was preparing to leave Bhubaneswar for Delhi, I was confronted with so

\*Full text of speech of Jharkhand Memorial Lecture by Dr. L. Mishra, the then DG-NLM)

many uncomfortable questions from the said cynics and sceptics. 'Why are you going to teach the old, who have outlived their utility for both life and literacy? How will it contribute to the advancement of your career which has much better options?'

The period from 19.8.1987 to 19.11.1992 was one of the most fascinating and exciting phases of my Civil Service Career spanning over 40 years (both national and international), not so much in terms of approbation and acclamation as in terms of excitement and pure joy what poet Kalidasa describes in his great Kavya 'Kumara Sambabha' 'Painstaking efforts acquire a new form and assume a new meaning with accomplishment of results'. Traversing across the length and breadth of the country from Jammu and Kashmir in the farthest north to Kanyakumari in the farthest South, from Itanagar in the East to Probandar in the West by air, rail, road and feet in sun and shower at odd hours of day and night to spread the message of literacy, to carry conviction about the efficacy of literacy, to remove relentless cynicism and skepticism was indeed painful. It involved 22 hours of unceasing work for five and half years without any Saturday and Sunday, without holidays, without food and sleep. But the physical pain produced results which gave birth to an unbounded and pure joy and happiness, the like of which I have not experienced before and after. What spurred me to action was visualized and beautifully described in 'Manushi' in the compilation of poems by Viswakabi Rabindranath Tagore called 'Upahaar' in the following words:-

*'Into the innermost recesses of human heart  
The waves of the Universe  
Strike us off and on  
That heart alone is sensitive  
Which reverberates those waves  
Which does not know any respite for a moment  
It does not know what is food and sleep.'*

Today it has turned a full circle for the National Literacy Mission and Campaigns for Total Literacy. Even though much of the euphoria, gusto and tempo with which campaigns for total literacy were launched in 80s and 90s are lost as also the whole ethos and spirit, in terms of sheer number it is impressive. As on date 597 number of districts have been fully covered by TLCs, 502 have completed the basic literacy phase, 485 have entered the post literacy and 328 continuing education phase, 221 number of Jan Shikshan Sansthan (JSSs) which have overtaken the JSNs of NLM days

are on the ground, 13 million volunteers and 125 million learners are in the fray for basic literacy and 63 million for post literacy.

It is evident that this relentless battle for literacy has survived cynics and sceptics notwithstanding. The latter have not staged any inglorious retreat so far; they are there in full form and with renewed vigour. They have, however, not succeeded in stemming the unquenchable thirst of people to know, unearth and explore the infinite and unsuspected possibilities of life and to lead an autonomous, decent and dignified existence, despite the stresses and strains, despite the 'sick, hurry and divided aims of life'. My life and work in the National Literacy Mission for five and half years has been a saga of total identification with these people, their hopes and expectations, their laughter and tears, their joy and sorrow.

As DG, NLM as also as DG(LW) before and DG, CAPART after I had the rare opportunity and privilege of interacting with a large cross section of humanity – the Jeethams of Andhra Pradesh, the Jeetahs of Karnataka, the Kamiyas of Madhya Pradesh and Chattisgarh, the Kamiyautis of Bihar and Jharkhand, the Gothis of Orissa, the Sagris of Rajasthan, the Padiyals of Tamil Nadu, the Adiyas, Paniyas and Kattunaikens of Kerala, the Koltas of Jaunsar Babar in Uttarakhand and so on. That opportunity was renewed as a Socio-legal Investigating Commissioner of the Supreme Court which took me to the same cross sections of poor, deprived and downtrodden humanity lying locked up in bondage in the stone quarries of Faridabad and Vijayawada and brick kilns of Thane. They are the children of Nature – simple, hospitable and guileless, unaffected by the corrupting forces around them. They also represent the finest specimens of humanity. They sing, dance, rejoice and mourn not like the Rudalis of Mahasweta Devi but out of genuine grief. The songs composed and tuned by them are some of the finest outpourings of human heart conveying a remarkable depth and intensity of human spirit. These songs reflect the contemporaneous situation with total candour, freedom and spontaneity. In 'Halis of Delanpore' Shri Debabrat Bandopadhyay, my senior colleague and mentor or Debuda as we all affectionately call him has brought out that intense agony of a suffering soul in the following words:-

*'I go in darkness  
I return in darkness  
My whole life is full of darkness  
There is no ray of light.'*

Who is responsible for this darkness? Who has stolen the ray of light from the lives of the poor whom Rabindranath Tagore calls as 'dumb, mute and expressionless'? Can literacy restore it?

These and many other related questions have kept on agitating my mind as I proceed to critically analyse the direction in which country's development has taken these children of Nature.

Between 1901 when the first decennial Census was taken up with determination of the rate of literacy as one of the mandated tasks and 2001 there has been a sea change in the scenario of literacy both in terms of percentage as also absolute number, in terms of regional spread, spread of literacy in terms of gender, SC, ST, OBCs and so on.

The million dollar question is:-

- has literacy in the conventional sense in which it is understood contained the surging tide of intolerance, hatred, mindless violence, death and destruction?

- has literacy put a stop to the prevailing climate of permissiveness and licentiousness?

- has it put a stop to plundering excessively and indiscriminately the earth, air, water and all the usufructs associated with them, bringing thereby the earth to the brink of rare extinction?

- has it contained the tide of sex based, caste based and ethnicity based discrimination against women, against SC, ST, minorities (linguistic, religious and cultural)?

- has it made our younger generation (who are literate in the conventional sense but who tend to be impatient, intolerant, aggressive and acquisitive) more kind, caring, compassionate and considerate towards the elderly?

The answer is an emphatic 'No'.

In giving that emphatic answer in the negative we have to acknowledge that literacy by itself cannot remove all the distortions and imbalances afflicting the current societal milieu. They are being caused or contributed

by other exogenous forces independent of lack of literacy. For effectively dealing with these forces we need other weapons in addition to literacy. Let me elaborate.

The NLM document which was approved by the Union Cabinet in August, 1987 spells out the Mission objectives in the following words:-

'Functional literacy implies becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organization and participation in the process of development'.

Causes of deprivation are both internal and external. The internal causes are related to (a) division amongst the poor and the unorganized (b) inability to forge a common link or inability to form associations (c) inability to throw open a social and economic countervailing power against the rich, resourceful and influential (d) lack of exposure to a fast changing modern and fiercely competitive world, inability to grapple with and overcome the hostile forces thereof. The external causes are related to (a) the invidious caste system (b) untouchability which is the direct off shoot of caste system (c) absence of political will, commitment and determination to eradicate poverty, hunger, starvation, malnutrition, under nutrition, unemployment and under employment, illiteracy, debt bondage, migration, tribal land alienation, caste based and sex based discrimination, malfunctional and dysfunctional middlemen who are responsible for trafficking for forced labour, for commercial sexual exploitation and for drugs (d) an effete and unresponsive administrative set up buttressed by a rigid, bureaucratic and soulless procedure established by law which is procrastinating and where very little light can be seen at the end of the tunnel. Both the internal and external constraints need to be holistically addressed if development has to be pro-poor. What is needed is a proactive national agenda for complete social and economic transformation away from the perverse machinations of a caste based stratified social structure.

Such an agenda is no where in sight. What instead are in sight are:-

- the sweeping powers of the State to dispossess people of their native habitat and acquisition of agricultural land - 'mainstay of the poor' for so called industrialization or commercialization (real estates), pushing the poor in the process into oblivion where the right to land, right to means of livelihood and right to biological survival has become extinct;

- any movement, howsoever natural and spontaneous to promote, protect and preserve the basic and inalienable rights of the poor, deprived and disadvantaged will be ruthlessly suppressed;
- even though the right to property embodied in Article 31 has been repealed, the basic criminal laws i.e. Indian Penal Code and Code of Criminal Procedure drafted and promulgated in 19<sup>th</sup> Century embody the principles of sacrosanctity of private property and contract.
- Most of the tribal people in the eastern region (including Jharkhand) were dispossessed of their land through the machinations of the non-cultivating land owners through usury coupled with fraud. Similarly, the members of the SC community have been traditionally working as agricultural labourers as most of the upper caste people would not participate in manual labour involved in cultivation for traditional reasons. Because of a long tradition of social oppression and repression, it becomes extremely difficult for these lower caste Hindus and tribal people majority of whom are share croppers and landless agricultural workers to organize and protest against the socially and economically dominant and superior upper caste employers and land owners.

It is obvious, therefore, that literacy, howsoever a powerful weapon cannot all by itself fight the battle against inequality and inequity which are externally induced. Does it, therefore, necessarily follow that what has been professed as seminal objectives of NLM are empty words or slogans incapable of being translated into action. These words are not rhetoric; they are extremely relevant in today's world to make literacy as a powerful tool of empowerment to enable people to know and how if they knew, they could conquer the world. This obviously cannot happen overnight. It has to be a long drawn out struggle with infinite courage, confidence and strength backed by infinite patience and resilience. This is not something new. Innumerable grass root level organizations have been relentlessly striving to break the narrow artificial walls dividing humanity, to awaken the masses from the culture of silence and dependence and to conscientize them so that they can become partners of progress and advancement. The walls of the impregnable fortress built on caste, faith and outmoded social customs and rituals have, however, remained unshaken. They will undoubtedly go one day but not until the civilized social conscience has been aroused and awakened and the literate and conscientized masses have learnt to speak with one energy,

one voice and one conscience, 'freedom is our birth right, to live with dignity, decency and equality is our birth right and have to be given to us at any cost'.

When we talk of literacy we always have in view the poor, deprived and disadvantaged sections of the society who according to us are unlettered. We lose sight of the fact, partly due to our socio-anthropological illiteracy but largely due to our own ego hassles, our vanity, and our own exaggerated sense of self importance, that those who are poor, deprived and disadvantaged are not truly illiterate. They may not be having any formal access to the world of letters in the same sense as we, the so called literate and educated have. They have a rich world of oral literacy, a world of earthly wisdom, a rare treasure of rustic knowledge, information and skills handed down to them for generations which we do not have.

And yet numerous cynics and sceptics may raise their eyebrows and may say that in a highly stratified and caste based society where rank, status and position of an individual in society is clearly decided on the lines of caste, community and wealth there is very little that literacy perse can achieve for these sections. They are not voicing their prejudice against literacy out of ignorance; they evidently have a deep rooted vested interest and agenda in airing such a bias.

Such an attitude underscores the bizarre psychology of a jaundiced mind. If any change in a highly stratified social structure is to become a reality it will be possible only through collective resilience and strength. Such resilience and strength can flow only through organizations of the poor which can fight, bargain and secure for them their irreducible barest minimum need as well as human rights which are both civil and political rights as also social, economic and cultural rights. Organization is not an assembly of women and men; it is a tool and instrument of change for something better, higher and nobler. It is an outlet through which the insatiable yearning of man, the individual for food, for life, for freedom, for a clean and congenial existence has found expression for ages. This yearning comes reverberating through centuries in a poignant form in Viswakabi Rabindranath Tagore's Ebar Phirao More:-

*'I see before me a deep dark world  
A world writhing in anguish and suffering  
A world caged and cabined by*

*Narrow, dark and empty cells  
I need food, I need life  
I need light, I need strength  
I need health, bright long life and delight'.*

More appropriately and more recently Justice Shri P.N. Bhagwati perceived an organization of the unorganized as a powerful conveyer of the quest of millions who constitute the low visibility area of humanity, leading a sub human existence, battling against poverty, subjugation, exploitation, discrimination and deprivation for years.

An organization has to break the narrow artificial walls dividing humanity, to awaken the masses from their culture of silence and dependence and to conscientize them so that they can become partners of progress and advancement. This, however, is a long term goal. It must be preceded by a process of intensive education and awareness generation on the one hand and a vibrant socio cultural and economic activity of the poor, for the poor and by the poor on the other. It does not and cannot happen overnight. It has to be the outcome of years of sustained hard work, struggle, suffering and sacrifice and calls for a lot of patience and resilience, moderation and restraint. This is because the walls of the fortress built on caste, religion, outmoded social customs and practices are impenetrable and have remained unshaken for years.

Literacy in this sense is not like a dose of vaccine taken out from the cold chains to be administered to a pregnant mother or a child to produce instant and dramatic results. It is an abstract weapon though infinitely powerful, which gradually and effectively trains and equips the human mind and prepares it to face the eventual onslaughts of life with courage, confidence and strength.

Cynicism does not end here but goes beyond. A cynic would ask, 'an adult has outlived his utility for literacy: why burden him or her at this stage of life with stereotyped and elementary lessons in literacy and numeracy? Will he or she be able to retain the literacy and numeracy skills? Will he or she be able to apply them in day to day life?

—Such crude questions are not mere reflections of cynicism but aberrations of a jaundiced mind which fails to understand and appreciate the logic of human life as a complete cycle and reaches over simplistic and

presumptuous conclusions which are at best half truths or total negation of truth. Sai Paranjpe, the Veteran Marathi film maker gives a fitting rejoinder to the misplaced arguments of such cynics and sceptics through her film 'Angutha Chaap' which though made more than 20 years ago still retains its vitality and relevance. Angutha Chaap is the story of an old man in his Sixties – Shri Bhola Ram Athwle (Kondiba). He is used to the process of receiving money orders from his son at Bombay by giving his thumb impression on the money order coupon. One day while receiving the money order by thumb impression he is ridiculed by some teenagers in the company of his grandson (Paresh Deshmukh or Chiklu). Their words pierce through his fragile frame like an electric current. He receives a severe jolt. His anguish deepens. But the moment of his deep psychological trauma also becomes the moment of his resolve. He perceives the need for literacy. In that moment of deep mental anguish, he reflects on himself, on the existential reality of the situation in which he is placed and on the causes which have led to his present predicament. He makes up his mind to be a literate being, a whole being and not surprisingly chooses his own grandson (Chikhlu) as his preceptor or guide. What follows thereafter in quick succession is the story of transformation of an old man, struggling hard in isolation to grapple with the problem of his own illiteracy. He prefers to pursue his goal in obscurity. The greenery of the paddy field, the aroma of the barn and the courtyard, the whisper of the gentle breeze and clutter of leaves do not affect his rugged determination – so uncharacteristic of old age. Then comes that moment of supreme discovery which is also a moment of rare joy – that he is no longer in need of a thumb impression and that he is able to receive the money order by signing it himself. The need perceived by him now becomes the need internalized. His own awakening becomes a tool for sensitizing a whole community of non literates- young and old alike and spurs them to action.

It is not my intention to equate literacy with alphabetical literacy by sharing this story with you. My perception of literacy is decidedly and decisively Paulo Frerian the details of which I will be sharing with you a little later. The Central objective of sharing this story is to highlight the following:-

- illiteracy is not a fatality; it is not preordained. We are all born illiterate. As we advance in age we proceed to acquire different levels of literacy at different stages partly through formal and partly through non formal schooling as also through a tutor at home ( the way Rabindranath Tagore received it);

- an adult is not illiterate by his/her own making. He/she is illiterate partly on account of the fact that there was no school in the village or close neighbourhood where he or she could go and partly on account of social or economic compulsions for which he/she was not sent to school even if there was one. He/she, therefore, remained illiterate.
- Literacy is not omniscience. A literate person need not be the purveyor of all knowledge. Life is short, frontiers of knowledge are vast and the process of acquisition of cognitive, affective and psychomotor skills has its own limitations. It is difficult to conceive of a being who with all the limitations of receptivity and retentivity can have a full access to the wide frontiers of knowledge in the short span of his life time.
- Every illiterate adult must be treated with the dignity and decency to which every other human being is ordinarily entitled. An illiterate adult is not a gooffe; he/she is intelligent, sensible and mature as also agile and alert. The only thing missing in him is that he/she does not have access through the print medium to a wider world of information, communication, innovation, modernization and skills.
- The central message in 'Angutha Chaap' is a powerful one. The message is that anyone regardless of age and sex can learn if motivated and determined to learn. The message that literacy by itself is the best incentive for the illiterate and does not need any other monetary incentive is loud, clear and pronounced. It is the message of success story of an individual learner being the motivating force for the entire village community and how individual motivation becomes a spur to communitization of learning (which is reminiscent of the Gram Shikshan Mohim experiment in Maharashtra in early 60s).

III. Around the same time, Paulo Freire – an outstanding adult educator and revolutionary presented in his book 'Pedagogy of the oppressed' (1967 original in Portuguese and translated into English in 1972) presented a lucid, scintillating and forceful analysis of the conditions under which the poor, deprived and disadvantaged sections of the society work and live vis a vis their rich, powerful, resourceful and influential counterparts, the plight and predicament of the former vis a vis the deceit, fraud, guile and manipulative skills of the latter and how education can be perceived as a powerful tool for liberating both from their make believe world, their unbridled passions and temptations.

According to Freire, for the first category i.e. oppressors 'human beings' refer only to themselves; other people are things. For them, there exists only one right, their right to live in peace and supremacy over the right of the oppressed for survival (which is not recognized but merely conceded). And they make this concession only because the existence of the oppressed is necessary for their own existence. They possess a possessive consciousness and this tends to transform everything surrounding into an object of domination. The earth, property, production, creation of men, men themselves – everything is reduced to the status of objects at its disposal. This in turn leads to a highly materialistic concept of existence in which money is the measure and the crowning glory of all beings.

The oppressed in Freire's scheme of things stand out in sharp contrast to the oppressor or the exploiter. They have fatalistically resigned themselves to the structure of domination in which they are immersed and lost. They are inhibited from waging the struggle for freedom so long as they are physically and mentally incapable of running the risks it requires. Their desire for freedom, if any, threatens not only the oppressor but also their own oppressed comrades who are afraid of still greater repression. When they discover within themselves the passion to be free, they perceive that this can be transformed into a reality only when the same is aroused in their comrades. Unfortunately for them, they prefer gregariousness to authentic comradeship; they prefer the security of conformity to the insecurity and uncertainty surrounding the world of freedom and the very pursuit of freedom.

The oppressed, as Freire puts it succinctly, are torn between two conflicting loyalties, between being wholly themselves or being divided between human solidarity and alienation, between following prescriptions or having conscious choices, between being spectators or actors, between speaking out or immersed in the culture of silence.

This is the tragic dilemma of the oppressed which their education must take into account. It must enable them to formulate the instrument of their own liberation. The second sequential step in the entire educational process, therefore, is to infuse the culture of self confidence, self assertion and self efficacy as opposed to the culture of silence and dependence. This is essentially a technique of making them aware that they have infinite possibilities and potentialities, that there is nothing beyond their reach and that they alone can make it and have to make it.

The third step in the sequence is to enable the oppressed to perceive their strength and weakness vis a vis the strength and weakness of their adversaries, impart them tools and techniques so that they can grapple with those adversaries and eventually overcome them.

The fourth and final step in the sequence is to familiarize the oppressed with the relative merits and demerits, strength and weakness of different forms of organizations, procedure for formation of such organizations, equipping them with the capacity to exercise their choice or discretion in favour of a particular form which is in their best interest and eventually helping them to organize themselves into a particular form as they might choose.

Classroom teaching in the hands of Freire became an exercise in the development of critical consciousness (a process known as conscientization). In this unorthodox and unconventional methodology both the teacher and the taught learn, question, reflect and participate in meaning making'. Education in the hands of Freire becomes a lived experience capable of 'naming or using a vocabulary that dismantles received notions and stirs the student towards more innovative thinking. An adherence to a strict curriculum regime hinders the dialogical process as also application of innovative pedagogical techniques. Through an informal education, wholly dialogical or conversational in methodology the transference of information becomes a source of true knowledge which is power.

Freire was an ardent advocate of the non banking concept of education. In the banking concept of education the learner's mind is treated as a receptacle and the teacher goes on making deposits or stuffing the learner's mind with as much information as he could. The emphasis on the non banking concept is on dialogue which comes from respect for the other's point of view. Dialogue is a civilizing and humanizing agency of beneficial social consciousness which enhances the importance of community and justice with wider social concerns and effects.

Pedagogy according to Freire is not mere theory or reflection. As the titles of his 2 major books indicate ('Pedagogy of the oppressed' and 'Pedagogy of hope') education is cultural action and informed action becomes the ultimate aim of all teaching and learning processes.

What is conscientization and how do we apply the Freireian dialectics of literacy as a tool of liberation in real life situation in general and for the

numerous categories and subcategories of unorganized rural labour who are at the bottom layer of poverty and deprivation on the other?

Conscientization is developing consciousness which has the power to transform reality. Today the formal channels of power have penetrated into the entire fabric of mass society thus creating structures conducive to exploitation. Structural reforms are, therefore, necessary to create conditions to enable people to free themselves from the said exploitation as also liberate them from the shackles and fetters of bondage of false consciousness going by the name of beliefs, values and practices. Mass society has to transform itself into a people's society (like the General will of French Philosopher J.J. Rousseau). When that happens individuals and groups will get an opportunity to share the intellectual basis of knowledge and power of decision making. New aspirations, new perceptions and new ways of living are to be acquired. This is where a critical examination of the existential realities of the situation or conscientization lies. Education in the new scheme of things will restore to people their own consciousness, will improve the existing levels of consciousness and restore to them their legitimate role as autonomous entities capable of taking decisions in their best interest as also in the best interest of groups.

This point can be best illustrated with a few examples. Take for example the children of SC community and exercise of their fundamental right of access to free and compulsory education. The basic constraint with these children is that they are not provided with a generative situation which will facilitate their entry to the school and retention in the school. In the case of upper caste's children the gap between home and school environment is the least and transition is smooth and automatic. The preschool environment is conducive to their children's education. Not so in the case of children from weaker sections especially in the case of children of SC families. The required conducive pre school environment is missing. What is needed for such children is a preschool preparation programme with Integrated Child Development Services (ICDS).

In course of her home visits, the Anganwadi worker can motivate the children, the parents and the community which will help to reduce the cultural distance between the home and school resulting in smooth transition into the school. Simultaneously there is need for conscientization of the agencies/ authorities who are responsible for provision of formal as well as non formal schooling facilities as also for qualitative improvement in school environment,

curriculum, course content and textual materials and quality of teaching learning process to make education joyous, exciting, interesting and worthwhile.

One of the factors which contribute to the gap between the home and the school environment is language. Language undoubtedly is a vehicle of thought, expression and communication. It is also an instrumentality of social group formation. It imparts a distinct social identity to an individual and a cohesive character to a group.

Judged by all standards the ST-population in general and ST women in particular appear to be the most disadvantaged in terms of access to functional literacy and education. One of the reasons which is squarely responsible for the low rate of literacy among the members of the ST community is the fact that they and their children speak a language/dialect which is quite different from the State standard language. On account of this linguistic communication hiatus the learner gets alienated from the entire teaching learning process.

The members of the ST community speaking languages/dialects different from the State Standard languages are spread over in Bihar, Jharkhand, Madhya Pradesh, Chattisgarh, Maharashtra, Gujarat, Orissa, Rajasthan and West Bengal. The dialects spoken are Bhilli, Gondi, Santhali, Bara, HO, Halabi, Mundari etc. Even though there is no significant and uniform relationship between members of a tribe and their mother tongue we need to design strategies by which the hiatus obtaining in the home environment and learning environment on account of linguistic variation/difference can be bridged. Bilingual literacy is one such strategy which has been tried out with a view to removing alienation and bringing the members of ST community into the natural mainstream. The central objective in designing a bilingual primer is to initially impart instructional lessons in the language/dialect spoken at home and to ensure an eventual smooth switch over from the spoken language/dialect to the state standard language. Such a switch over can take place after 50 to 75% of the lessons in basic literacy have been imparted.

The content of the bilingual primer should be such as would make them aware of the generative sources of their disadvantage which could be sex related, language related, faith related, occupation/employment related, make

them aware of the sacrifices suffered by them in terms of their fight against tyranny, injustice and oppression and how in the name of development they are being pushed to the background, and how through access to literacy and education they can assimilate and get back the gains of development. Some of the content areas by way of illustration would be:-

- what leads to poverty characterized by landlessness, assetlessness, indebtedness and bondage;
- what is a remunerative price for labour and for the product of labour?
- What is the scope, content and objective of organizations of the poor, what are the different forms of organization, which form is best suited to the interests of members of ST community, what are the constraints and challenges to such organizations, how to overcome them and how to promote organizations which will be a tool of sustainable development based on respect for human dignity, decency, equality and freedom on the one hand and individual and collective self reliance on the other.

The second illustration is that of a householder in rural India who has to grapple with the generative disadvantage of a large family. He is not sufficiently aware of the importance of every child as a valuable human resource and how investment in his/her education and upbringing is an investment in human capital. For him birth is a divine dispensation which is preordained. More children are, therefore, not a problem as every addition to the family is considered an economic asset and could be gainfully deployed/employed. This gives birth to child labour. Since a male member could be put to odd jobs involving hard manual labour male children are preferred to female ones. This gives rise to sex based discrimination of the worst kind. It gives rise to some of the most undesirable practices like sex determination tests, foeticide, female infanticide, denial of education to girls at the school going age, giving away girls in early marriage etc.

The conscientization theme for such a householder would be (a) birth of children and size of the family are biological phenomena; these are also conscious decisions related to ones means and resources but independent of the gift of any outside agency, far less of any super natural force; (b) every child is the finest human resource, the most precious gift, mankind's most formidable asset and any investment in the education and upbringing of children is an investment in human capital (c) resources being limited

the investment would be more rewarding with smallness in size of the family (d) boys and girls are not very much different from each other (except in terms of reproductive organs); they breathe the same air, eat the same food, drink the same water, wear the dress made out of the same fibre and are entitled to the same love and affection of natural parents and (e) germs of this equality must be ingrained in them right from birth if we are to shape them as productive, responsive and responsible adult citizens of tomorrow.

Conscientization in the context of deprived sections of the society who are victims of indebtedness and bondage would mean motivating and spurring them (a) not to indulge in undesirable competition to demonstrate social status and thereby spend unreasonable amount of money in performance of rituals (b) go in for formation of thrift and credit groups and meet ceremonial needs from the corpus of the SHG instead of approaching the money lender who would charge usurious rates of interest on account of the high risk involved in lending money to those who do not have creditworthiness (c) not to mortgage labour and labour of other members of the family including children as such mortgage may lead to disastrous consequences.

NGOs, voluntary Action Groups, Social and Educational Activists should strive to create and mobilize a social conscience and critical consciousness for eradicating some of the age old fads, dogmas, rituals, abominable ideas and practices like untouchability, foeticide, female infanticide, sale of bride, child marriage, dowry, witchcraft, offering sacrifices to propitiate unseen forces, addiction to alcohol, lavish and irresponsible spending in festivities leading to land alienation and consequential indebtedness and scientific temper by which women, men and children would be able to judge the relative merits and demerits of all issues as objectively and dispassionately as they could.

Once such a conscience and consciousness is created deprived sections of the society would be able to pause, think, reflect and critically analyse the objective reality of the situation in which they have been placed. It would make them unfold and articulate the causes and consequences of their generative disadvantage and initiate appropriate strategies to mitigate the disadvantage. It would enable them to demystify and demythologize the aura of false consciousness and develop a new consciousness which is positive, rational and scientific. Such a consciousness would restore to the individual his or her legitimate role as self deciding objects through a

participatory approach. It would enable them to form natural groups more on a voluntary basis than on traditionally imposed criteria, would enable them to participate effectively in the affairs of the family, of the community, of the State, society and eventually the nation.

**IV** I would now like to turn to the numerous categories and sub categories of unorganized rural labour and their special plight and predicament and how literacy backed by conscientization could be a tool of their liberation. We have over 50 million landless agricultural labourers many of whom are either attached to landlords and serve them for a specified or unspecified period without wage or with a nominal wage. Majority of them would be members of SC and ST who because of their landless status are treated by the landlords virtually as biped animals.

A very large number of them work as share croppers who are not registered as such. They have been victims of social discrimination and economic exploitation but are hardly aware of the forces which have led to their present plight. Thousands of rural artisans who by their imagination and creativity are capable of infusing life into inanimate objects and making them feasts of many eyes have, on account of sheer economic compulsions converted themselves into 'hewers of wood and drawers of water' to lead a subhuman and marginalized existence. Traditional fisherwomen and men by virtue of their social origin and weak bargaining strength lose their aqua rights and get into the vice like grip of middlemen on account of the same economic compulsions which drive them to a state of penury and deprivation. They forfeit a remunerative price on their labour or products of their labour. Members of the ST community of mineral rich regions (Singhbhum, Assansol, Dhanbad, Bokaro, Jamshedpur, Durgapur, Lanjigarh, Kashipur, Rourkela) are pushed to the background and their lands are either grabbed by unscrupulous mining contractors or acquired for an ostensible public purpose but only at the cost of basic human rights and dignity. The Gonds of Madhya Pradesh, the Bhils, Bhil Meenas and Sahariyas of Rajasthan, HOs, Onams and Mundas of Bihar and Orissa and Madhias of Maharashtra who live on collection and disposal of minor forest produce are cheated by unscrupulous middlemen in terms of both weighment and rates and as these middlemen thrive commercially, they, sunk in loans/debts/advances slide lower and lower on the ladder of human development. Countless landless agricultural labourers from Santhal Parganas, Singhbhum and Chotanagpur regions of Jharkhand, Durg, Rajnandgaon, Raigarh, Bilaspur and Korba in Chattisgarh, Banda, Balia, Basti, Gorakhpur, Azamgarh in U.P., Barmer, Jaisalmer, Jalore,

Sikar, Jhunjhunu, Banswada and Nagaur in Rajasthan, Kalahandi, Balangir and Koraput districts of Orissa migrate to the fertile plains of Punjab, Haryana and Delhi and land themselves in a very difficult and alien environment. Living in hovels and inhaling tons of dust they have neither the privacy and intimacy of home life nor the satisfaction of earning something commensurate with their effort. They see the grisly spectre of death looming large before them everyday but they cannot easily extricate themselves from this situation.

What could be the objectives of conscientization for these specific categories and sub categories of rural poor?

### **I Landless agricultural labourers:**

- enabling them to identify the forces leading to alienation of their land and modality of restoration of physical possession of that land;
- getting names of tenants/share croppers recorded/registered;
- securing total development of land through organized means;
- enabling them to perceive the need for snapping the bondage with landlords and money lenders and enable them to accomplish the freedom from traditional indebtedness through easy access to institutional credit;
- equipping them with full information about minimum wages of their entitlement fixed under Minimum Wages Act;
- equipping them with full information about status of landed gentry in the village vis a vis theirs, making them get copies of village accounts, record of rights and subsequent changes from time to time so that they have complete access to information about land ownership and tenures of all tenants in the village and use it to secure satisfactory implementation of land reforms;
- enabling them to have full access to information pertaining to implementation of NREG works and other departmental works;
- enabling them to keep their eyes and ears wide open so that fictitious names including names of people who are dead do not get enrolled in

the muster rolls of NREG works as is happening now;

- enabling them to have full access to information about full particulars of development plans such as special component plan: for SC, special central assistance for development of SC, Tribal Sub Plan etc.;
- enabling them to have full access to minimum needs programme, processes and procedures for implementation (access to food, potable water, environmental sanitation, nutrition, immunization, health and medical care etc.).

## **II Interstate Migrant Workmen:**

- familiarizing them with alternatives to migration if migration is avoidable, relative advantages and disadvantages of migration in relation to wage employment, children's education and up bringing so that they are enabled to rationally decide as to whether they should migrate or not;
- familiarizing them with the geography and topography of the destination point and forces operating at the worksite (malfunctional middlemen), laws, procedures and institutions which would affect their life and enabling them to develop a state of thorough preparedness so that when the occasion comes for them to leave they can bargain effectively with the employer concerned to realize their entitlements (journey allowance, displacement allowance, payment of wages during journey period etc.) in full and not be taken for granted;
- enabling them to perceive and internalize that malfunctional middlemen who have come with a lot of allurements to entice them are totally unconcerned with their well being; the only thing they are concerned about is to what maximum possible extent they can extract their pound of flesh from the migrant workers.

## **III Brick Kiln workers:**

- familiarizing them with the consequences of heavy advances taken by them from middlemen before embarking to work in brick kilns;
- understanding the minimum wage (usually piece rate) notified for various operations in brick kiln industry (nikasiwala, bharaiwala, pathera, beldar,

driver, jalaiwala etc.), mode of payment, non deduction of commission of middlemen from minimum wage which according to the Supreme Court would amount to forced labour, provision for spread over, weekly off, OT, non employment of children (on account of brick kiln being in the prohibited category), adjustment of advances with minimum wages in a just and fair manner, computation of cash value of wages paid in kind etc.

#### **IV Beedi Workers:**

- enabling the beedi workers to understand indepth the entire mechanism of beedi production, supply of raw materials in relation to output, pricing, payment of minimum wage (by piece rates), forces responsible for exploitation by way of less supply, faulty weighment, rejection of beedis by middlemen, sale of proceeds and appropriation of proceeds by middlemen etc.;
- generating an awareness of the importance of cooperatives in preference to the present exploitative system and the mechanism of formation of such cooperatives, contribution to share capital, workers eventually becoming owners of the enterprise etc.

#### **V Fishermen:**

- making them aware of the sources of their generative disadvantage such as their birth in a particular community (SC), perishable nature of the commodity which they trade, lack of their bargaining power against employers/contractors who often lend them money for purchase of boat and net and thereafter would demand that the fish be sold to them at a price much lower than that prevailing in the market (what is known in economics as unequal exchange system), potential hazards of fishing operations in deep sea, hazards inherent in living in unclean surroundings in the absence of potable water, drainage and sewerage, existence of a chain of middlemen who are out to expropriate the fruits of their labour on payment of some nominal advance;
- how to maximize the catch at a particular climate and temperature etc. and sale through cooperatives which will cover the entire cycle of provision of working capital, setting up cold chains for storage of fish and which will fix remunerative prices for the product;

- to make them aware of the need for a comprehensive insurance cover (particularly those who go in for deep sea fishing against heavy odds);
- enabling them to form thrift and credit groups/SHGs to secure their release from the vice like grip of moneylenders/ middlemen.

## **VI Leather Workers:**

- To make them aware of the sources of their generative disadvantage emanating from birth in a particular community (SC), unclean, unhygienic and unsafe nature of the occupation by collection of skins and hides in general and flaying and tanning in particular, potential hazards involved in dealing with chemicals for processing leather, the hazards involved in living in unclean surroundings, existence of a chain of malfunctional middlemen who reap a lot of unmerited benefits at the cost of others.
- To make them aware of the need for launching a comprehensive programme for cooperatives to promote the socio-economic advancement of primary leather workers covering all aspects of leather production by mobilization of local resources, provision of better techniques of flaying and tanning, credit, expertise in design development, marketing, removing the unhygienic conditions and squalor associated with the work.

## **VII Scavengers:**

- To make them aware of the special problems of their social segregation, unclean, unhygienic and obnoxious nature of their occupation (which is fraught with hazards) so that through this process of awareness building they eventually give up the occupation or their occupation is improved and modernized (by eliminating dry latrines and providing facilities like gloves, masks, gum boots and better clothes) or the disadvantage emanating from the occupation is substantially remunerated, mitigated and compensated.

## **VIII Members of SC and ST:**

- to make them aware of the sources of generative disadvantage emanating from the caste oriented social discrimination on the one hand

and economic deprivation and exploitation emanating from ignorance, illiteracy and social backwardness on the other;

- to make them understand and internalize the importance of services sector (whose contribution to the national economy has gone up from 31.8% to 52.4% with possibility of further increase) and that employment in services sector requires high skills (cognitive, communication, entrepreneurial, supervisory, managerial) and such skills require a high level of literacy and education which they must acquire to make them employable;
- to make, in particular, members of the SC community to internalize as to how and why they are lagging behind other communities in respect of easy access to opportunities for education, health and other services, how their social backwardness together with practice of untouchability has been compounded by increasing caste clashes in which they are at the receiving end;
- to make, in particular, members of the ST community internalize how large scale alienation of tribal land for industrial and mining complexes results in denial of traditional sources of livelihood, how the shock impulse generated on account of the modern age (which is also the age of knowledge) is beyond the absorptive capacity of the members of the ST community who are finding it difficult to imbibe and assimilate the skills and challenges of the new age;
- to make them understand how denial of access (despite RTI Act, 2005) to information in understanding the legal environment and utilizing laws which have been enacted to protect and safeguard tribal interests and how inadequate and unequal representation of tribes in bodies concerned with implementation of land reforms have resulted in unabashed exploitation of the tribal community;
- to make women members of the ST community understand and internalize the importance of their having access to literacy, credit, technology, skill training, disposal of minor forest produce at remunerative price and market and how as members of thrift and credit groups or SHGs they can have easy and assured access to such tools and inputs of production.

### **ix Women in general:**

- Women in Indian society have been placed in a disadvantaged position primarily on account of the traditional role of mother and housewife which they have had to play for generations and the high expectations of men from that role;
- They are victims of double disadvantage, at home as wife and mother and at the work place as workers with unabashed exploitation at both as the keynote of that disadvantage;
- There are certain occupations and operations of an occupation which are carried on jointly by women and men (sowing and harvesting);
- There are, however, certain other occupations like grass cutting, collection of tendu leaves (raw material for beedi rooling), sal seeds and sal leaves, collection and processing of minor forest produce, beedi rolling and packing, transplanting, deweeding, carrying fish and vegetables to the nearest market, some operations in crafts like preparation of clay for pottery, processing yarn for weaving, a number of operations in brick kiln (carrying raw bricks to be spread in the sun, turning the bricks on both sides for even drying etc. which are carried on either exclusively by women or substantially by women.

Any conscientization process for such women should be directed to:-

- make them aware of the sources of their generative disadvantage;
- enable them to perceive the peculiar situation in which they have been placed both at home and at the work place and the occupational hazards thereof;
- make them aware of the social reality, their struggle for survival, roots and structures of inequality and inequity which have led to their marginalization;
- make them aware of the laws (Prevention of Dowry Act, Prevention of Domestic Violence Act, PNDT Act, Equal Remuneration Act, Maternity Benefit Act), mechanisms and procedures which are meant for providing relief to working women.

From the unorganized sector workers whom Rabindranath Tagore has named as 'dumb, mute and expressionless' I come to the so called literate and educated sections of the society and deal with their aberrations, dilemmas and challenges as under:-

- I Literacy and education are supposed to be tools of liberation; they are supposed to have liberated us from bundles of fads, taboos, obscurantist ideas and practices. They have not done so and we, the so called literate and educated continue to be prisoners of our own pride and prejudice, our false sense of ego, our exaggerated sense of self importance.
- II Literacy and Education are supposed to have liberated us from our animal instincts, from the barbarity of the medieval and perversion of the so called modern scientific era – the era of new knowledge and revolution in IT. It is not so. Our so called literate and educational status has made us more animal like except that we do not have jaws and claws in the same sense animals have them. This barbarity and perversion would be evident from the following few examples which are too gory to be depicted:-
  - the father sexually assaults the daughter;
  - the teacher in a school including the head master sexually assaults and abuses students;
  - corporal punishment, which is banned by law, by a heartless teacher maims, mutilates and destroys young students, flowers of home and the class;
  - the immediate neighbour does not stand up on occasions of bereavement and tragedy of a fellow neighbour but will be the first to prowl, invade and outrage the modesty of his innocent and guileless children and not being satisfied with the fulfillment of the animal like lust would exterminate them (reminiscent of what happened at Nithari, Sector-31, NOIDA between 2001-2006);
  - our own succeeding generation is pushed involuntarily to work; it is carried to the brink of near destruction. Childhood is lost, not to be regained and the excitement and joy associated with childhood are also lost for ever;
  - 55% of the street children are sexually abused;

- girls, boys and women are trafficked across and within borders for paedophilia, for child sex abuse, for commercial sexual exploitation, for pornography, for pornographic performances, for drug peddling and so on; their confidence is shattered; they are reduced to physical and mental wrecks;
- an innocent and guileless boy in his teens is sodomized; civil society calls him characterless;
- a girl in her teens is raped, murdered and mutilated and still we charge her with permissiveness and licentiousness. There is no limit to which so called male chauvinism could go;
- parents and guardians take advances from contractors/middlemen and mortgage the children pushing him brutally and involuntarily to work in complete disregard of what is provided for in Children (Pledging of Labour) Act, 1933;
- a boy and girl fall in love; the Panchayat decrees to hang them to death if they belong to 2 different castes/communities on the ground that such relationship offends the honour of the village and dignity of concerned families;
- the parents take recourse to honour killings of the daughter on similar occasions;
- old parents are disowned by children, the ancestral property is grabbed and the parents are thrown to streets without compunction;
- old age is extremely painful on account of social isolation, loss of skills, loss of jobs, loss of memory, loss of reflexes and decline of mental faculties. Should they be subjected to further incarceration by the young on the ground that they have outlived their utility for life? Should the young forget that when the old were young they through their 'blood, sweat and tears' had made significant contribution to the family, enterprise, local community and society as a whole, either as householders or workers or citizens?;
- the younger generation is impatient, intolerant, aggressive and acquisitive

and tends to ignore, belittle and minimize the contribution made by the old when they were young;

- distrust and suspicion for each other in place of love, loyalty and commitment (husband and wife), excessive obsession with ambitious career and money making at the cost of 'home, sweet home' and the obligations inherent in the process of making a beautiful home and family drives either of them to mental illness;
- such mental illness is not diagnosed in time, far less being treated and even after the patient has been effectively treated and has substantially recovered he/she is not acceptable to a stigmatized society;
- right to food, nutrition, potable water, health, personal hygiene and sanitation, immunization, privacy, speedy trial etc. are acknowledged as integral components of right to life guaranteed by Article 21 of the Constitution; all these rights are, however, honoured only in breach but the offenders escape with impunity;
- untouchability continues to be practiced even after 6 decades of independence despite Constitutional and Legal Provisions;
- we are in a situation of bad governance today when the criminal justice system as a whole has failed to respond and effectively deal with the blatantly criminal, lawless, rabidly communal and lumpen elements of the society whose attitude, behaviour and action borders on bigotry and jingoism; bad governance fails to provide timely relief to those who are victims of mindless communal violence and hatred;
- we have shunned our dignity of labour. We do not want to discharge the household chores ourselves and, therefore, we have to engage domestic help below the age of 14 even though the same stands prohibited by law;
- on account of adverse sex ratio in Punjab, Haryana and Delhi girls are not available in the desired number and we have to import girls from Jharkhand and Chattisgarh to these areas. These girls are recruited through middlemen and are literally sold like commodities even though Philadelphia Declaration had said way back in 1944 that labour is not a commodity;

- PNDDT Act was enacted in 2002 and yet, there is no end to sex determination tests, foeticide, female infanticide and numerous other barbaric practices including strangulation of unwanted children;
- These are worst forms of aberrations which manifest themselves on account of our intense desire for male offsprings. We take recourse to such barbaric practices being fully aware of the fact that girls are as imaginative, creative and dexterous as boys and as tender human resource, they deserve to be protected, promoted and preserved;
- A person in prison does not become a non-person merely because of imprisonment. And yet they are subjected to incarceration in prison of the worst kind. They are denied of their freedom to read and write, exercise and recreation, meditation and chant. They are subjected to indignities like compulsory nudity, forced sodomy and unbearable vulgarity;
- Why a spate of suicides? Those who are landed, who belong to affluent, influential and resourceful sections of the society do not allow those sections of the society who are landless, assetless and powerless to live with dignity and honour. The latter are driven to desperation and commit suicides.
- What is the type of literacy that we need?

We need a completely new form of literacy which will liberate us from:-

- obscurantist ideas and practices;
- deceit and fraud, manipulation and orchestration;
- vanity, ego hassles and an exaggerated sense of self importance or self aggrandizement;
- Policies of irrational and unprincipled segregation, differentiation and discrimination;
- Policies of inflicting injury (physical, economic, psychological and emotional on the innocent);

- Policies of imposing ideas, preconceived notions and beliefs by force without any scope for dissent;
- Acts of mindless tyranny, injustice and oppression accompanied by wanton cruelty, hatred, violence, vengeful and otherwise;
- A culture of silence, blind acquiescence and dependence accompanied by a mass psychosis of fear and intimidation;
- Attempts to divide humanity along the lines of caste, class, creed, colour, belief, social origin, national extraction, gender, political ideology and so on. -

That is true literacy and education which will truly liberate us in a manner Gurudev Rabindranath Tagore had dreamt of about 100 years ago. To quote him:-

*'Where the mind is without fear  
Where the head is held high  
Where knowledge is free.'*

## Management of Vidyapeeths: Way Forward

*S. Nayana Tara*

### **Preamble:**

Mahatma Gandhi in late 1930, visualized basic education (Buniyadi Shiksha) as a tool for the development of National consciousness and reconstruction of the society. His concept of education throughout life, work and environment was a new contribution to the philosophy of education, which has now been accepted universally.

The Secondary Education Commission (Mudaliar Commission, 1952-'53) put forward the idea of multipurpose school and recommended a 11-year pattern of school education for offering diversification after 8 years of schooling by providing training in various crafts/ vocations. The Commission felt that at the end of this, a student should be in a position to take up some vocation and enter the world of work. The Kothari Commission (1964-'66) suggested the restructuring of education into a uniform pattern of 10+2+3 education all over the country, implying 10 years of undifferentiated education for all, with diversification into academic and vocational streams at the +2 level.

The NCERT document entitled "Higher Secondary Education and its Vocationalisation" (1976) emphasized that internal restructuring and modification of contents in education is required for establishment of strong linkages between education and other concerned sectors involved in developmental process.

The National Working Group on Vocationalisation of Education (Kulandaiswamy Committee, 1985) reviewed the Mass Education Programme in the country and developed guidelines for the expansion of the programme. Its recommendations led to the development of the Centrally Sponsored Scheme (CSS) on Vocationalisation of Secondary Education. The Committee also suggested that Socially Useful Productive Work (SUPW) may assume the form of training in "life skills" and should, therefore, be given pre-vocational orientation.

The National Policy on Education (NPE), 1986 advocated introduction of systematic and well planned Mass Educational programmes, which can be rigorously implemented to enhance employability, reduce the mis-match between demand and supply of skilled manpower and to provide an alternative to those pursuing tertiary education, without particular interest or purpose. The adoption of the NPE and its Programme of Action (1986, revised in 1992) and the CSS on Vocationalisation of Secondary Education (1988) led to the nation wide coverage of the VEP.

The NCERT has brought out a Discussion Document on National Curriculum Framework for School Education (January, 2000), with a view to initiate a nation wide debate on all major issues related to the curriculum at different stages of school education. The document also contains the policy dimensions and suggestions for restructuring of the curriculum of Mass Education at different stages of school education.

### **Adult Education in Karnataka**

The seeds of Adult Education movement were sown as early as 1940 in the erstwhile Mysore State. As a part of this movement several programmes were launched, including literature for neo-literates, rural libraries, establishment of Vidyapeeths, promotion of folk art and other audio-visual art forms, etc. The Vidyapeeths were established based on the goals of the Folk High School of Denmark. The 16 Vidyapeeths were established under Karnataka Adult Education Committee in 1941. These were meant for the rural youth through activity based, knowledge promotion with the backdrop of cultural programmes. This was carried out through setting up of non-formal residential educational centers called Vidyapeeths. The programme was to cater to the youth in the age group of 18-35 years, who had studied up to X Standard and living in rural areas who were interested in social work.

The specific goals of these Vidyapeeths are as follows:

1. Provide local specific vocational education for the rural youth to enable them to be self-reliant
2. To provide education to enable them to acquire positive personality development along with economic self-reliance
3. To enable the rural youth to take up successful leadership and to serve in providing necessary knowledge and skills

The overall objectives of the Vidyapeeths were to enhance skills among workers and thereby transform them as good citizens and enhance the quality of life of children, destitute and other disadvantaged groups through literacy activities.

As these institutions were in existence for many years, the Government felt the need to evaluate these institutions and hence the study was taken up.

### **Objectives of the Study**

The main objectives of this study are:

- To study the nature and extent to which the Mass Education programme has achieved its goals and objectives.
- To examine the relevance, utility and effectiveness of the Vidyapeeths, the institutes of Mass Education, incorporated under the Mass Education programme.
- To study the Mass Education in terms of:
  - The nature and utility of courses proffered at each institute
  - The availability of soft-infrastructure at each institute. This may include one or more of: competence of the teachers, course content of the Mass Education courses on offer, availability and capabilities of external instructors
  - Utility derived by students from the various courses
- To observe the mechanisms of financing and supporting the Vidyapeeths and recommend improvements, if any.
- Analyzing the future utility of these institutes and make suggestions to enable them to gear up for challenges expected in the future

### **Methodology**

There are 16 Vidyapeeths in the State. A sample of 7 Vidyapeeths was taken up as representative of the population in terms of courses on offer, geographical distribution, student strength and perceived problems.

A questionnaire was designed to evaluate the Vidyapeeths on various parameters such as Infrastructure, Faculty Competence, Range of Courses, suitability of Courses to the industrial demand in that area etc. During the visit to the Vidyapeeths, interviews/discussions were held with the students, faculty, Principal and the support staff. The financial records as well as other documents were studied.

## **Findings**

### **Infrastructure**

A common refrain across the Vidyapeeths was that the infrastructure provided is grossly inadequate. The buildings were in a dilapidated condition, basic sanitation facilities were not available, water supply was adequate etc. The students did not have even enough course machinery to work with.

### **Faculty/ Staff**

Most of the faculty members were not well trained in their vocation. Only the part-time faculty had a diploma in most cases and hence students were seriously under-prepared in their vocation at the time of their graduation.

### **Nature of courses**

The manner of education is highly theoretical and hence out of sync with current practices. Most of the syllabus, even though recently revised is still outdated. The faculty does not have enough training or industry knowledge to impart courses of vocation.

Courses were conceived and sanctioned without fulfilling the basic needs such as industry acceptance, market research etc. In other words, not based on Needs Analysis.

There was a serious gap between what industry wanted and accepted and what was being taught in the schools of Mass Education. It was apparent that no market research was conducted to gauge the demand of the industry and hence the courses that were taught had no connection with the industry best practices.

### **Recognition/Acceptability of courses:**

The team feels that in most of the places the acceptability/recognition of the certification is very low. Even the banks refuse to grant loans for self-employment on the basis of the government recognized certification.

**Industry Linkages:**

There is no opportunity/requirement for an industry project or internship in the course that seriously hinders the applicability of the course in the Industry Scenario. In a six-month programme provisions can be made for 3-4 weeks of Industrial Training/Apprenticeship. It was found that some private courses had come up to satisfy the needs of students, especially in areas around Bangalore. The courses offered in such institutes are better suited for immediate employment than those at the Vidyapeeths.

**Lack of trained instructors:**

Selection of instructors does not take into account skill and inclination to teach. There has been no up gradation of their knowledge or skills. Therefore, the instructors either do not know the skills that they are supposed to impart, or remain absent from the Vidyapeetha. In order to rectify this, temporary staff has to be employed, at additional expense. Such staff is not made permanent even though the arrangement carries on for several years.

**Lack of training programs:**

The absence of training programmes for faculty based on Training Needs Analysis is a glaring lacuna. Hence staff cannot upgrade existing skills to meet market demands.

**Insufficient stipend:**

The stipend of Rs. 200 for day scholars and Rs. 400 for residential students appears to be insufficient, especially because in some cases, the students must compulsorily make other arrangements for stay as the accommodation is not available.

**Faculty compensation:**

It has been found that the salary for the teachers is insufficient. The teachers are unable to meet expenses with this meager salary. Rs. 2000 per month which is not enough to retain the best teachers in the district. They make more money by teaching the students in private schools as opposed to teaching at the Vidyapeeths

**Teaching Learning Materials**

The materials (Eg: Cloth and needles for tailoring) required to teach the students is often inadequate and does not reach the Vidyapeetha on time. The students are forced to bear extra expenses on this account.

**Land at each of the Vidyapeeths under-developed:**

The land on which the Vidyapeeths stand is a great source of revenue but it has not been exploited anywhere. The lands are handed over to private players on a year-by-year contract basis chosen through tender. There is no incentive to invest for the long-term. The lands are usually encroached upon and in some cases, the lands are being gifted away as the Vidyapeeths have not made good use of the land.

**Lack of adequate finances:**

This has been a perennial problem. The government meets the expenditure on salary and some cost of training. The allocation for training is inadequate. There is no allocation for infrastructure improvement or maintenance. With the result, the building and other infrastructure is in poor shape. The income from sale of produce from the lands of the Vidyapeeths has to be remitted to the Government Head of Accounts.

**Conclusions and Recommendations:**

1. There is a reluctance to join Mass courses mainly due to the scant recognition given to training imparted at Vidyapeeths. The training that is aimed at developing knowledge and skills valuable in the economic sphere are important ingredients for economic development. It is necessary for incorporation of job-oriented courses in the curriculum as also to have collaborative linkages with the industry.
2. The status of women is directly connected with their economic position, which in turn depends on opportunities for participation in economic activities. Participation of women in the work force has also been found to be an important element in the adoption of the small family norm, essential for the achievement of the twin goals of economic development and population planning. Thus we feel that establishing Vidyapeeths especially for women was a step in the right direction, but this needs to be followed up with necessary help in the form of loans, equipment for the trained women so that they can make a difference after their training in their respective households.
3. The success of any Mass Education programme depends on factors like demand/employment avenues for the trainees of these

programmes, placement opportunities provided by the Institute and the interaction with user organisations/industry. It is, therefore, necessary to ensure that students after training get employment opportunities or loans easily. For this, the Institutes should lend a helping hand by maintaining close coordination with various organisations/industrial units.

4. *Decentralization of Vidyapeeths:* The financial decentralization provides lot of advantages to Vidyapeeths provided it is backed up by sufficient monitoring measures. The advantages of financial decentralization are as follows:
  - Provides incentives for the administrators to strive for self – sufficiency
  - Goals and objectives of vidyapeetha as well as the administration are aligned, hence, avoids possible principal-agent problem
  - The vidyapeetha can take measure to include courses which are in demand in local community and also could provide sufficient training for its instructors
  - Provides incentives to look for opportunities to market its produce as well maintenance of land and other resources.
5. Stringent auditing and reporting mechanisms should follow financial decentralization. There could be audit done at six monthly intervals and should involve private bodies as well.
6. Selection of instructors should be done on the basis of qualifications for the job. In case no suitable full-time instructor can be found, part time instructors should be given full tenure after a certain period of probation.
7. Accommodation facilities need a complete overhaul. If no such facilities can be provided, then students need to be assisted to find suitable housing and subsidized for travel to and from the Vidyapeetha.
8. The certificate provided by the Vidyapeeths must be given a formal recognition

9. The syllabi should be comprehensive. The 5-month course should be extended and the coverage of subject must be greater. The syllabi in several cases are woefully inadequate and thus the participants in the course are left with skills that are not of immediate use in the market.
10. The local demand must be taken into consideration when teaching a course in a certain district. Courses should be offered based on survey of local requirements.
11. Latest equipment (e.g. new sewing machines for variety of stitching) must be bought, in consultation with industry sources for proper training purposes. Guest sessions and factory visits with local industry workers can be arranged, for hands-on training in current industry practices.
12. There needs to be better supervision of the working at the Vidyapeeths. The possibility of day-to-day running of the Vidyapeeths to be overseen by the local Zilla Panchayats while the overall direction setting done by the Directorate of Mass Education, should be explored
13. The certificate offered by the Vidyapeetha was not recognized even by local public sector banks for loan sanctions. There is an urgent need to address this issue
14. There has to be a serious investment in the lands of the Vidyapeetha. A short-term contract won't solve the problem. Either the contract term has to be longer. Or the government staff has to be put in charge. Once the government staff is put in charge of the agricultural aspect, a fixed time period needs to be set at the end of which their performance should be evaluated. *For example:* Say the principal of the Shimoga Vidyapeetha is put in charge of the lands at the Shimoga Vidyapeetha. At the end of 5 years, a revenue target is set. If he is able to meet the targets, a performance incentive can be handed out.
15. While it is the stated goal of the government to make the Vidyapeeths into centers of learning for the rural masses, the fund allocation for the Vidyapeeths is not adequate which has resulted in dilapidated

infrastructure, outdated courses and ill-trained instructors. To revive the Vidyapeeths and to make them into vibrant institutions, the government needs to revise its policies regarding the financial allocation, primarily on the financial decentralization front.

### Way forward:

The Vidyapeeths were instituted to cater to the requirement of specific beneficiaries. Hence, they need to be nurtured and restored to their past glory. The Vidyapeeths must be given adequate support to generate their own resources by utilizing the land that they have and through various other activities. They should have the autonomy to utilize the income so generated to upgrade their infrastructure facilities, purchase of modern equipment needed for strengthening some of the courses that are being offered, undertake action research/training needs analysis, and the like. At the same time, the Government can put in place a robust supervision and monitoring mechanism to oversee the effective functioning of the Vidyapeeths as well as their financial management through AG audits, etc.

The faculty must be provided adequate and effective training. Incentives may be given to the faculty/staff of Vidyapeeths for contributing towards generation of resources, whereby the government as well as these organizations will derive the benefit. The system of linking up with allied departments/industry must be put in place for strengthening the courses being offered. By linking up with Modular Employable Skills programme of the Ministry of Labour, it can add value to the Certificates given to beneficiaries who complete the courses. To revive the Vidyapeeths and to make them into vibrant institutions, the government needs to revise its policies regarding the financial allocation, primarily on the financial decentralization front.

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# Role and Responsibilities of Village Education Committee Members towards Adult Education Programme

*Dr. Manjeet Paintal  
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## Introduction

Eighty percent of Indians live in villages. It has been documented that villages are far behind in literacy as compared to that of the urban areas. This disparity has persisted over the years. It may be because our educational programmes are not reaching the marginalized population. Moreover, the strategies of educational management followed over the years are failing to attract the learners. Community involvement in educational management is highly desirable. Organizing village or local Education Committees is the dire need of present times. National Policy on Education in 1986 has strongly emphasized the importance of Village Education Committees (VEC) to involve community participation. The 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendments recently have enabled decentralized governance through the elected bodies (Gram Panchayat) at village level. These amendments have empowered Panchayats at the village level to manage social sector infrastructure developments particularly in education and basic health services. Question remains whether our local bodies {village committees} are ready to take over the role and responsibilities of education.

## VECs: Structure and Functions

VECs are organizational arrangements envisaged in facilitating local level mobilization, utilization of resources and effective participation. It will make the planning processes participatory. Plans with more local specific activities can develop the confidence and support of majority of people. This decentralized system, will lead the masses to set their own goals, develop their individual approaches essential for self- sustaining development.

VECs. The can perform these functions as formal participatory institutions. National Literacy Mission (NLM) in its guidelines has recommended that VECs may comprise 8 to 11 members' preferably local

leaders, members of panchayat, active women groups, official representatives of development departments, social workers, freedom fighters, and SC /ST members. The president of the committee may be some senior leader from the village. The secretary of the VEC may be volunteer/prerak of the Centre. It is highly desirable that all sections of the community be represented in VECs. Women in maximum number should be members of VECs because they can be more effective in organizing adult education programmes for large number of rural illiterates of the same sex. NLM has also laid emphasis for enrolling women as members of VECs by saying "A large number of women have been elected as people's representative. If the elected women try to convince the women masses, it will definitely have solid positive impact on Literacy Campaigns". (Sharma, D.D, 1995).

Village Education Committees have a pivotal role in motivating society. They can help in convergence of the development programmes as organizers, supervisors, instructors and opinion mobilizers. The main function of the committee may be to mobilize the community to create awareness about education, to conduct enrolment drives in their area, to utilize locally available resources to meet the requirement of adult education centers; for this due emphasis be laid on the organization of effective VECs in each village. The Zila Shakshrata Samities (ZSS) should take steps to organize VECs in Villages.

### **VECs & Learning Centres for Life Long Learning**

A learning society that wishes to create Life Long Learning for all must devise an educational system. A Continuing Education Center (CEC) under CEP is established for neo-literates who complete functional literacy/post literacy courses under Total Literacy Campaign (TLC) and Post Literacy Programme (PLP). CEP is counted as the third Phase of Literacy.

The district Zila Saksharta Samities (ZSS) is of help in explaining the purpose, financial aspects and management of CECs. Role of VECs is crucial in promoting Learning Centres /CECs and should seek cooperation from other development agencies for organization of field activities. Education For All (in and out of school) is the prime responsibility of VECs. VECs should prepare themselves for taking the cause of education along with other development activities. It is to be ensured that VECs play an active role in selection of Volunteer /Prerak and arrangement of suitable

accommodation for learning centres/ CECs. VECs should understand that they are not simple advisory committees rather they are management committees with an approach, which is participatory. A model literacy Center is the one, where VEC is in the forefront position. VECs should be strengthened to take the task of establishing literacy Centre /CEC.

### **Establishment of Learning Centres /CEC**

At the Total Literacy Campaign stage, learning centres are organized on a principle of one volunteer to ten learners (1:10). At the Post Literacy Programme stage learning centers co-exist as in the Total Literacy Campaign for mopping up/ dropout learners. Along with these centers one Lok Chetna Kander after every 3 to 5 learning centers is to be established for conducting different life skill activities for neo-literates. In the Continuing Education Programme establishment of CEC is essential for the successful Continuing Education leading to Life Long Learning. Ordinarily one CEC should be established for each village to serve a population of 2000 to 2500. In thickly populated areas it may cover more than 2500 persons and in sparsely populated areas the coverage may be less than 2000.

Ideally a literacy centre /CEC may be housed in a School Building, Panchayatghar, Community Centre, Religious Place or any other public building. A Literacy centre /CEC may be established on priority basis in a village where people come forward to support by providing a suitable accommodation and other local resources. However, the interests of the weaker sections of the society may be especially kept in mind. Before establishing a learning centre, the members of the community, VEC, Mahila Mandal, Panchayat functionaries, Youth club and other should be taken into confidence. Complete involvement of Lok Chetna Sabha is to be ensured. NLM has visualized Continuing Education Programme as an extension of PLP in the continuum of Life Long Education. Life Long Learning is essential to create a knowledgeable society. A knowledgeable society must devise a productive system. A very good example is taken from Kotkapura block in Faridkot district of Punjab, where all the Lok Chetna Sabha (VEC) members along with Panchayat members and other important leaders decide not only the place of the centre but also select the Preraks and Volunteers for mopping up residual illiterates.

The present study is planned with a purpose to study the role and responsibility of VECs and their role in monitoring and evaluation of adult education programmes.

## Objectives of the Study

- To study the composition of VECs in terms of Age, Sex, Education and Occupation of the Village Education Committee members.
- To study Management Structure of VEC members.
- To study the Role and Responsibilities of VEC members towards the literacy programmes.
- To study the status of VECs in terms of its Contribution and Organizing Capacity for literacy programmes.
- To suggest Training Activities for VECs for Effective Implementation of the adult education programme

## Methods and Procedure

### *Sample of the study*

The sample of the study was taken from three different areas viz: Chandigarh a Union Territory and two districts of Punjab viz Hoshiarpur and Kapurthala where literacy programme has been going on. Total sample of 121 Village Education Committee members was collected i.e. nine from Kapurthala, 74 from Hoshiarpur and 38 from UT Chandigarh. Support was taken from ZSS and block coordinators of the respective blocks. Sample of VEC members was selected from different nodal centres. Only two Village Education Committee members were taken from each nodal centre. When data was collected Hoshiarpur and Chandigarh were in the Continuing Education stage whereas Kapurthala was implementing Post Literacy Programme.

The investigators personally contacted the VECs members and meeting were held. Status of literacy programmes in the three selected areas is given below:

**Chandigarh** - Six meetings with VEC members of North, South, East and West zones were held in their respective villages. The CEP was launched in 1999 in UT Chandigarh and from that period Village Education Committees has been established. Presently there are 40 Nodal and 360 Continuing Education Centres functioning. Total number of Village Education Committees established in Chandigarh is 36.

**District Kapurthala** –Meetings with members of four blocks was held in Kapurthala. The district has completed Total Literacy Campaign, and was entering the Post Literacy Phase; it was found that Kapurthala had 44 Lok Chetna Committees, which were working as Village Education Committees.

**District Hoshiarpur**- Meetings with members of five blocks were held .The district is in Continuing Education phase and there are about 700 Village Education Committees in a total of 889 villages. The CECs are running since January 2003.

### **Tools Used**

The questionnaire consisted of two parts. First part relates to the background of the VEC members, second part examines the views of VEC members regarding their contribution and towards Adult Literacy Programmes.

### **Findings and Interpretation**

The frequency analyses of the responses from the VEC members show that:

#### **Male dominated VECs**

Majority (two third) of the VECs members were men. The head of the VECs in majority were also male. It shows that most of the VEC's are male dominated and they are the representatives of panchayat and other political bodies. It is suggested that stress should be given to more female members, youth and middle-aged persons as they constitute a sizeable number of the VEC.

They play an important role in organizing VECs at grass root level. The age range for about 41 percent of VEC members was less than 45 years, which means that local youths have a voice in VECs' decision-making and work ethos. It was found that 2/3<sup>rd</sup> of VECs had more than ten members and rest 1/3<sup>rd</sup> VECs had less than ten members. Only 30 percent of VECs had 4 to5 female members.

## **Role & Responsibilities of VECs**

Functionality of the VECs is equally important as its composition. Some of the VECs were doing only a little better in the assigned work. It was found that discussion on adult literacy or other educational issues is carried by only 30 percent of the sample on regular basis.

Only one third of VEC members were aware of their role and responsibility towards adult education programmes i.e. to participate and monitor the activities of adult education. The members facilitate to provide accommodation for conducting the programme. Most of the members were not aware about the available teaching learning material. Maximum respondents (72%) mentioned that no role and responsibilities were assigned to them while they were attending the meetings; only one third said that their role and responsibilities were to motivate the people. Some said that they supported in imparting awareness to the community and in the establishment of centers. They used to give awareness about teaching learning methods, organize environment building programmes like rallies and to conduct meetings with the functionaries of the programme and local community.

## **Regular Review Meetings**

The findings show that the regular review meetings of the VEC were not held. The VECs met once or twice in a year. VEC members prefer to discuss other developmental issues rather than literacy.

## **Problems Encountered**

When enquired about difficulties they faced in smooth conduct of adult education programme; they opined that most of the beneficiaries were not interested to attend the centers. They also revealed that no finances were given to the committee members for organising different types of activities in the centres.

Some of VEC members (26%) expressed that they are ready to motivate illiterates to join Adult Education centers. 32 percent said they would help the beneficiaries in organizing the programmes and 29 percent said they would help in monitoring the centers.

The findings of the study can be summarized that two third of the VECs were nonfunctional. Other one third was functional in the sense that they were performing some type of responsibility towards the programme. This presents dismal picture of Village Education infrastructure. No doubt mobilizing a community for social development is a challenging task. There is a need to identify the social process for such organized activities, which eventually lead to social movement. We are not sure from where the initiation for this process will come. Presently neither the Government is committed nor the society is prepared to initiate the process. There is opportunity for NGOs.

### ***Limitations of the VECs***

By and large VECs seem to be token institutions. It was found from the responses of VEC members that in general they were not aware of their role of monitoring the Adult Education Programmes. Most of the selected members were not interested in education. Networking with ZSS / NGOs and VEC members was missing. There is need to build a rapport of stakeholders responsible for Village Education at all levels of administration. Gupta (2005) has rightly stressed the need for co-coordinated and comprehensive strategy. There is a need of generation of demand from within the community for 'Education For All' in villages and to sustain this demand. ZSS should be reorganized to sensitize VEC members at block level to become socially responsible. VECs be involved in construction of curriculum for adult literacy. Adequate finances are not available for VEC activities.

### **Suggestions for Strengthening VECs.**

It is true that a village cannot achieve self-reliance unless the management and leadership initiatives are coming from within the community. In the present study only one third of VECs are actively involved for the cause for adult education and there remains much, which can certainly be done. It requires throughout the rural areas of Punjab, activation of Panchyats and reorganization of VECs. VECs need to be given more financial powers for these activities. ZSS has a great challenge to face and organize VECs at the desirable level of functioning. The government alone cannot facilitate the whole process. Educating the Panchyats and VECs for their active role should ensure community participation. VECs are neglected to equip with information about the literacy programmes and their role and

responsibilities. Effective training is needed for this. Strong linkages of AE Programmes with the government schemes may help in success of AE Programmes at grassroot level. NGOs's and local leaders be harnessed and groomed for this activity. Continuing Education with teaching skills for livelihood at the core should be systematically planned. Bhola (2005) has rightly suggested that the institutionalization of arrangements for the delivery of adult and Life Long Learning should get due attention in the form of resources allocation, recruitment and selection of leadership, mobilization of learners and training of teachers, and there seems to be good scope to study in detail how to sensitize the local community leaders about education.

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# Women Empowerment through Functional Literacy Training Programme

*Dr. G.L.Gulhane*

## **Abstract**

The main objective of this study was to develop a suitable training module for the mothers on the awareness of infants' nutrition. The functional literacy programme is more effective than simply literacy programme. The training on infant nutrition for mothers proved effectively: Firstly, it brought about desirable change in the food habits. Secondly, it improved the intake of dietary essential by the infants.

## **Introduction**

In India, where population is growing at an enormous rate providing educational opportunities through the existing formal education system has become a difficult task, especially for women. Most of the people including women themselves think that women cannot think of performing any role other than wife and mothers. But since 1990 onwards situation changed.

The present situation positively encourages women to take up administrative positions in educational institutions and in our society. Behind these changes there are different reasons; one of the reasons is improvement in the literacy rate of women as compare to men.

## **Status of Literacy in India 1901-2001**

In India, according to the Census figure, the literacy has now reached 65.38 percent, which includes 54.16 percent females and 75.85 males. The literacy rate of female in Murtizapur block of Akola district, Maharashtra is 72.7%.

**Table - No. 1 Literacy Rate 1901-2001**

Year of Census	Literacy Percentage		
	Female	Male	Total
1901	00.60	09.80	05.40
1911	01.10	10.60	05.90
1921	01.80	12.20	07.20
1931	02.90	15.60	09.50
1941	07.30	24.90	16.10
1951	07.90	24.90	16.70
1961	13.00	34.40	24.00
1971	18.70	39.50	29.50
1981	24.80	46.20	36.20
1991	39.40	63.90	52.10
2001	54.16	75.85	65.38

Source: Census 2001. From the above table, the progress has been made in the field of literacy at all levels.

### **Empowerment of Women**

Empowerment of women is an active, multi-dimensional process, which enables women to realize their potential, identity and power in order to raise their status. Power cannot be transacted but it has to be acquired, sustained and preserved. Women have to become conscious of their opportunities and take leadership and become self-reliant. The first effort on the global level was made in 1975, which was observed as the International Women's year. The State of World Population Report (1994) states very clearly: "Empowering women means extending choices, choices about if and when to marry, choice about education, employment opportunities, controlling the social and physical environment; choice about if and when to get pregnant, and ultimately about family size". Empowerment requires that husbands, family members, and communities help to promote a healthy environment, free from violence, in which women are free to use community services on the basis of equality.

### **Functional Literacy and Women Empowerment**

In the functional literacy programme, literacy is integrated with the occupation of an adult so as to develop his/her skills as a producer. Functional

literacy can help in training the participants with the necessary knowledge and skill so that they can act more efficiently. Adult education through training programme will help to increase the productive capacity of illiterate women through work oriented literacy training.

In keeping with view, the study was undertaken to see the effectiveness of functional literacy training programme in the district Akola of Maharashtra.

### **Objectives of the study**

- I. To study the existing literacy programmes.
- II. To develop a suitable training module and training to the mothers on the awareness of infants nutrition.

### **Hypothesis**

The training on infant nutrition for mothers is more effective.

### **Sample**

A stratified random sampling method was used for selection of sample.

A sample comprised of 100 mothers.

### **Method**

Mothers numbering 100 who attended a voluntary health programme in Murtizapur block of Akola district, Maharashtra were selected for the present study. An instructional package on information education and training on infant nutrition was formulated considering the daily needs and requirements of the beneficiaries. The duration of the programme was sixteen days including follow-up measures like home visits, group activities, and display posters on health and food habits. An evaluation of the special educational programme on infant nutrition was done after the completion of sixteen days.

From the above table it is observed that, most welcome change was found in the mothers. Hence, hypothesis is accepted that the training on infant nutrition for mothers is more effective. Items like leafy vegetables, dal, fruit juice once considered as the wrong food for baby, now become acceptable to them to a large extent.

Table No. 2 Awareness of infant nutrition

SN	Statements	Before Training ( in percent )		After Training ( in percent )	
		Yes	No	Yes	No
01	Chapati is an ideal food than biscuit.	35	65	85	15
02	Fish causes skin problems	70	30	36	64
03	Leafy vegetables induces diarrhoea	98	02	42	58
04	Bottle feeding is not good for kids	10	90	72	28
05	Dal causes indigestion and stomach pain	60	40	20	80
06	Uncooked green vegetable is good for eating	30	70	98	02
07	Eating chicken with curd is not good for health	55	45	95	05
08	Fruit juice is better than drinking water	36	64	85	15
09	Curd is cool food & should not be given to infants after sunset	62	38	12	88
10	Sprouted grains contain more nutrition than cooked grain	55	45	100	00

Note: The facts and figures in the above table are based on field data collected.

## Conclusions

On the basis of the results drawn and discussion with the administrators in the field of adult education department, eminent women officers, the following significant findings are made:

1. The training on infant nutrition for mothers proved effectively: Firstly, it brought about desirable changes in the food habits. Secondly, it improved the intake of dietary essential by the infants.
2. The functional literacy programme is more effective than simply literacy programme.
3. The literacy rate of female in Murtizapur Block is 72.7%.
4. The women become empowered through collective reflection and decision making. The parameters of empowerment are:

- developing ability to think critically
- providing the economic independence
- building a positive self-confidence
- ensuring equal participation in the process of bringing about social change.

### Suggestions

On the basis of above conclusions, the following measures can be taken up for the empowerment of women:

- Family courts accessibly to women members may be set-up, to deal with family problems and disputes, in a conciliatory manner.
- Appropriate technologies may be developed and made available to women.
- Health care programmes should be given high priority.
- There is a need for policy and action oriented research, which ought to have a grass root level component, particularly focusing on women and their economic activities.
- Every effort may be made to make use of local skilled women, giving them training, where ever necessary.

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## **A Study of the Needs and Problems of the Mandal Literacy Organizers**

***Dr. P. Adinarayana Reddy  
J. Thejovathi***

### **Introduction**

Literacy accelerate the pace of socio-economic development of the individual and the country. Keeping this in background, a number of attempts have been made to promote the literacy among the masses and all these efforts could not yield tangible results. However, the Government of India launched the National Literacy Mission to eradicate illiteracy among 100 million illiterates in the age group of 15-35 years.

The success of Ernakulam experimentation of Total Literacy has paved a way for adoption of the strategy of Literacy Campaign approach and launched in all the districts of the country. As on date, more than two thirds of the districts have completed the Total Literacy Campaign phase and half of them have completed the post literacy stage and entered the continuing education stage. In spite of the good results achieved through total literacy programme, still a substantial number of illiterates could not be covered. In order to rope the lift over, non-enrollers, dropouts of the earlier programmes, mopping up of the programme was taken up.

In order to administer the programme, a three tier administrative structure has been created. Mandal Literacy Organizer popularly known as MLO was the middle level administrator plays a key role in successful implementation of the programme by acting as an inter-mediatory agency between district administration and grass root level functionaries viz., the preraks and volunteers.

The Mandal Literacy Organizers were chosen from among the teachers of elementary education and trained in Andragogy so as to enable them to equip to perform the academic and administrative functions of the programme. In other words, the efficiency of the field level functionaries depends on performance of the MLOs in terms of their roles and functions

assigned to them. In view of their important role in behaviour modification and creating awareness among the community through the grassroot level functionaries have to be interacting with various sections of the community. Further, they are responsible for training of the functionaries, survey, monitoring, evaluation, follow-up activities etc., Further, in order to organize the programmes and to discharge their functions, they should be constantly in touch with various sections of population with different backgrounds in seeking their co-operation. In this process, they have been encountered with a number of needs and problems.

The successful functioning of the MLOs not only depending upon the level of their competency in satisfying their professional needs but also in over coming their problems encountered while discharging their functions. In order to improve their performance, there is a need to equip them with pre-service and in-service training programme with the skills and competencies to over come the anticipated problems and sources of need fulfillment. Further, these should be integral part of the training curriculum and strategy. The knowledge of the needs and problems of the MLOs will help the programme planners and administrators to restructure the existing training curricula at various levels to equip them to perform their tasks effectively. This will go a long way in bringing qualitative changes in the future implementation of the programme through various interventions.

Keeping in view of the above, an attempt has been made in this study to identify the needs and problems of the MLOs. To be specific, the objectives of the study are as follows:

### **Objectives**

1. To identify the needs of the Mandal Literacy Organizers
2. To identify the problems of the Mandal Literacy Organizers.
3. To classify the needs and problems of MLOs as personal and programme point of view.

### **Locale and sample of the study**

The study was conducted in Chittoor District of Andhra Pradesh. The district has three revenue divisions and 66 mandals. From programme point of view, each mandal is headed by a Mandal Literacy Organizer. Hence, the universe of the study constitutes all the 66 MLOs. However, out of 66 MLOs

only 59 of them have responded to the study. Hence, the locale of the study is Chittoor district and sample constitutes 59 MLOs.

### **Research Tool**

Keeping in view of the objectives of the study, a devise is required to generate the needs and problems of the MLOs. The investigators have developed and adopted a simple unstructured schedule consisting of three sections. The section one was designed to elicit the personal background of the sample. The section two and three were designed with single item to elicit the needs and problems of the MLOs respectively.

### **Collection of data**

The schedule thus designed was administered to the MLOs in one of their regular review meeting. The investigators after securing the permission from the Deputy Director of Adult Education have explained the objectives of the study to the MLOs and the way in which they should respond to the schedule. Further all the MLOs were requested to identify not more than three needs and problems. All the MLOs who have attended the meeting have filled the schedule.

### **Analysis of the data**

The schedule thus administered was collected and the data was pooled. The responses of the MLOs for the items needs and problems, the responses of the MLOs were pooled in verbatim. Further, the needs and problems of the MLOs were classified under personal and programme point of view. The item-wise frequencies and percentages were calculated and interpreted accordingly. The analyzed information was tabulated and presented below.

### **Findings of the study**

The findings of the study was presented in two section viz., the needs of MLOs and problems of the MLOs. The needs and problems of the MLOs which were posted in verbatim was also classified under personal and programme heads.

## Section – I Needs of the Mandal Literacy Organizer

The mandal literacy organizer who is responsible for the program at mandal level is expected to oversee the programme, monitor the programme, interact with the field level functionaries and solve the problems of the grass root level workers to improve the performance of the programme.

The response pattern of the MLOs shows that out of 59 MLOs, 22 of them have not identified any specific need. and only 37 of them have responded to the needs. In other words, 37.28 percent of the MLOs does not have any needs. The needs of the MLOs were classified under personal and programme needs. The classification of the needs have yielded three personal and five programme needs.

### Personal needs

The pattern of the personal needs of the MLOs shows that the needs are found to be associated with the work that they were involved. The regular payment of travel and dearness allowances was identified as one priority needs as they were expected to undertake regular travel with in mandal for monitoring of the programme, visit the district head quarters for attending regular review meetings and training programmes. It is understood that payment of the TA and DA is long pending. Nodoubt, only ten of them have identified the needs but found to be common need in case of all the MLOs.

**Table – 1**  
**Personal needs of the mandal literacy organizers**

S. No.	Needs of the MLOs	F	Percentage
1	TA and DA	10	16.94
2	Provision of two wheeler	2	3.38
3	Additional incentives	1	1.69

Further, the MLOs are expected to tour the mandal regularly to over see the functioning of adult literacy centres and the Continuing Education Centres. Many villages of the mandal does not have road connectivity. Hence, the MLOs are forced to follow the foot path either by walk or by two wheeler. Probable this has motivated the MLOs to seek the two wheeler for effective coverage and supervision.

In addition, it was also felt that the MLOs work involves intensive extension work need to be compensated with additional increments. The personal needs of the MLOs were found to be genuine and need to be redressed.

### Programme Needs

The programme needs identified by the Mandal Literacy Organizers were presented in the following table.

**Table.2**  
**Programme needs of the MLOs**

S. No.	Programme Needs of the MLOs	F	Percentage
1	Need separate infrastructure	6	10.16
2	Own building	6	10.16
3	Co-operation from other departments	5	8.47
4	Regular salaries to the preraks	5	8.47
5	Conduce environment	2	3.38

The programme needs of the Mandal Literacy Organizers shows that they should be provided with suitable infrastructure and separate building on par with other programme functionaries. It is true that the Mandal Literacy Organizers does not have separate accommodation and even adequate furniture and they were considered as part of the MDOs office. Hence, they are requesting for the separate identity.

In addition, they seek good co-operation from other department, conducive environment and regular salaries for their preraks for effective organization of the continuing education programme.

### SECTION II - Problems of the Mandal Literacy Organizers

MLO being a key functionary at mandal level is expected to interact with different sections of the society expected to encounter problems in discharging his duties in implementation of the literacy programme in collaboration with the literacy functionaries, target and community. The problems identified were classified as job related and Programme related problems. The classification has yielded 6 job related problems and 7 programme related problems.

## Job Related Problems of Mandal Literacy Organisers

The mandal literacy organiser is a key functionary at mandal level in formulation and implementation of the literacy programme. He is responsible for creation of conducive environment, survey of illiterates, identification of gross root level functionaries, training, elicit the participation of the community, monitor the programme, evaluation, follow-up of the programme, assist the functionaries in solving the field problems, acts as a link between the field staff and administration etc. In view of the multiple roles to be played the MLOs come across various groups of people and is likely to face a number of problems. The problems that have been identified by the MLOs were presented in the following table.

**Table -3**  
**Job related problems of the Mandal Literacy Organisers**

S.No.	Job related problems	F	%
1	CEC Building	8	13.55
2.	Sufficient staff for CEC	5	8.47
3.	Lack of funds CEC	3	5.08
4.	Political interference	3	5.08
5.	No job security	2	3.38
6.	Regular visits	2	3.38

The prominent job related problems of the Mandal Literacy Organizers includes lack of CEC building facilities, sufficient staff, lack of regular funds for CEC, political interference, no job security and regular visits to CEC are found to be the important job related problems of the Mandal Literacy Organizers

It is true that majority of the Continuing Education Centres does not have adequate physical facilities such as separate building, seating facilities. Further, the centres were located mostly in preraak's house, learner's house and rarely in the public buildings like schools, panchayat buildings, temple premises etc.

As a result, the community was not able to visit the centres as and when they require. Further, in terms of adequacy, the size of rooms are found to be very small and not adequate. Added to this, there is no seating arrangements and no space to hang the charts and posters and inadequate lighting etc.,

The MLOs were also faced the problems of inadequate volunteers and continuation of the preraks. The initial enthusiasm of volunteers will be evaporated quickly and majority of the people who were involved in teaching literacy started demanding returns to their service. In case of preraks, due to lack of regular payment of honorarium, they were either refus to work or not showing adequate attention for the centre activities. Further, due to lack of continuous payment for paper and magazines, these are discontinued. As a result, the motivation and participation of community in the continuing education centres activities were also decreasing .

The political interferences in selection of location of the centres, selection of prerak, borrowing and return of the books, Charcha mandal activities and organizing sports and games are becoming obstacles for the functionaries in discharging their functions and to organize the literacy related activities.

As the programme is time bound, the functionaries are appointed under adhock basis and payment of salaries are also not regular which is also affecting the motivation of the preraks .

One of the important functions of the MLO is to monitor and supervise the literacy and Continuing Education Centres. In the process, he is expected to visit all the centres regularly and to help the functionaries to overcome the operational problems of the programme. Majority of the MLOs have expressed that regular visits to the centres is problem for them due to lack of adequate TA and DA and lack of transportation facility to the remote villages.

The major personal problems faced by the MLOs in discharging their duties are inadequate building provision, rapid turn over of the field functionaries, irregular flow of funds to the CE Centres, political interference, evaporation spirit of voluntarism and regular visit to the programme centres.

### **Programme related functions**

The success of any education programme depends on the conducive environment and the co-operation received from societal agencies and line departments. In case of functionaries, the major problems faced by the MLOs are found to be lack of co-operation from the community, other developmental departments, Mandal Development Offices, media, participants due to ill health, age and heavy seasonal work etc. It denotes

that the programme administrators could not retain the tempo generated during the initial stages of the programme in terms of participation and support extended by the other departments in the programme.

In addition, the MLOs have also identified the problems like payment of regular honorarium to the preraks, discontinuation of the supply of news papers, other periodicals, adverse propagation in media, inadequate supply of primers and stationery as major programme problems.

**Table-4**  
**Programme related problems of the MLOs**

S. No	Items	F	%
1.	Honorarium to preraks	13	22.08
2.	Regular salaries	10	16.94
3.	Mandals, district level, officials cooperation	7	11.86
4.	Lack of News paper	6	10.16
5.	Financial problems	5	8.47
6.	Periodicals	4	6.77
7.	Lack of Official cooperation	3	5.08
8.	No supply of stationery	3	5.08
9.	No supply of primers	3	5.08
10.	Problem with press	1	1.69

The major programme problems identified by the MLOs relating to the lack of co-operation from various sections of the population, developmental departments and media. In addition, due to inadequate supply of primers, stationery, discontinuation of newspapers and periodicals are found to be hampering the programme.

## Conclusions

The needs and problems of the MLOs are mostly found to be programme related. The performance of the functionaries depends on the need satisfaction. Hence, the programme administrators should take immediate steps to provide regular TA/DA to the MLOs and honorarium to the preraks. The District Collector should take steps to ensure the cordial co-operation of all the departments to the literacy programme. Further, steps should be

taken to permit the CE Centres to utilize Government buildings. The restoration of newspaper and magazine supply, timely supply of primers and incentives / awards to the sincere functionaries will go a long way in successful promotion of literacy drives.

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I, Dr. Madan Singh, hereby declare that the particulars given above are true to the best of my knowledge and belief.

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# The effect of Age factor upon the empowerment status of rural women in uttarakhand

*Dr. Vijaya R Dhoundiyal*  
*Dr. Anita Joshi*

Gender equality is necessary for the development of country but still in rural areas we can see the ill status of the women. Government has launched so many program's for women empowerment to get the aim of gender equality. Empowerment of the women not only effects upon the family but it also effects the social, economic and political issues of women.

The term empowerment is not easy to define. According to paz (1990)"It is the ability to direct and control one's life." In report of the 1991 seminar on the integration of women in development empowerment is defined as a "process in which women gain control over their own lives of knowing and claiming their rights at all level of society at the international local and household levels.(Depth-news,1992).

In rural areas women have to face cultural boundations, family boundations and they have very few and slow resources of information while women in urban areas get latest and worldwide information within a second. So the definition of Empowerment is not similar in different region and different context. According to Shetty (1992), empowerment can be defined only within the local Social, Cultural, economic, political and historical context.

In Uttarakhand NGOs are helping the government in development programs. women's participation is must for the success of such programmes.But it is to be observed that having business in household works women could not participate in programmes beneficial for them.

According to stromquist ( 2003) empowerment can not be developed among "benefeciaries" of programmes but only by participants. Beside business age factor also plays an important role in empowerment of women. National literacy mission has decided 15-35 years age for Adult Education. The present study is conducted to analyses data obtained from Villages of

Kumaon region in Uttarakhand to explore the effect of age level of women upon the level of empowerment.

### **Objective of the study**

The study is structured to find out whether the age factor effects the empowerment status of the women living in rural areas.

### **Hypothesis**

Following null hypothesis was proposed to be tested through the study.

There is no significant difference in health awareness, the use of media and political awareness among the women of different age group.

### **Method**

The method used for the study was descriptive survey research method. The population was the women residing in rural areas of Nainital district of Kumaon region in Uttarakhand. Three hundred women belonging to age group of 15 to 35 years were selected randomly from 18 villages.

Women Empowerment Questionnaires, which measures empowerment in different dimensions, like health awareness, political awareness and use of media, constructed by Dhoundiyal (2000) used to collect data. Scores obtained by the three groups of women were compared with the help of 'F' test-

### **Finding and conclusion-**

Findings obtained through data analysis are presented in table -1.

It may be observed from Table-1 that there is significant difference among the women of different age group. The awareness level is higher among the women of group 'I' than the women of group 'II' and 'III'. It shows that in present women are being aware about the health. The women between the age group of 15-23 are generally unmarried or living in the first step of married life.

The awareness of this age group shows

**TABLE-I**  
**Comparison of different age groups of women on**  
**different dimensions of empowerment**

S. No.	Dependent Variable	Group compared*	N	Mean	S.D	F Value (Sig at 0.05 level)	Direction of Sig differences
1	2	3	4	5	6	7	8
1	Health Awareness	Group I GroupII GroupIII	82(27.31)116(38.7) 102(34.0)	73.43 73.13 71.36	5.01 3.96 4.61	6.08 (Sig)	1>2 2>3 1>3
2	Use of Media	Group I GroupII GroupIII	82(27.31)116(38.7) 102(34.0)	2.87 2.27 2.00	1.16 1.15 1.13	13.35 (sig)	1>2 2>3 1>3
3	Political Awareness	Group I GroupII GroupIII	82(27.31)116(38.7) 102(34.0)	52.88 52.34 51.23	4.42 4.50 4.49	3.33 ( sig)	1>2 2>3 1>3

*Group II-Average age group (24-33years)*

*Group III-Above age group (34-35years)*

positiveness for making the healthy structure of society (Joshi,1992; Bisht,1993; Roopa,1995; Chandra, 1996; Agrwal,2003).

Against this the women belonging to group 'III'(34-35) are feeling boredom due to workload and the aim their life is only to look after the family. They have no time for themselves (Gairola,2004, Dhodiyal,2004).In rural areas joint families are available and women's have to give up their desires for the fulfillment of family requirements. Generally the marriage age of woman is 18-22 in hill areas of Kumaon.

The important factor of empowerment is the use of media resources. It is to be seen that the women belonging to the group 'I' uses the media resources much more than group 'II' and III (mean-1.16,1.15).Programmes

presented by media are helpful in personality development. Research findings are also available that the women of low age group uses more media resources(Pande,1986).

Table 'I' also indicates the significant difference (at 0.05- level)within the different age group of women (F value-3.33) in reference of political awareness. The mean of group 'I'(52.88) is higher than the means of group 'II' (52.33). The mean value of group-III is lowest (51.23).

The finding shows that women are stepping in political areas with great zeal. 73rd and 74<sup>th</sup> amendments have given better options to women for empowering themselves. But the highest awareness level of group 'I' shows that the empowerment level becomes lower as the level of the age grows up.

Findings obtained from the analysis presented in table -1 tend to suggest that NGOs working in hilly areas of Uttarakhand should have motivational programmes for women to overcome the effect of age. Before introducing any beneficial programme these motivational programmes will be helpful for women to make them ready to participate in these programmes without any hesitation and make sure the utilization of their capacity. The motivational conditions provided by NGOs will not only improve the empowerment status of the target group but also improve the status of the aged women.

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# Global Positioning System Application in Rural India

*Prof. Col. S. S. Ahluwalia*

## **Abstract**

Our country's vision to become a leading developed country in the world by 2020 is possible only if Rural India grows at a rapid pace using available advanced technologies. Global Positioning System technology can be used effectively in various facet of rural life to achieve rapid growth. GPS provides great accuracy and flexibility in navigation, surveying and when integrated with Global Information System (GIS) for data capturing, wireless communication and telemetric at site, it can provide a very effective tool.

Central and State governments are providing huge funds for the upliftment of rural sector and for improvement in the life of our farmers. These resources hardly reach rural areas and farmers. It is not possible to monitor the distribution system effectively and to utilize these resources efficiently. Some important aspects of rural India, which are essential for growth of rural sector, are highlighted here.

This paper suggests the design and implementation of a simple instrument using GPS technology integrated with wireless, data logging and telemetric, for monitoring and efficient utilization of resources in rural areas for rapid developments.

## **1. Introduction**

### **1.1 Technical Details of GPS.**

Global positioning is the determination of location of any stationary or moving object. The position can be determined by well-defined coordinate system (3 coordinate values) or in relation to another point taking one point as origin of a local coordinate system. The high precision of GPS carrier phase measurement together with appropriate adjustment algorithms, provide an adequate tool for a variety of tasks for surveying and mapping.

Applications, such as cadastral mapping, needing a high degree of accuracy also can be carried out using high-grade GPS receivers. Continuous kinematic techniques can be used for topographic surveys and accurate linear mapping.

### **1.2 Components of Global positioning System**

- a. **Satellite constellation (Space Segment):** The satellite constellation contains satellite and orbit that provides signal and data messages to the user ground control equipment.
- b. **Ground control (Control Segment):** The ground control system serves as an uplink, installation capable of transmitting data to the satellite includes new ephemerides (satellite position as a function of time) and clock corrections. The control segment undertakes constant monitoring and maintaining of GPS satellite.
- c. **GPS receiver (User Segment):** The GPS receiver decides the timing signals from the visible satellite (more than 3) and computes its distance from the satellite; finds its own latitude, longitude, elevation and time. A typical GPS receiver is composed of an antenna, an amplifier, radio signal microprocessor, control and display device and data recording unit. GPS receivers have been miniaturized to just a few integrated circuits and so are becoming very economical. While highly accurate, portable (hand-held) receivers are already available, current speculation envisions inexpensive and equally accurate 'wristwatch locators' and navigational guidance systems for automobiles. However, there is one future trend that will be very relevant to the GIS user community, namely, community base stations and regional receive networks, as GPS management and technological innovations that will make GPS surveying easier and more accurate. And that makes the technology accessible to virtually everyone. The ability to determine the receiver's absolute location allows GPS receivers to perform as a surveying tool or as an aid to navigation. These days GPS is finding its way into cars, boats, planes, construction equipment, movie making gear, farm machinery, land survey, even laptop computers, telephone etc.

The significant aspect of Global Positioning System is that the positioning system is available at any position worldwide at all times. It can be used as an effective tool to overall utility of technology. Using Differential Global Positioning System (DGPS) Method accurate and timely mapping of almost

anything can be carried out. Kinematic technology can be used for topographic survey and accurate linear mapping. It is also possible to integrate GPS positioning into remote sensing methods such as photogrammetric, aerial scanning, magnetometer and video technology.

When combined with technologies such as, wireless communications, GIS, and Internet, GPS technology helps to provide a cost-effective tracking and service solutions for various applications.

In recent years there has been a growing interest in experimenting with new approaches for household activity/travel surveys. These experiments can be divided into two general approaches.

- a. The first involves the application of new technologies, such as GPS and handheld computers, to obtain high-resolution personal travel data. Such data has promise to advance existing travel models and may even assist in a paradigm shift for travel forecasting.
- b. These data, however, are outcomes of the decision process, often termed activity scheduling, that determines when, where, with whom, and for how long to engage in various activities.

## **2. Application of Global positioning System**

Global Position System (GPS) is a recently acquired technology, which is rapidly finding its application in all spheres of life. The main application of GPS which have been successfully tested and utilized in advanced countries like USA, France, UK, Russia, Germany, Switzerland are determining location, accurate navigation, tracking and monitoring of movements, mapping and movement of autopilot aircrafts and surveillance system with accurate timing. In advance countries it is successfully used in important applications like defense, communications, transportation systems and medical electronics. In our country very little has been done so for its utilization.

GPS applications can be successfully employed in rural development, communications and defense uses in our country.

GPS technology has matured into a resource that goes far beyond its original design goals. These days' people from a plethora of professions are

using GPS in ways that make their work more productive, safer, and sometimes even easier.

There are four main applications of GPS today:

- a. Location- *determining a basic position,*
- b. Navigation - *getting from one location to another,*
- c. Tracking - *monitoring the movement of people and things,*
- d. Mapping- *creating maps,*

It is also possible to integrate GPS positioning into remote-sensing methods such as photogrammetry, aerial scanning, magnetometry and video technology. Using DGPS or kinematic techniques, depending upon the accuracy required, real time or post-processing will provide positions for the sensor which can be projected to the ground, instead of having ground control projected to an image.

GPS are becoming very effective tools for GIS data capture. The GIS user community benefits from the use of GPS for capturing location related data in various GIS applications. The GPS can easily be linked to a laptop computer in the field, and with appropriate software, users can also have all their data on a common base with very little distortion. Thus GPS can help in several aspects of construction of accurate and timely GIS databases.

## 2.1 Land Survey

The enhanced survey application extends the basic survey to include additional logs of respondent activity during the data collection process. For instance, log data might be the results of questions asked by the surveyor about the purpose, characteristics, expectations, etc. of a trip before or after it is made. A prototype solution extends the data collection device designed for the basic survey by connecting a user interface for gathering the additional information. Parameters for this application include:

- a. The data collection device is isolated from the survey participants as with the basic survey except for the user interface for survey data collection.
- b. The user interface must be sufficiently compact so as not to interfere with the surveyor work.

- c. It is likely that some survey respondents will not have extensive experience using computing devices, thus, the input device for survey data collection must be implemented on a platform that allows user-friendly interfaces. Because the equipment was intended to fill multiple data collection roles with significantly different requirements, versatility was a primary design goal. The data collection system therefore employed a modular design to ensure such flexibility.

## **2.2 Education Sector**

It is a well-known fact that village schools function on paper only. Only a limited teaching staff reaches the school. The systematic curriculum to impart teaching does not exist. Students are also enrolled here only on paper. With the help of a simple monitoring system suggested above all these - the attendance of teachers, students and syllabus covered can be easily monitored. All the data recorded can be sent to the base center using wireless communication.

For this teachers and students are required to just press a button, which will record their presence with the thumb impression. Database of students and teachers thumb can be stored in monitoring system. The lesson plan according to the syllabus can be recorded and teachers can key in the coverage to lesson of the day. Date and location provided by GPS can be transmitted to Monitoring base through integrated system using wireless communication. The data gathered and transmitted thus can be analyzed by simple software at base stations.

## **2.3 Medical Sector**

In the country most of the villages still lack adequate medical facilities. Doctors are not keen to serve in villages; those who are nominated / forced to serve in rural areas hardly go there. It's a difficult task to monitor medical facilities earmarked by the government for rural sector. A GPS enable instrument can effectively monitor the visit of doctors, health workers, medical vans and medicines. Web cameras can be used to record the session of doctors with patients. The history of patient health can be recorded by the doctors using GPS enabled instrument and then can be easily transferred to base hospital of the area. Simple software using AI can analyze the data and suggest expert diagnosis, treatment and surgery etc as and when required.

## 1.4 Procurement and distribution.

Most of the farmers are ignorant about the facilities provided by Government for distribution of seed and fertilizer. They are also ignorant about market of their product and their respective price. Middlemen use to exploit this ignorance of farmers. The complete information about procurement and product market can be made available to the farmers at the site.

## 2. Design of GPS instrument.

A simple GPS instrument can be designed using GPS capabilities to provide solution to above activities containing following modules:

- a. A global positioning system module (GPS)
- b. A data collection unit with telemetric box: Data collection unit with telemetric attachment can record relevant information about site, time and activities.
- c. A communications module (COMM): The COMM unit is handled as a communications device implementing a TCP/IP stack — in other words, it is not much different at the applications level from a modem connected to the Internet. Sending data to a base station unit (BSU) is accomplished by writing data to a data socket connected to the BSU. Receiving incoming instructions from the BSU is accomplished by listening to an open socket. In practice, accessing data from the unit is accomplished through the usual programs such as FTP, telnet, or through a web browser (or by reading the flash RAM directly). On Linux operating system along with standard CDPD modems, the BSU module effectively works like any computer connected to the Internet. In practice, the role of BSU is filled by a dedicated server to ensure the integrity and security of the collected data
- d. A user interface module (UI): Data entry for activities taking place can be done with the help of this model. The format for inputting the information can be designed and data entered can be transferred with the help of communication model to the base station for monitoring and corrective applications.

- e. A base station unit (BSU): A simple AI software to analyze the data and generate useful information can be easily developed and used by base station for monitoring of all the activities taking place at varies sites.

### 3. Conclusion

In order to chalk out proper development plan for rural sector government needs various critical information (spatial and non-spatial) in the form of maps of the villages and agricultural area along with socio economic data like development in education, medical care, community hygiene, economic conditions of farmers etc. But this data/information is scarcely available. Global Position System technology can be used to design a simple, cost effective and efficient instrument to monitor these activities and provide accurate and timely information at all level for proper governance.

# Adult Education in People's Republic of China

*R. K. Pratap*

People's Republic of China came into existence in 1949, when a Communist Government came into power with Chairman Mao as the head. It was a terrific situation then. Only 20 percent of school-age children were getting the benefit of school education, and 80 percent of the adult population was illiterate. It was necessary to make policies and implement them so as to make a literate China. An all-round effort was made and the problem was tackled at every level of education - Primary, Secondary and Higher, in urban and rural areas, in academic and technical domains and the result had been exemplary. According to 'China 2004', the national enrolment in primary education had gone up to 95.58 percent, and the illiteracy among the young and middle-aged population had decreased to less than 5 percent.<sup>1</sup>

Adult Education in China was previously known as education for workers and peasants or spare time education. Later it was officially called Adult Education.

## **Common Guiding Principles**

In 1949, the "Common Guiding Principles" the so called "Provisional Constitution" formulated by the First Session of Chinese People's Consultative Conference put it as follows:

"Spare-time education for working people and training in-service cadres should be strengthened." The State Council, then called the Council of Government Affairs, issued an instruction that regarded education for workers and peasants as an imperative task in the country's educational work. In order to tackle the serious situation in which illiterate people accounted for 80 per cent of the population, the Central People's Government issued a call for "developing literacy education and gradually the number of illiterates." The 1950 directive laid down that spare time education should be organised by the Government department, and by the trade unions. At the central level it envisaged a National Committee on Spare Time Education for workers

For solving the problem of the paucity of required number of teachers with quality education, that was one of the foremost problems faced by Spare-time education programme then, the directive called the organizers to mobilize all literate staff members, workers and members of their families. The directive also stressed that "teaching illiterates" was a glorious task and duty. It was a non-remunerative or a quasi-remunerative work, but there were material awards and honourable mentions for the outstanding teachers. 'Political education' was to be taught by leading comrades of the factories or teachers of political subjects of secondary schools. Finally the directive said that, "all technical personnel in the factories and enterprises shall be mobilized to take up the glorious task of training technical workers for the country and to volunteer to be teachers."

### **New China's Adult Education**

The period between 1949 and 1956 saw the take-off and development of New China's adult education. According to Harper (1964), quoted by Price (1979)<sup>4</sup>, such measures had led to the establishment of a teaching force of about 430,000 people, in the beginning of 1960 decade, about 60,000 of these were professional teachers transferred from regular full-time schools to work wholly in the Spare-time education system. The 1950 directive also contemplated, besides literacy classes and political education, a system of both technical and general education. General education classes were to be organised at two levels - intermediate and advanced, the former to correspond to classes 5 and 6 of the primary school, and the later to correspond to secondary classes. The duration suggested tentatively was of 2 years for the intermediate level and 5 years for the advanced. Time-allocations for technical and primary classes were 'twice a week' and for the political education classes 'thrice a week'; each class was to be conducted at least for 90 minutes. There was exemption from meetings or overtime-work for students on study-days, but it was not followed in practice.

Teaching materials for the students were of the same standard but slightly condensed. Local teachers were given responsibility of drafting technical and supplementary materials, but afterwards it was to be approved by the local Spare-time Education Committee.

The Ministry of Machine Industry, in 1955, issued directives on the establishment and running of technical education at the secondary and higher education level. Specialist courses for training technicians were to be either

and staff members, set up by the Ministry of Education, the All China Federation of Trade Unions (ACFTU), the Ministry of Labour and other bodies. At the local level similar committees were set up with an Education Department representative as Chairman and a trade unionist as Vice-Chairman. The main concerns at the central level were "policy, planning, curricula, expenditure and rules", while the local committees tackled the implementation and local problems. Trade union organizations carried out details of the organizational programmes within the factories, mines and offices. The management, besides supplying facilities to the running of the classes, took over technical and cultural studies, while trade unions concentrated on political education.<sup>2</sup>

It was in 1958, that the CCCPC (Central Committee of Communist Party of China) and the State Council delegated the control of Workers' Education to the party committees of each enterprise. Therefore, the control of technical studies went to the trade unions. According to Harper (1964), quoted by Price (1979)<sup>3</sup>, a party committee, with a much wider spectrum of interests had a greater ultimate stake in education of the working class, and this movement was therefore probably, in the right direction for the development of education. Harper also drew attention to the overlapping of Party and Trade union responsibilities and membership and concluded that "most of the work done in the plants" educational programmes, other than the actual teaching of cultural and technical classes was being performed by trade union cadres. Then the CCCPC and the State Council issued a notice regarding the powers and composition of the Spare-time Education Committee. The Committee included the officials of education, culture, science, economics and military affairs departments as well as the representatives of trade unions, the Young Communist League, the Women's organizations and similar bodies.

The 1950 directive stated that the funding for the Spare-time Committee had to come from the cultural and educational fund of trade unions contributed by the factory or the enterprise where the programme was being run. If there was a deficit, it has to be made up by subsidy from the local government's education fund. Initially the subsidy was 60 percent and then in 1956 it was raised to 75 percent and then again was reduced to 50 percent in 1957. The 1950 directive clearly stated that the amount would only be used for the payment of teachers' wages, allowances, prizes, subsidies for the purchase of books and small sundry purchases.

a 5 year course of 12 hours per week, or a 6 year course of 9 hours per week.

In 1957, the Ministry of Higher Education issued a directive on the revision of curriculum in Spare-time higher education institutes, emphasizing the general and technical subjects; the special subjects were to be studied, it was directed, in the last two years of the course. Foreign language was not to be studied by technology students; they were also exempted from military training. But political education was compulsory for all. The total number of hours for the complete 6 year course (3 hours classes on 3 days per week 38-40 weeks) was 2,160, the duration of vacation being 8-11 weeks per year and 4 weeks were set for examinations. Workers got 4 hours leave per week for their home work and 2 weeks a term for the examinations. They could apply for entry to any term of the academic year.

Certificate for those who completed the courses were also awarded and were equivalent to those given by regular schools.

### **Problems encountered**

At a National Work Conference on Spare-time Education for Industrial Workers held by the Ministries of Education and Higher Education and ACFTU in December 1955, Yang-xiu feng, the Minister of Higher Education criticized the implementation of the Spare-time Education Programme on its being too slow, not giving workers enough time for study, lack of qualified teachers, lack of sufficient funds, and the low level of students' qualifications. The conference criticized the 'rightist conservative ideas' of many of the cadres, the local officials' lack of involvement with the programme as they were too busy with regular schools and Party cadres showing apathy towards the programme since they were busy with immediate production.

The statistics about the student participating in the programme was not very exact. Harper's data, as quoted by Price<sup>5</sup>, shows that while in 1949, the number of workers participating in Spare-time Education Programme was 2,76,432, it increased to 7,64,194 (1950), 2,026,381 (1951), 2,344,272 (1952), 2,587,967 (1953), 3,050,000 (1954), 10,000,000 (1957), 13,000,000 (1959), 19,000,000 (Feb. 1960) and 25,000,000 (Aug. 1960); the figures speak volumes for the tremendous effort and energy put into the programme by the Government and Party cadres at every level.

Abe (1961)<sup>6</sup> gave the data in a categorized form. Though his figures do not tally with those given by Harper, he had supplied figures for Higher, Semi-professional, Secondary, Primary levels and for graduate from Literacy classes. Abe based his figures, from 1949 to 1958 on the Data provided by a Chinese Government publication - Great Progress in 10 Years- Statistics Concerning Economic and Cultural Construction in the People's Republic of China, Peking: State Statistical Bureau, 1959, P. 176.

Figures for 1960 were taken from the Report of the Minister of Education to the National People's Congress in April 1960.

#### Number of Spare-Time Students (in thousands)

Year	Higher	Semi-Professional	Secondary	Primary	Graduates from Literacy Classes
1949	0.1	0.1			657
1950	0.4	0.1			1372
1951	1.6	0.3			1375
1952	4.1	0.7	249	1375	656
1953	9.7	1.1	404	1523	2954
1954	13.2	186.0	760	2088	2637
1955	15.9	185.0	1167	4538	3678
1956	63.8	563.0	2236	5195	7434
1957	75.9	588.0	2714	6267	7208
1958	150.0		5000	26000	40000
1960	160.0		5000	8500	4600*

\*Number of Students not Graduates

It is obvious that the programme run on such a grand scale would have shortcomings as well as results. The mining industry of China operated 349 schools, and in 1955 had 1,40,000 workers on their roles. Harbin United Meat Processing Plant began its Spare-Time Education Programme in 1948, and in October 1959 the enrolment reached 98 percent. In 1960, 80 percent of the workers completed graduation.

#### Technical College

A joint venture about the programme was the setting up of a technical college by the Peking Electric Tube Factory, the North China Radio Factory

and Peking Telephone Factory in 1960. 700 students, peasants and workers got enrolled. The college provided specialized courses in telegraphy, manufacturing of radios and parts, electrical equipment machines and semi-conductors. There were numerous such examples.

Correspondence course too played a very important role in carrying out Spare-Time Education. There had been courses before, but after 1949, when the financial support began coming, the People's University in Peking, Jilin Teacher's Training Institute, and by 1956, a number of colleges in Peking, Shanghai, Chang-chun, Shenyang, and Wuhan and in other cities, were running courses. In 1963, when the Ministry of Education began giving special grants for the correspondence courses, and students were to pay reduced amounts for books and tuition, there was a great increase.

The correspondence education was provided at three levels. At the highest level, there were 4 to 6-years courses in mining, engineering, Chinese literature, and history. The second-level comprised 2 to 3-years courses in such subjects as Mathematics and Meteorology. Below this level, there were a number of limited courses in accounting, the cultivation of special crops, or the study of a particular period of history which ranged from a few months to a year in duration. The main segment of Spare-Time Education Programme, which affected millions of illiterate men and women of China, was the Literacy Campaign. There were literate people in the cities but the rural folks were almost illiterate. The first directive of the new government to deal with the problem was that, of June 1950, on Spare-Time Education for workers. The campaign, after the elementary political education programme, was carried out among the workers and staff members for a certain period, because, it was thought necessary for the orientation of the people towards the literacy programmes. Classes were voluntary and the aim was to teach all illiterate workers about 1000 characters of Chinese script within 3 to 5 years, to enable them to read simple publications.

### **Mao's Revolutionary Idea**

But the boost to literacy campaigns for village people came after 1956, when the Chinese communist Party and the State council issued a directive to eradicate 'word blindness in 5 to 7 years'. The aim set by the new directive was to enable the peasants to read about 1500 and workers to read about 2000 characters, the characters were chosen according to the particular group. For that, Mao insisted that text books should be written and compiled

by local people and approved by local education authorities. This step was necessary because the communist administration wished the peasants to make their own cooperatives and run it, and that required the ability to read and follow the instructions.

However, affected by the 10-years internal disturbances known as "Cultural Revolution", adult education could not be normally conducted from 1966 to 1976. Since 1979, when China entered a phase of modern construction, adult education was restored easily and developed vigorously. In 1987, the Chinese Government officially recognised that "adult education is one important component of the educational system" and "a necessary prerequisite for the country's contemporary social and economic development and the progress of science and technology". The Guidelines for the Education Reform and Development in China" promulgated in 1993 pointed out, "Adult Education is a new education system which plays an important role both in the development of conventional school education toward life-long education and in the continuous enhancement of the national character and in the promotion of economic and social development".

The main functions of China's adult education programme were:

- ◆ to provide education and training of cultural knowledge, professional ability for those who have become parts of the work force or those who may switch to new jobs and those job seekers who have not met job requirements;
- ◆ to provide literacy for the illiterates;
- ◆ to continuously provide basic or higher education for those who have left formal schooling, taking into considerations of their cultural basis and actual needs. Those who complete the course, are given certificates;
- ◆ to provide continuing education for those professional technical or management personnel who have received higher education, with the purpose of renewing and enriching their knowledge and enhancing their ability;
- ◆ to conduct diversified education of social culture or living, activities such as elementary knowledge of law, health of women and children, health of senior citizens, family life, fine art/calligraphy, beauty care,

cooking/nutrition, flower planting etc. to provide educational service of healthy, civilized, and scientific life style for the elders, women and all citizens.

The agencies responsible for China's adult education programme included various ministries or commissions under the State Council. Education departments of provinces, autonomous regions and municipalities, business or industrial departments at different levels, such as machinery and electronics, light industry, coal mining, metallurgy, railways, communication, agriculture and forestry. They can be units of factories, mines of enterprises or local governments at county or township levels. In cooperation with education departments, trade unions, Chinese Communist Youth League, women's federations at different levels, jointly run schools for advanced studies, centres of training for the respective trades or local areas. Democratic parties, social, people's and academic organizations, collective economic entities and individual citizens can also set up institutions of adult education, by offering remedial or tutorial courses of cultural studies, classes of vocational and technical education or courses on social and cultural life.

Adult schools usually consist of the following: radio and television universities, institutions of higher learning for workers and peasants, colleges of management personnel, education institutes, independent correspondence colleges, adult education offered by regular institutions of higher education (departments of correspondence, evening universities, advance training for teachers), TV education via satellite as well as the system of examinations for self taught students of higher education. Adult education can also be conducted in places like secondary professional training schools for workers or cadres, regular secondary professional training schools for peasants, agricultural schools of radio and television as well as self taught examination system at secondary level. Various schools exist for advanced studies, training, correspondence or face-to-face tutorial lectures. The above mentioned schools or establishments provided adults with different forms of studies, full time class room lectures, and self study with the help of teaching materials and audio visual data for distance tutoring. Some pursue their studies on a full-time or part-time basis, or in their spare time. These schools provide education in a large number of specialties, such as liberal arts, basic sciences, engineering, agriculture, medicine, finance and economics, politics and law, pedagogy and physical education. Maintaining the standard of the level, the contents of the courses are designed according to the actual needs of the learners. For example, courses for the rural people,

particularly peasants, being from basic learning, reading and writing knowledge to a training level in which there is a combination of knowledge of culture and knowledge of agriculture, forestry, side products, fisheries and township industry, commerce, architecture, transportation and services that are needed for production.

Both academic and non-academic streams of education are associated with adult education programmes. Academic education includes studies of undergraduate programmes, two year college, secondary specialized schools and middle schools. Non-academic education includes programmes for literacy, training of rural-practical skills, single subject qualification certificates and professional training certificates as well as further education.

### **UNESCO Awards**

Adult education has provided a boost to the eradication in illiteracy in China and its development and modernization. According to the data available on Internet<sup>7</sup> 76.3 million people have become literate during the 1978-1998 period and nearly 200 million people since the founding of the People's Republic of China. The literacy rate for two-thirds of cities in China has reached 95 per cent or over. Since 1984, ten units doing literacy-work have been awarded UNESCO's coveted International Literacy Awards in succession.

The number of employed people who has participated in job-training programmes of Adult Education is astounding. About 300 million people have been benefited with this programme during 1986-1997 periods. Post-college further education programmes in scientific, technical and management areas have benefited millions, and in the past 20 years of reform and opening up, adult education institutions of higher learning have turned out as many as 9,242,1000 graduates at universities and short-cycle college levels. The accumulated number of students in primary and secondary schools for adults and in institutions of adult education crossed 5,385,500 and 67,127,700 and 2,822,200 figures respectively.

There has been continuous development in quality of building, teachers and staff, teaching methods, curriculum and other facilities. There are 962 independently established institutions of adult education with 200,390 faculty and staff members. Correspondence programmes and evening schools for academic education are organized by 1,311 regular institutions of adult

education. There are about 400,000 secondary schools and 180,000 primary schools for adults.

According to Savukinas et al (2002), the China TV University, the largest university in the world, which has 8,50,000 students in 1994 on its rolls, with its 44 provincial units, 1550 educational centres and about 30,000 tutorial groups had trained 20 million farmers up to 'intermediate education of a practical interest' through an associated unit.<sup>8</sup>

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# **Class Room Management – Integrated Interventions to turn Slow Learners around Smart learners.**

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## **Abstract**

Among the many challenges of teachers, paying special attention to the slow learners and turning them around to become excellent performers is a great task. Instead of implementing some techniques or tools very selectively on those special categories of students, a very comprehensive integrated techniques encompassing social, psychological, cultural, structural and technical elements in class room management addressing the specific requirements of the slow learners will help elicit high level of commitment from students to put much effort in their studies to get good grades in their examinations. An integrated model consisting of some significant components is outlined to turn the slow learners around to become excellent performers.

## **The need for cooperation**

The basic class room management task for the teachers is to maintain an order in the class and by gaining student cooperation in class room activities. The cooperation of the entire student is important for any activities carried out by faculty members. There is a wide variation among the level of comprehension among the students due to so many factors. The primary goal of a teacher is to turn the slow learners around and make them as high achievers. This can be possible by taking into consideration of various social, psychological, technical, cultural factors.

## **Social factors**

Peer group pressures at the secondary and tertiary level education play vital role in eliciting much interest in studies. This is more prevalent at this stage where friendship and status within peer groups take on tremendous

important. "Pleasing the teacher may be replaced by pleasing peers". Some students begin to defy authority and indulge in radical non-productive activities. The management challenges at this stage are to deal productively with this disruption and to motivate students who are becoming less concern with teachers' opinion and more interested in their social lives. Class room management at this stage involves managing the curriculum, fitting academic material to student's interest and abilities and helping students become more self managing in their learning

### Interventions at social level

The effective class room managers are skilled at improving four areas such as **Withitness, overlapping activities, group focusing, and movement management.**

- i) **Withitness:** It means communicating to students that they are aware of every thing happening in the classroom. "With-it" teachers seem to have eyes on the back side of their heads and always scanning the class room, making eye contact with individual students, so that student knows they are being monitored. These kinds of activities prevent the minor disruptions from becoming major.
- ii) **Overlapping Activities:** It emphasis keeping track of and supervising several activities at the same time. Success in this area requires constant monitoring of the class. For example, teacher may check the work of an individual and at the same time keep an eye on a small group by saying "right on".
- iii) **Group focus:** It means keeping as many students as possible to involve in appropriate class room activities and avoiding narrow in on just one or two students. All students should have some thing to do during a class hours. For example, the teacher might ask every one to write answer to a question, then call on individuals to respond while the others student compared their answer.
- iv) **Movement management:** This concern with keeping lessons and the group moving at an appropriate (flexible) pace, with smooth transition and variety. The effective teacher avoids abrupt transition,

such as announcing a new activity before gaining the students attention or starting a new activity in the middle of some thing else.

Another transition problem is slowing down to switch over other activities, or taking too much time to start a new activity. The effective teachers avoid these kinds of problem and make the class activities so lively with out any disruption.

Social, structural, technical, cultural, psychological and time management are the various factors which contribute to change slow learner to smart learner

### **Structural factors**

Instituting proper rules, regulations and procedures in class room management will make the students to pay adequate attention in the proceedings of the class. Emmer et al (1984) reported that the implementation of planned rules and procedures for coping with adverse situation yielded desirable results. Rules specify expected and forbidden actions in the class.

Rules mention the dos and don'ts of the class room life. Rules are often written down and posted. In establishing rules, the management or teacher should consider what kind of atmosphere they want to create and focused on the student misbehaviors for modification. It is better to have a few general rules that cover many specifics rather than to list all the dos and don'ts. But if specific actions are forbidden such as chewing gum in class or smoking in the rest room, then rule should make that clear to elicit the misbehavior.

### **Interventions at structural levels**

- i) **Bring all needed materials to class:** The teacher must specify certain types of materials (pen, pencil, paper, and notebook) require for class activities.
- ii) **Be in your seat and ready to work when the bell rings:** Many teachers combine this rule with the standard beginning procedure for the class, such as warm up exercise on the board or a requirement that students have paper with a proper heading ready when the bell rings.

- iii) **Respect and be polite to every one:** This covers avoiding fighting, verbal abuse, and general troublemaking behavior within the classroom
- iv) **Respect other people property:** This means property belonging to the school, the teacher, or other student.
- v) **Listen and stay seated while some one else talking:** This applies when the teachers or other student are talking.
- vi) **Obey the school rules:** As with the elementary class rules, this covers many behaviors and situation, so teacher need not repeat every school rules for the class student. Even though teachers remind the students that they are all monitoring by us when you are in the class are or out side the class.

Instituting the following procedures within the classroom will help attain maximum goals. The faculty must form certain procedures to initiate certain activities in the class room. For example:

- How will materials are and assignments be distributed and collect?
- Under what condition student can leave the room?
- How do student respond to the bell at the beginning and end of the period?
- How will grades be determined?

Procedures seldom written down and they are simple way of getting things done in a class.

### **Time Management Factors**

It is essential to allocate adequate time slot for each subjects with proper schedule for theory classes, practical, tutorials, seminars etc. There are several minutes each day are lost through interruptions, disruptions, late start, and rough transition. The time actually spent on academic task varied greatly from class to class, but easily 25 percent of the available time in the school years disappears. Some times causes are unavoidable. Obviously, student will learn only the material they have a chance to learn. If classes are not conducted to cover the last three chapters in a text book due to lack of time, teachers and others can not expect the students to learn the information in those chapters on their own.

### **Interventions at activity level**

So, one important goal of class room management is to expand the sheer number of minutes available for learning. This is sometime called **allocated time**. But simply making more time for learning will not automatically lead to achievement but it is based on how they are using the valuable time in an effective way. A second goal of the class room management is to improve the quality of time use by keeping students actively engaged in worthwhile learning activities and time spent actively attending to a specific learning tasks is often called **engaged time**.

### Psychological factors

Conveying high level of expectations towards slow learners will facilitate them to show much interest in their studies. The two most important Class Room Management Secrets: The Pygmalion Effect and Galatea Effect.

### Pygmalion

Pygmalion, in Roman mythology, was a sculptor and a king of Cyprus. He hated women and resolved never to marry. He worked for many months on a statue of beautiful woman and fell madly in love with it. Heartbroken, because the statue remained lifeless and could not respond to his caress. Pygmalion prayed to Venus, goddess of love, to give a life to his statue. He was longing for long period with at most sincerity and expectations. At last, one day the goddess answered his prayer by endowing the statue with life. The maiden, whom Pygmalion named as Galatea, returned his love and bore him a son, Paphos.

### Pygmalion Effect: Power of Teacher's expectations on their Students

As Pygmalion expected that his creation would get life one day, the teacher can also have positive expectation in their students and turn them into outstanding performers.

The power of positive expectations cannot be overestimated. Those can effectively be applied at classroom by considering the following:

- Every teacher has expectations of their students who report to him
- Teachers communicate these expectations consciously or unconsciously
- Students pick up on, or consciously or unconsciously read, these expectations from their supervisors

Students perform in ways that are consistent with the expectations they have picked up on from the supervisor.

### **This creates a circle of self-fulfilling prophecies.**

The Pygmalion effect enables students to excel in response to the teachers message that they are capable of success and expected to succeed. The Pygmalion effect can also undermine student's performance when the subtle communication from the teacher tells them opposite. These cues are often subtle. As an example, the teacher fails to praise a student's performance as frequently as he praises others. The best teachers have confidence in themselves and in their ability to develop and motivate students to do well, largely because of the self-confidence; they communicate high expectations to others.

### **Interventions at Psychological Factors**

The ways in which teachers conveying high positive expectations to their students can be introduced are classified into four general categories.

**Climate:** Teachers can create a warmer social and emotional mood for high expectations students. They smile, more nod their heads approvingly and look into student's eyes more often. They are generally more supportive, friendly, accepting and encouraging.

**Input:** More assignments and projects are given to high- expectations students. In addition, these assignments are more challenging and afford higher visibility

**Output:** Teachers give high expectations students more opportunities to speak at classroom, to offer their opinions or to disagree with the concept or model's of the subjects. They pay closer attention to their responses, and give them more assistance or encouragement in generating solutions to problems.

**Feedback:** Teachers give more positive reinforcements to high expectations students. They praise them more for good work and criticize them less for making mistakes. Consequently, confidence grows.

## **The Galatea Effect: The Power of Self-Expectations of Students**

As the statue is so beautiful that no living women came anywhere near to it, it naturally merits for life. Similarly, if the student has tremendous amount of self-confidence and decorated with skills, talents and potentialities, he will certainly turn out to be an outstanding performer.

Even more powerful than the Pygmalion effect, the Galatea effect is a compelling factor in student's performance. The teacher, who can assist students to believe in them and in their efficacy, has harnessed a powerful performance improvement tool.

If student thinks he can succeed, he will likely succeed. Consequently, any actions of teacher, which increases the student's feelings of positive self worth, will help the student's performance to improve.

### **How Teachers can enhance positive powerful self-expectations in students**

- Provide opportunities for students to experience increasingly challenging assignments. Make sure he succeeds at each level before moving forward
- Enable the student to participate in potentially successful projects that bring continuous improvements in learning process
- Provide one-to-one coaching with the student. This coaching should emphasize improving what the student does well rather than focusing on weaknesses.
- Provide developmental opportunities that reflect what the student is interested in learning.
- Assign a successful outstanding student to play a developmental mentoring role with the slow learners.
- Hold frequent, positive verbal interactions with the slow learners and communicate consistently your firm belief in their ability to study and perform well in their examination. Keep feedback positive and developmental where possible.
- Make sure the students are receiving consistent messages from other teachers as well. How you speak to others about students powerfully molds their opinions
- Project your sincere commitment to the student's success and ongoing development

Harness the power of the student's self-expectations to ensure powerful, productive, improving, successful results in their examinations.

### **Technical factors**

Schools have embraced the various tools and methods of educational technology to transform slow learners into fast smart learners. By enhancing individualized instruction and providing access to enormous amounts of data, educational technology has altered how teachers teach and students learn. Schools now commonly use a wide range of technologies in the classroom, including laptop computers, the internet-mail, video communication via tape or broadcast, networked printers, over head projectors and library file servers. The availability of videos and cameras has also made distance learning feasible for many schools. The expanded presence of technology in the classroom has.

### **Interventions at technical factors**

#### **Technology Immersion Pilot (TIP)**

This deals with the use of IT tools for taking charge of their own learning, using wireless laptops that give them access to learning resources beyond the classroom walls and the school day. Students use the laptops in school and at home to communicate; solve problems; and access, manage, integrate, evaluate and create information in all their subject areas. Teachers involved in TIP are finding that the laptops make it easier for them to do their part in preparing students for the challenges of the competitive world. Schools reported increased student learning and engagement, increased parental involvement, and decreased discipline issues. In one middle school, for example, standardized mathematics scores increased by five percent for sixth graders, 42 percent for seventh graders and 24 percent for eighth graders

### **Student Response System**

Student Response System is designed to provide interactive communications between individual students in a class and the teacher. Known by various names such as Student Response System, Personal Response System or Group Response Systems (SRS, PRS, and GRS),

Classroom Communication Systems or "Clicker" Systems, this basic technology has exciting potential as an additional pedagogical tool available to the faculty in classrooms.

A student response system (SRS) is comprised of individual student transmitter/input devices (via keypad, remote, PDA or laptop), receivers, a master/central/host system with software used to electronically gather and tabulate student responses, and infrastructure (sensors, wire, conduit, etc) to support the system. Additionally, the system requires administration to manage the assignment, registration, inventory and control of the student input devices, as well as resources for operations and maintenance of the system over its life cycle.

Functionally, the system allows students to respond to questions posed by an instructor, and allows instructors to view student feedback in real-time, thus allowing them to modify instruction based on individual student or group responses. Some systems also potentially allow students to send real time questions to the instructor during the presentation.

The use of a student response system can add a higher level of interaction and participation in class; and allows comprehension to be assessed in real-time. The immediate feedback provided by the SRS enables the instructor to gauge the effectiveness of his or her training. This allows the instructor to alter the presentation and address problem areas for any topics that the students are having difficulty understanding.

### **Cultural factors**

There is a belief that different cultural groups have different ways of learning and thinking as well as needs for different motivational, instructional and classroom management strategies. Cultural compatibility believes that students have not sufficiently adapted to the learning styles due to the preference and needs of various cultural group.

### **Bilingual education**

A fundamental principal of bilingual multicultural education is that the student's language and culture will be accepted and fully incorporated into the classroom climate in order to create a meaningful pedagogical experience for the slow learners. A comfortable and nonthreatening learning environment

can be created by accepting each student individuality and beginning with routines that do not conflict with any student's culture.

## **Interventions at Cultural Level**

### **English as a second language**

In the native language approach, it is considered essential that students have the right to keep their own native language. The mode of instructions in the class room can be in a bilingual form to facilitate the slow learners to grasp the content more effectively. The transition must be so gradual that the slow learners can become independent and confident in building their knowledge base. Those whose primary language at home is other than English and who may therefore require additional services in order to develop their individual potential in the competitive world.

### **The Nature of ESL Programming**

ESL services are designed to further the intellectual, social, and career development of ESL students by helping them:

- Strengthen their ability to communicate fluently in English at school and in the wider community
- Acquire the English needed to make academic progress within the BC school system and develop their potential
- Develop their other skills (e.g., numeracy, media awareness, scientific understandings, and Group participation)
- Experience and affirm a sense of self worth rooted in pride in their heritage
- Develop an understanding of the similarities and differences between their home culture and the value system upon which their schooling is based.

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## IAEA Periodicals

The Association regularly brings out following six periodicals:

### **INTERNATIONAL JOURNAL OF ADULT AND LIFELONG EDUCATION**

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

This Journal is the official publication of the International Institute of Adult and Lifelong Education brought out twice a year in April and September.

### **INDIAN JOURNAL OF ADULT EDUCATION**

(*Editor in Chief*: K.C. Choudhary; *Editor*: Dr. Madan Singh)

This internationally known bi-annual is the leading journal on adult education and its allied areas, being brought out regularly since 1938, is running in the 67th year of its publication.

### **INDIAN JOURNAL OF POPULATION EDUCATION**

(*Editor in Chief*: KC Choudhary; *Executive Editor*: Dr. Madan Singh; and *Editor*: SC Dua)

Being brought out since 1990 (as half-yearly up to 2000 and now as a quarterly), it contains articles by knowledgeable authors on aspects related to health education, family welfare, reproductive health, etc.

### **PROUDH SHIKSHA (in Hindi)**

(*Chief Editor* K.C. Choudhary; *Editor*: Dr. Madan Singh)

This monthly magazine in Hindi carries articles on empirical studies in the field of adult education, women empowerment, education, health, women problems, etc., and other material on developments in these areas.

### **IAEA NEWSLETTER**

(*Editor in Chief*: K.C. Choudhary; *Editor*: Dr. Madan Singh)

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

### **NEWSLETTER – LITERACY AND POPULATION**

(*Editor in Chief*: KC Choudhary; *Executive Editor*: Dr. Madan Singh; *Editor*: S.C. Dua)

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

For information on their subscription, availability of back numbers for sale, etc., please write to: General Secretary, IAEA, 17-B, IP Estate, New Delhi - 110 002

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The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education, which it visualizes as a continuous and lifelong process. It directs its efforts towards accelerating adult education as a process, a programme and a movement.

The Association co-ordinates activities of various agencies – governmental and voluntary, national and international – engaged in similar pursuits. It organizes conferences and seminars and undertakes surveys and research projects; it endeavors to update and sharpen the awareness of its members by bringing to them from all over the world expert views on and experiences in adult education. In pursuit of the policy, the Association has instituted the Nehru Literacy Award and Tagore Literacy Award for outstanding contribution to the promotion of Adult Education and Women's Literacy in the country respectively. It has also instituted Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of eminence.

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

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

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

# Indian Journal of Adult Education



Indian Adult Education Association

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### @Indian Adult Education Association, 1939

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

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

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# INDIAN JOURNAL OF ADULT EDUCATION

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## Wheels must turn

*This issue of Indian Journal of Adult Education is collection of Papers presented at the 56<sup>th</sup> All India Adult Education Conference held at Shegaon, Maharashtra from December 4 - 7, 2007. The theme of the conference was "An approach to the XIth Five Year Plan in context of adult and lifelong learning opportunities". It contains nine articles and one book review.*

*The Eleventh Five Year Plan has an opportunity to restructure policies to achieve a new vision of growth that is much broad based and inclusive, bringing about a faster change in literacy rates. The Eleventh Five-year Plan would give the highest priority for education, which could be the basis of achieving rapid and inclusive growth.*

*This issue also has Dr. Zakir Hussain Memorial Lecture It was delivered by Shri H.C. Pareekh. In his lecture Shri Pareekh stressed the need for overall development. He said that making all people literate and educated and to liberate them from bias and prejudices is a gigantic task This is a big challenge, a challenge which can energizes the society.*

*The background paper encompasses learning throughout the life cycle, from birth to grave and in different learning environments, formal, non-formal and informal.*

*Article of Dr. Madan Singh emphasises on combining adult education and social work for making India a literate, enlightened and powerful country in the world.*

*Sujit Paul describes social and economic impact of the continuing education through self help groups.*

*Prof. Ashoke Bhattacharya's book "Education for the People" has been reviewed by Prof. S.Y. Shah. The content of the book is rich and based on primary sources written in a logical language.*

Dr. V. Mohankumar  
Guest Editor

# Dr. Zakir Hussain Memorial Lecture

*H.C. Pareekh*

## Education and Development

I am beholden to the Indian Adult Education Association for conferring on me the great honour and affording me an opportunity to deliver highly prestigious, Dr. Zakir Hussain Memorial Lecture. I deem it as a privilege to share my humble thoughts with this gathering of distinguished scholars, academicians and educationists who have assembled in this sacred town today.

Zakir sahib was not only a great educationist of India but a person of great erudition and wisdom who firmly believed in the composite culture of our great nation. He lent dignity, lustre and prestige to any office he occupied; such was the inherent strength of his character, magnetic charm of his personality and breadth of his vision. A man of deepest conviction and highest sense of patriotism his ideas and ideals will always inspire people in the decades to come.

## Education - Larger Goal

**“Wisdom checks the wandering mind, and pulls it from ill to good” –  
Thiruvalluvar**

Education does not merely strive to make a man literate or proficient to earn his livelihood but aims to liberate him from the prejudices and outdated beliefs and tries to broaden his vision so to develop his personality in an all round manner. Education does not simply train the mind but also purifies the head and heart to enable a person to achieve unison of thought and action. Ideal education develops such traits of one's personality that he is able to identify his individual needs with the needs of the larger society. It also equips him with the strength to face oddities in a quiet and dignified manner. Education alone can raise the level of his consciousness to make him relevant and useful to the society at large.

Essence of Democracy is an enlightened electorate and true and objective education alone can ensure such electorate

The very idea of power to the people to establish their own government in a democratic manner presupposes the duty of every individual to obey the established norms of governance and casts an obligation on him to educate self so that he or she is able to contribute his or her mite to the running of democratic institutions in a healthy manner without fear or favour. A famous philosopher had once aptly remarked that "in a democratic polity, apathy of a citizen is far more dangerous than tyranny of a despotic ruler". Enlightened education alone can awaken the sensibilities of an individual and can make him not only a responsible citizen but also a crusader for justice alert to the societal needs.

### Education and Development of an Individual's Personality

#### ***"The Education is man's walk towards perfection" – Swami Vivekanand***

A well-known thinker defined development as "The process of generation, diffusion and realization of new opportunities" where as in the opinion of an outstanding economist "It is a process of change".

The best catalytic agent to accelerate this process of change is Education, because it alone can change the age old, traditional beliefs of man which lack scientific evidence and imbue him with a rational outlook. It motivates a person to adapt to the changed environment. Every age offers new challenges and brings newer opportunities. Education alone sharpens our intellect, enhances our knowledge and stimulates our thoughts. It can illumine the lives of those who are haunted by the specter of illiteracy, disease and poverty. Ignorance is the greatest curse which handicaps a person to seek advantage of fresh opportunities offered by technological revolution. Dispossessed are not only deprived of the basic inputs of life but even their consciousness is sharply conditioned by the outdated notions and they see no ray of hope. Education in its true perspective can free them from such prejudices helping them to embrace challenges of life and prepare the people of all strata of society, from all walks of life whether of urban or rural area to become active partners in the developmental process. Role of Education becomes far more critical and crucial in the context of the disadvantaged and poor. Education and free flow of information can arouse their consciousness and make them aware that their progress was stunted for centuries only because of ignorance and prejudiced view of life. With faith in oneself and knowledge acquired through continuous process of learning, one is able to comprehend the root cause of his regression which ultimately

can arouse his feelings and enthuse him to face any situation with a new acquired zeal and confidence.

Education has a very deeper meaning. It not only raises the level of literacy but makes a man competent to earn livelihood in a dignified manner. It also enhances the functional competence of an individual and raises the level of his social consciousness. Most of the problems, which afflict our population and beset our teeming millions are ignorance related. To free them from the yoke of such a narrow vision, our education has to base on liberal humanistic principles as well encompass a rational scientific view without in any way ignoring the basic essence of our cultural ethos and spiritual heritage.

It is rightly said that there is no problem that cannot be solved through education. Lee Yuan Yew, the father figure of Singapore was once asked, "What was the key to the progress of Singapore?" He said "Education, Education, Education".

Development does not merely signify material progress. Growth in terms of economic parameters is no panacea for the ills afflicting the society. Rather lopsided growth, which is not all-inclusive, is the greatest cause of friction and frustration and can result in social disharmony. However, quality education in a conducive atmosphere can truly transform the lives of people. In this connection the best example is a small country of Europe, Finland. OECD has ranked Finland as the number one country in the field of education. It is again on the top of the world's literacy ranking. How high level of literacy and Education can raise quality of life in every sphere of human activity; there cannot be any better example than this proud nation that is a front-runner in every walk of life. On environmental front it has got the highest ranking in the world and is amongst the cleanest nations. What is most gratifying for its people is not one but several authoritative world studies have ranked this country as the least corrupt and most transparent in the world.

The guiding principle of Finnish education is student-centered-democracy. There is no selection involved at any stage. All the students are taught in similar schools and no streaming is involved. All attend state schools, as there is no private sector in education. There is a system, which expresses faith and trust in teachers' ability. There are no league tables of good and bad schools. All schools have links with social services and there

is a continuous debate and discussion to bring about further improvement in the system. Fortunately, Govt. of India is fully aware of the needs of our society and keen to bring about reforms in education. A review committee set up by the Government has underscored the need to organically link education and its planning to the larger socio-cultural, economic and political context.

### **Education and Environment**

*"Progress is a notoriously elusive concept" said a celebrated philosopher*

No better example of this than our massive environmental degradation, Man's progress appears to be quite an illusory one with destruction of nearly 55 million acres of tropical rain forests per year, which translates into loss of more than 100 acre per minute. Loss of our forest wealth has damaged our ozone layer considerably and is resulting in extinction of almost 20,000 species per year. Global warming due to car fumes, industrial pollutants and deadly gas emissions is resulting in irreversible damage to the earth with toxic foams floating in rivers.

Some of our holiest rives are highly polluted with nearly fifty percent of our forests already wiped off. There is despair all around. Process of development has grossly ignored the ecological security. But all is not lost. With right education, sincere approach and a renewed vigour, people in many-parts of the world have sharply reduced the levels of pollution, resisted any attempt to further damage the environment. Insisting on the use of cleaner and greener technology.

Ladies in a city of Japan have brought about such great environmental awareness that has transformed a city completely and achieved rarest degree of environmental cleanliness and restored faith in the process of self and adult education.

They, fed up with horrible level of environmental degradation took things in their hands, forced administration and industry to use better methods / Green technology and ensure proper disposal of waste, better cleanliness and a very healthy environment.

Given right education and awareness coupled with intrinsic faith in oneself and an irresistible urge to bring about dramatic results on environmental front, such experiments can be replicated in all our states and cities.

*If the people can be made aware of the lurking danger of environmental degradation and if their energies, properly harnessed with proper mix of education and raised level of awareness; they can play a very positive role in environmental upgradation and ecological restoration.*

### **Value System and Education**

***"Where is wisdom lost in knowledge and where is knowledge lost in information"?***

In today's information society there is highly any significance attached to words of wisdom or high ideals. Technology has changed the face of the world. Globalization has brought about hitherto undreamt of opportunity. But alas this has created social deserts all around.

Regretfully there is an "Emptiness and banality" running through modern life, because the recent discoveries have not been discoveries of wisdom but discoveries of speed which many believe have hardly brought us a step closer to happiness.

This desertification has been brought about by economic calculation and political manipulation and over-emphasis on consumerist demand and unfortunate opportunistic slant to policy making has crated a society which is not at ease with itself and only a value system can prevent further erosion of our systems.

Goethe said – "Things which matter most must not be at the mercy of things which matter least". True education and enlightened approach alone can raise the levels of our consciousness. "There are always two ways to live – one begins with restraint and ends in fulfillment, the other starts with a lust for pleasure and ends in disappointment and every kind of neurosis" said our ancient sages.

Man has to realize that excessive richness of a few and depravity of many may lead to such disparities that will disturb the equilibrium of the society. Solution lies in elevating oneself and accepting the principles based on ethics, morality and aesthetics as the dominant ones.

### **Empowerment of Women – Role of Education**

Education plays very significant role in equipping a woman with adequate

resources to negotiate better space for herself in the family, society and polity. Adult education in the context of education, empowerment of women of middle age group, has to cover a larger canvas. It has to make her confident and competent enough to take independent decisions regarding her health and family planning measures. It alone can change community attitudes and remove prejudices against women, more so of rural areas. The interventionist role of education was aptly recognized in the policy of education that categorically stated that education would be used as an agent of change to raise the status of women. The very system of education will play a positive interventionist role in the empowerment of women.

This can be brought about if women develop an ability to think independently, critically and articulate fearlessly and able to participate in the process of bringing about social change.

How empowerment of women can truly accelerate the process of change and development is apparent from a concrete example from a cluster of villages of Churu district of Rajasthan where a village sarpanch who is a lady and who was earlier associated with an NGO has galvanized the entire population of Gopalpura and neighboring areas and motivated every villager, male and female to go for self teaching and enroll for unique literacy programmes. Every wall of the village carries the social message –

**“अनपढ़ नारी नही रहेगी,  
बहू-सास मिल साथ पढ़ेगी”**

All village lanes have been lighted, village has anganwadis, a secondary school, and veterinary clinic. A community centre has been set up where a self employment project tries to help women earn their livelihood by making handicrafts. The major thrust of the lady sarpanch and her colleagues is on education with stress on female education.

The panchayat has convinced almost all the families to send their children to schools. A special programme has been launched for those girls and married ladies, who have never received formal education. Known as ‘Accelerated Learning Programme’ it intends to educate them and achieve 100 percent literacy in the village.

The idea is not merely to make them literate and equip them with tools to earn livelihood but also to enlighten them and broaden their vision so they

are able to discard out dated notions and superstitious views and have access to economic opportunities. Now, every woman in the village has some independent source of income to support the family and build up herself esteem.

## **Education and Employment**

### ***The hardest work is done in the spirit of challenge and adventure.....***

Today one of the greatest challenges before the country is to provide jobs for nearly 100 million people who are going to move out of agricultural sector. There has been lop sided development so far in the front of employment. While there are certain sectors where not enough trained manpower is available, there are a number of young people who are not able to secure proper jobs.

A recent OECD survey found that "Poor educational performance affected labour market results and it became almost impossible for illiterate people to find proper jobs." Unless they receive some education and get good training to make them semi-skilled, they will not be able to find jobs in either service sector or manufacturing sector.

Another disturbing, feature is that despite gains in literacy, Indian children receive on an average only 8 to 10 years of education raising the spectre of India becoming a hub of low skilled labour. This problem needs to be addressed with a sense of urgency.

## **Education to Develop Social Entrepreneurship**

Future employment in our country will not be confined to some select sectors. It has to be in social sector. Our schools and colleges should encourage young graduates to wake up to this challenge and motivate them to become social entrepreneurs. Youngsters who have the fire and imagination to go to rural and semi urban areas to either promote cottage and small industries in those areas or setup active NGOs which can create jobs there and confront issues related to rural poverty, sex discrimination, waste management, environment and health care.

Surprisingly foremost business school in the world, Harvard Business

School, has embarked upon a new programme to train graduates to evolve into New Generation Leaders who can make some difference to the world of today.

This new social enterprise initiative aims to inspire, educate and support content and make youth sensitive to the needs of not so affluent so that they can acquire management skills to acquire social value. Through an integrated approach to social enterprise related teaching, research and other activities, the social enterprise initiative engages with leaders in the non-profit, for profit, and public sector to generate and disseminate practicable resources, tools and knowledge with the ultimate goal of bettering society.

Our educators and thinkers must fully comprehend the needs and demands of people of backward regions and rural areas and inspire the institutions to work to achieve that goal which ultimately benefits the society by training professionals for social services. People who are attuned to the deeper aspirations of the common people and who firmly believe that their programmes and larger national issue are intrinsically linked alone can fulfill this larger national objective. This commitment alone can raise their level of thinking, inspiring them to conceive and concretize newer programmes for rural and urban development, tribal development, micro-credit SHG management programmes etc.,

### **Continuing Education**

UNESCO has cautioned the developing nations to be vigilant on the literacy front "Of all the threats to literacy, most serious is relapse into illiteracy, that is the loss of ability to read and write, resulting from lack of practice and insufficient up-keep". To ensure that there is no let up in the momentum, there should be such literacy movement where material and books for neo-literates are prepared so that there is no slackening of effort. Moreover there has to be definite initiatives so that the process of continuing education never slows. For achieving this objective, there should be group discussions and sustained programme, for systematic learning and upgradation of skills.

Extensive schemes should be prepared in each state and Union Territories and required infrastructure put in place in each taluk and district to oversee the programmes. Proper training techniques are vital to consolidate the programme. Equally important is to build a satisfactory

system of evaluation, so that timely corrective measures are taken wherever it is felt that some centers are not able to garner sufficient resources to give adequate push to the programme. Lifelong education is an important goal of the entire educational process and unless our people participate in this process on a continual basis, danger of relapsing into the regressive levels of illiteracy and ignorance will always loom larger.

Why Adult Education Programmes have not been able to achieve the desired results?

Though I have hardly any competence to comment on the efficiency of the programme but the general perception is that ambitious goal of making the entire process of Adult Education as a powerful instrument to bring about an attitudinal change amongst adults and change their technical competence and professional skills has failed to meet the desired results.

Adult Education which was initially associated with mere teaching of literacy and taking measures for upgrading the educational skills of adults who had missed opportunity for schooling definition was rightly broadened to include the entire gamut of organized educational process to bring about changes in the attitude or behaviour of adults in two fold perspective of their full personal development and their participation in balanced social, economic or cultural development.

Though the programme has been able to make some impact in many pockets of India but taking an overall view from national perspective, much needs to be done.

Entire programme of Adult Education needs to be made relevant to the environment and needs of the learners with flexibility of approach in designing curricula and choosing teaching material and methods as per their aspirations and requirements. Unfortunately large section of our population has neither been able to take advantage of the improved facilities in agriculture, animal husbandry and co-operatives nor been able to rise above the caste and sectarian considerations without which there is not much hope for betterment of their lives by upgrading their occupational skills or updating their educational standards. Weaknesses in the system may be due to host of factors like (i) Lack of a credible monitoring system (ii) Quality of training of functionaries and (iii) Irregular participation of learners in the entire programme.

However, more than analyzing the cause of failures, need is to make a bold and determined attempt to revitalize the entire process. New long-term policies need to be formulated at all levels whether national, state, regional or local levels. Paramount need of the hour is to have solid foundation for an infrastructural set-up, which meets the challenge. A dynamic policy needs to be formulated to translate the long cherished ideal into reality and execute various Adult Education related programmes in a well coordinated manner at all levels. There is no denying the fact that training methods used so far have not been very effective in meeting the obligation of either universal primary or Adult Education. Some fundamental change is warranted in the techniques of teaching and training to make them play a truly meaningful role. Effort should be to improve the functionality of adults in various parts of India. Functionality encompasses overall activities of an individual- physical, social and professional.

Adult Education should not be construed in the narrow sense. It has to be all embracing and pragmatic. It has to include health, education, eradication of illiteracy and also aesthetic education and education for economic betterment as conceived by Maulana Azad.

To realize this mighty goal, the entire process has to be a life-long process, an ever-evolving process that presupposes universal literacy to be the basic foundation, for providing equal opportunities to youth, women and village workers to continue their education using open and distance learning methods, which will enhance reach and efficiency of this programme.

Sadly last few decades have seen steady deterioration in the quality and standards of many of our educational institutions. Even the Govt. expressed its concern while highlighting the need to review the National Policy on Education.

Education Institutions are increasingly being influenced by casteism, communalism, obscurantism and it is necessary to lay special emphasis on struggle against this phenomenon and move towards a genuinely egalitarian and secular order.

This is a serious challenge. Our policymakers, educational planners, scholars, teachers and administrators have to take the challenge seriously. There has to be a bold initiative to rid the system of sectarian prejudices

and narrow view, to usher into a new era where education frees our people from all such outdated notions.

Another problem, whose seriousness has not been comprehended fully so far, is increasing commercialism in the realm of education. Gravity of the situation is such that in decade or so money may play the most important role in the field of education and merit and integrity may be relegated to the background. Admittedly Govt. has its own constraints in setting up new institutions but there need to be a coherent comprehensive and transparent policy for setting up colleges and institutions in non – Govt. sector with clearly laid out policies so that neither policy benefits rich without merit not discriminates against children of rural areas or children otherwise deserving but without adequate resources.

Uniformity of standard is also desirable without impairing the genuine autonomy of the institutions or curbing their initiative to undertake various bold endeavors for initiating research or schemes for creating centers of excellence in their campuses.

Problems may be boundless, challenges may sometimes appear to be formidable but having undertaken the journey nothing should deter us -

“A constitution, like a machine is a lifeless thing. It acquires life because of the men who control and operate it”, said our first President, Dr. Rajendra Prasad.

Likewise this movement can transform the lives of our people if it has the association of such enlightened people who have the vision, courage and fortitude to make it a mass movement and sincerely attempt to touch the heart of those who have so far not seen any ray of hope or enlightenment.

This is an ambitious programme but fierce determination and massive effort can bring about dramatic change and take us closer to the goal of universal literacy.

### **Co-ordination with NGOs**

If NGOs are involved with this movement and organizations working in different regions are approached and their active co-operation sought, I am of the firm conviction that this great movement can achieve the desired targets much faster.

Thousands of service oriented NGOs are working in various parts of the country and some of them have rendered yeoman service to the cause of social service. To have active co-ordination and co-operation of all such like-minded organizations, new strategies need to be evolved to make Adult Education Programmes broad based so that genuine NGOs are well motivated to be partners with us to further this ambitious goal. Ours is a vast country but challenges are daunting and problems enormous. Active involvement of thousands of non-government organizations with intent to serve larger interests of the society can bring about visible change in the lives of rural masses.

### **Education of handicapped Children**

India has huge population of handicapped and visually impaired children. Such physical deficiencies have complex effects on the behaviors and perception of the child. Intervention at an early stage can help a child to lead a normal life in the society, which can be made possible only by creating proper awareness. Education amongst parents and elderly can bring about general awareness even in the remote areas when parents and teachers have the requisite awareness to realize how the infirmities can ultimately affect child's overall development and how timely support can check the negative affect of any such disability. Adult Education is an excellent medium to bring about larger awareness amongst people of all sections and integrate the physically and mentally handicapped with the general community and to prepare such people to face life with courage and confidence.

### **Malnutrition**

According to some studies almost one third of the world's undernourished children are in India. A report indicated that under-nutrition with micronutrient deficiencies alone could cost the country around 2.5 billion dollars. Despite growth rate around 8.5% and planned process of development; levels of under-nutrition in many parts of India are very high which are further intensified by inequities and inequalities across regions and groups. Unfortunately worst affected are girls and most marginalized amongst the rural poor. This is also an area where education can help the country to mitigate their hardship and make both parents and authorities alive to the needs of such children with Government/people partnership.

Rightful action at the appropriate time can check further slide in their condition and create conditions to improve their social status.

### **Role of Media and Communication**

A major deficiency of the programme has been the passive role of media. Much needs to be done by the educational administrators to bring about a strategic change in our policy framework. Co-operation with print and electronic media can open up new vistas of hope and extend the reach of these programmes to every nook and corner of India.

There is a need to have regular programmes on Radio/TV and Cable TV network regarding literacy, adult education, environmental awareness as well as social issues. It is a very powerful mode to raise people's awareness level and make them conscious of their social obligations as well as personal needs. It can very effectively motivate them to acquire new skills and inform them to development in various areas which may be of interest of them.

Short thematic films in various languages, slides and documentaries with social messages could be a very powerful to instill patriotic feelings amongst people and make them responsive to the larger needs of the society. They also can help people to acquire a rational outlook. Dance, street plays and theatre groups also can play an equally useful role in bringing about a change in perception and gradually raise the level of their understanding and awareness regarding issues whether relating to public health, hygiene, agricultures, animal, husbandry or labour laws.

Literacy can also be spread in a very efficient manner through Internet. It can not only help bridge distances but also make Tele education a possibility. Through web, every village can have access to outside world. It can bring about a perceptible change in the lives of villagers.

This is a gigantic task of making all people literate and educated and to liberate them from bias and prejudices. This is a big challenge, a challenge which can energise the society, imbue it with a sense of purpose and bring about truer joy and happiness all around. Let the enormity of task not dampen our spirits, let the complexity of situation not waver our faith in ourselves, as mighty work is done only in the spirit of challenge and adventure.

## Adult and Lifelong Learning Opportunities in 11<sup>th</sup> Five Year Plan

*Dr. V. Mohankumar*

Education is an important tool for development. Even though there are a few who have risen in their life without education, the exceptions cannot be generalized for all. Education is not merely literacy, but it also includes awareness and functionality. India had the distinction of having the best educational centres, which attracted a number of scholars from all over the world. The centres of learning/higher learning, which were famous then have now become a part of history. What is called the scientific advancement today was already there in use in our country. Unfortunately, many were not explained properly or kept as a closed secret [not even revealed to the family members] and hence, they did not come under the framework of science. Strict social structure prevailing in those days provided an opportunity for education only to a privileged few, with the result, a large section of the society could not get education. This situation was aggravated by the population explosion.

Different philosophers and educationists have defined education differently. Froebel defined education 'as the unfoldment of what is already enfolded in the germ. It is the process by which the child makes internal external'. For Swami Vivekananda, 'education is the manifestation of the perfection already in man.' According to Mahatma Gandhi, 'education is an all round drawing out of the best in the child and man – body, mind and spirit.' However, for the purpose of educational statistics, education, according to Unesco, 'is understood to involve, organized and sustained communication designed to bring about learning'.

Literacy and education are reasonably good indicators of development in a society. Spread and diffusion of literacy is generally

associated with essential traits of today's civilization such as – modernization, urbanization, industrialization, communication and commerce. They constitute an important input in the overall development of individuals enabling them to comprehend their social, political and cultural environment in a better way and respond to it appropriately. Higher levels of education and literacy lead to a greater awareness and also contribute in improvement of economic conditions. They act as catalysts for social uplift, enhancing the results on investments made in almost every aspect of development effort, be it population control, health, hygiene, environmental degradation control, empowerment of women and weaker sections of the society. Improved levels of literacy also are pre-requisites of acquiring various skills.

## **Literacy**

Literacy is the fountain of human capital for a better quality of life. It is the very wealth of the nation in respect of economic, political and social transformation. Literacy and grassroots democratic participation mutually reinforce each other. Together, they enable people and communities to influence factors that affect their lives.

Lack of universal literacy has been a major factor in restricting the total development in India since independence. Literacy is a tool to be used in everyday life, a tool to be constantly sharpened and perfected so that it becomes a person's constant companion. Functional literacy is most effective when it becomes an instrument to liberate people from restrictive belief, creating among them an awareness of their potential.

'Literacy for all' emerged as a societal concern in Europe with the rise of Protestantism. Initially it was the need for promoting a new religious ideology, which had prompted mass literacy. Later on, other factors such as the invention of the printing press, the continuous improvements in science and technology and the attendant emergence of the centralized political entities representing the modern nation states had contributed to this effort. The entire process was facilitated by the rise of liberal democratic welfare state necessitating state intervention

in schooling. We know of quite a few successful mass literacy campaigns under a variety of political and historical situations ranging from Sweden in the mid-sixteenth century to Nicaragua in the 1980s.

After the Second World War, the post-colonial states embarked upon nation building activities. One of the agenda items was literacy, understood in a narrow sense. The World Conference of Ministers of Education on the Eradication of Illiteracy held in Tehran (1965) put the accent on functional literacy. It viewed literacy as an instrument of enhancing productivity. This concept dominated the Experimental World Literacy Programme carried out between 1967 and 1973 in eleven countries. A broader concept of literacy had developed at the International Symposium on Literacy held in Iran (1975). The Symposium sought to conceptualize literacy as an instrument of human development and empowerment.

### **Literacy and development**

There are two models in this regard the motivational development model rooted in the reformist theory of social change and the structural development model rooted in the theory of radical social change. The first group of scholars works on the motivations of people. People need to be motivated to learn to produce more and to participate in their social, political and economic institutions.

Through such participation they will mount democratic pressure on the institutions and demand the change of such institutions in the direction and manner, which will make them more responsive to their needs and aspirations. Literacy is, thus, an instrument of higher productivity and more effective participation in the society's institutions in order to make them responsive to their needs.

The second group of scholars looks upon literacy as an instrument of changing the rules of the game of the existing social, economic and political structures. It enables the people to take control of the new institutional structures to make them serve their needs and aspirations. Vietnam tried to practice this approach.

The fact however remains that everything depends on the political and ideological framework within which development is planned and the work of literacy is done.

Literacy promotes economic development. It has been proved that rapid technological innovations and changes accelerate long run economic growth rate and for absorbing quick technological changes the workers need to have at least literacy. The scholars think that increase in literate human capital promotes the introduction of new technologies and hence, the self-sustaining growth path.

Literacy improves productivity of the unskilled labour. The World Bank showed in 1991 that the literate workers with a few years of schooling are more productive than the uninitiated ones. A systematic analysis shows that a year of schooling is on an average associated with the net increment of farm product of 5.1, 2.8 and 2.3 percent in Malaysia, Thailand and South Korea respectively. Moomks and others have shown that literate worker with four years of complete schooling adopt new agricultural practices faster to improve productivity. The World Bank studies in 1993 demonstrated that primary education was the largest single variable contributing to the high growth rates of the Asian countries.

But mere economic development is not enough. The current emphasis is on improvement of quality of life, which can be measured by Physical Quality of Life Index (PQLI) and Human Development Index (HDI).

Empowerment is a very popular concept in the contemporary development discourse. In relation to literacy it has two dimensions - psychological and political. The former is connected with individuals and groups gaining mastery and control over their own lives and the latter refers to the democratic participation in the life of the community. The linkage between literacy and empowerment has three stages: positive idea of the self, development of more critical understanding of a political or social environment and the move toward collective endeavor for social and political action. It is believed that a literate man can transform his own realities. Thus literacy has transformative dimensions.

## Literacy and Adult Education in India

Adult education is as old as the culture of India. Initially adult education was through oral traditions, as the knowledge was transmitted not through script, but by recitation. The written scripts were used only by the elite, and were the monopoly of a small circle of high caste people.

Post independent India inherited a system of education, which was characterized by large scale and intra-regional imbalances. The system educated a selected few, leaving a wide gap between the educated and the illiterate. The country's literacy rate in 1947 was only 14 per cent and female literacy was abysmally low at 8 per cent. Only one child out of three had an opportunity for enrolment in primary schools. Educational inequality was aggravated by economic inequality, gender disparity and rigid social stratification.

Eradication of illiteracy has been one of the major national concerns of the Government of India since independence. A number of significant programmes have been taken up in this direction in the post independence period. Some of them include a programme of Social Education during the First Five Year Plan, Gram Shikshan Mohim in Maharashtra (1963), Farmers Functional Literacy Projects (1967-68), Non-formal Educational Programmes for the 15-25 age group during the Fifth Plan, Scheme of Polyvalent Adult Education Centres, Functional Literacy for Adult Women (1975-76), etc. After experimenting with these programmes/schemes, for the first time a National Level Programme of Adult Education was launched on October 2, 1978.

This programme, known as the National Adult Education Programme (NAEP), provided for running of the Rural Functional Literacy Projects comprising of 300, 200 and 100 Adult Education Centres for imparting literacy to adult illiterates in the age group 15-35. 513 such projects were sanctioned in different states/UTs. It was envisaged that the State Governments would also set up similar projects under the State Adult Education Programme. The NAEP also laid special emphasis on involvement of voluntary agencies in the eradication of illiteracy.

In the Sixth Five Year Plan, adult education was included as part of the Minimum Needs Programmes and the goal of total literacy by 1990 was visualized in the Twenty Point Programme announced on January 14, 1982.

Between 1978-85, the NAEP was evaluated by different professional agencies. The evaluation results pointed out the ills of the programmes out of which the major ones were as follows:

- The community was not involved in the programme. In fact the entire implementation mechanism was centralized, hierarchical and bureaucratic.
- Political and administrative support of the state governments and Panchayati Raj Institutions were not forthcoming in adequate and substantial manner.
- Learners' motivation was poor and, therefore, their participation was irregular with considerable dropouts and relapse into illiteracy.
- Quality of training was poor, and
- There was absence of post literacy and continuing education programmes.

In the meantime, the National Policy on Education and Programme of Action were released by the Government of India, which were considered one of the best documents for the progress of education in India. However, the Programme of Action was revised subsequently in 1992. These documents specified three programmes for eradication of illiteracy:

- Universalization of Elementary Education and universal retention of children upto 14 years of age.
- Systematic programme of non-formal education in the educationally backward states.
- National Literacy Mission to impart functional literacy to adults in the age-group of 15-35 years.

Hence, the National Literacy Mission was launched on 5 May, 1988 as a Technology Mission to impart functional literacy to non-literates in the country in the age-group 15-35 years in a time bound manner. This age group has been the focus of attention because they are in the productive and reproductive period of life. The target for the Mission was initially set in quantitative terms from time to time but has been revised in much broader terms to achieve a sustainable threshold literacy of 75 per cent by 2007.

The first breakthrough came in Kerala in Kottayam city, followed by Ernakulam district, where the literacy campaign was initiated in 1989 and successfully completed within one year. Here, for the first time, an area specific, time-bound campaign approach was implemented, and all the sections of the society participated. The success of the campaign in Ernakulam district laid the foundation of the campaign approach and subsequently it has been accepted as a dominant strategy for eradication of adult illiteracy in India.

Today, out of 600 districts in the country, 597 have already been covered under campaign. 328 districts are in Continuing Education.

### NLM's Achievement So Far?

When the National Literacy Mission was launched in May 1988, it was the flagship programme of the Ministry/Department and hence, the enthusiasm of both the officers managing the scheme at the national and state levels and implementers in the field [officials and non-officials] was at peak. This continued almost for a decade. District Collectors not only were racing each other to take-up literacy campaigns but also were eager to declare their districts as total literate. Due to this enthusiasm, the literacy rate of the country had really gone up and the same was reflected in the 2001 census also. Some of the highlights are:

- The literacy rate in the country increased to 64.84 %, which reflected an overall increase of 12.63%, the fastest decadal growth ever. This was the highest rate since independence.

- The male literacy rate increased to 75.26%, which showed an increase of 11.13%. On the other hand, the female literacy of 53.67% had increased at a much faster rate of 14.38%.
- The male-female literacy gap had reduced from 24.84% in 1991 to 25.59% in 2001. Mizoram had the smallest gap (3.97%) followed by Kerala (6.52%) and Meghalaya (5.82%).
- All States and Union Territories without exception had shown increase in literacy rates during 1991-2001.
- In all the States and Union Territories the male literacy rate except Bihar (59.68%) was over 60%.
- For the first time since independence there had been a decline in the absolute number of illiterates during the decade. In the precious decades, there had been a continuous increase in the number of illiterates, despite the increase in the literacy rates, but for the first time the total number of illiterates had come down by 24.77 million.
- The number of literate persons had increased to 560.68 million in 2001 thus adding an additional 201.40 million literates in the country.
- Rajasthan had recorded the highest increase i.e. 21.86% in the literacy rate among the States/UTs of India. Literacy rate of Rajasthan in 7+ population in 1991 was 38.55% which had increased to 60.41% in 2001.
- The state also recorded very good increase in the female literacy. It was 20.44% in 1991, which had increased to 43.85% in 2001.
- The female literacy rate of Chhattisgarh in 7+ population in 1991 was 27.52%, which had increased to 51.85% in 2001. Thus the rise in female literacy rate in Chhattisgarh had been to the extent of 24.33%, which was the highest among all the States/UTs of the country.
- Madhya Pradesh also recorded a good increase in female literacy rate i.e. 20.94%. In 1991 the literacy rate of females was 29.35%, which had increased to 50.29% in 2001.

However, the tempo created earlier could not be sustained due to many reasons, Some of which were:

- Change of District Collectors. When the new Collectors joined they had nothing new to do in literacy, except maintaining the ongoing programme.
- Long gap in sanction of PL and CE projects which made the field functionaries lose interest. Many districts could not even apply for CE programme for want of settlement of accounts for TLC and PL programmes. This almost made the learners relapse into illiteracy and active field functionaries to leave the programme.
- In many cases, state governments were not ready to give commitments for meeting 50% of the expenses of CE programme on expiry of three years from the date of sanction.
- Those districts, which got CE programmes, also moved slowly due to non-availability of suitable places to locate the centres. In this way, there is a lot of discrepancy in the number of CE centres sanctioned, number established and Preraks appointed.
- CE in some districts were dragging. There were instances that districts which got first instalment a few years before were not able to utilize the funds fully with the result they could not get subsequent instalments. This also deprived the districts of timely and systematic evaluation.
- Important activities of CE are organization of Equivalency Programmes, Individual Interest Promotion programmes, Quality of life improvement programmes and Income generation programmes. Most of the CE centres do not organize these programmes simply because Preraks do not understand these concepts.
- Residual Illiteracy is again an important aspect in CE programme. However, in many places literacy classes are not organized at all.

### **Lifelong Learning Opportunities in 11<sup>th</sup> Five Year Plan**

Eleventh Five Year Plan period started from the financial year 2007-08. Like other Ministries in Government of India, the Ministry of Human Resource Development also had already planned the activities for different departments under it for the Plan period. However, the full

Planning Commission of India discussed the Draft Plan Document of 11<sup>th</sup> Plan only on November 8, 2007 to be placed before National Development Council for final approval. The NDC is expected to meet in the month of December 2007. Hence, whatever we speak now is only from the proposal document.

A cursory look of the Working Group Report on Elementary Education and Literacy for 11<sup>th</sup> Five Year Plan reveals that much effort have been made to propose the activities in detail and rope in as many institutions as possible. One lesson already learnt was that eventhough SRCs, JSSs and ZSSs receive grants from the same Ministry and are funded for the same programme. They had very little inter-institutional coordination and cooperation. This almost resulted in resource drain. Hence, the responsibilities are clearly indicated in the document.

Lifelong learning is not new to adult education and does not pertain to 11<sup>th</sup> Plan alone. When NLM was launched, it was categorically stated that CE is an integral part of the whole programme and it will be more or less a permanent type of arrangement to ensure the neo-literates to have continuous access to reading material and create a learning society. However, in practice, inordinate delay in sanction of projects when the districts move upward almost hampered the progress. Keeping this in mind, the Department formulated a new strategy in which TLC, PL and CE were amalgamated together as one and named as Lifelong Education and Awareness Programme [LEAP]. The scope of the CE Centre also has been expanded and it will now be called Centre for Lifelong Education and Awareness [CLEAR].

CLEAR will be a focal point for providing learning opportunities such as library, reading room, learning centre, training centre, information centre, charcha mandal, development centre, cultural centre, sports centre and other individual interest promotion centre.

One CLEAR will be setup for a population of approximately 5000 and in all districts irrespective of the fact that the district is implementing basic literacy, post literacy or continuing education programme.

Other important activities of CLEAR are:

- It would focus on the neo-literates emerging out of the literacy campaign, at the same time being opened to the entire village. It will focus on providing basic literacy to the non-literates also. The primary function of the CLEAR would be to impart basic literacy and life skills in order to achieve a literacy rate of 85% by the end of Eleventh Plan Period. Different strategies to be followed to impart basic literacy are:
  - Camp based literacy for women
  - Residential/non-residential camp based literacy for Panchayati Raj Representatives
  - Camp based/Residential camp based literacy for adolescents
  - Literacy for disabled
  - Literacy for fishermen
  - Literacy for nomads
  - Literacy for Self-Help Groups
  - Literacy for young mothers
- It will be responsible to impart foundation skills to the neo-literates in order to make them socially productive and economically employable. The skills will include psycho-social skills, communication skills, self learning skills, healthy living skills including first aid, observational skills, problem solving and decision making skills, cooperation and team work related skills, recreation skills, computer related skills, work related skills, disaster management skills, entrepreneurial skills etc.
- JSS would provide vocational training in conjunction with CLEAR. Vocational linked primers would also be developed.
- It will conduct equivalency programmes. The equivalency programme is to reach out the disadvantaged groups out side

the school system aspiring for continuation of education and certification, equivalent to the formal system.

Equivalency programme for neo-literates visualizes three levels. They are:

Level- 1 equivalent to class III/IV

Level- 2 equivalent to class V/VI

Level -3 equivalent to class VII/VIII.

The implementation strategy is based on existing available infrastructure and partnership for sharing of responsibilities and resources.

- It would serve as a venue for undertaking rural sports, cultural and leisure time activities. Facilities for games, board games and musical instruments would be made available.

The rural sports infrastructure scheme of the Ministry of Youth Affairs and Sports "Panchayat Yuva Khel Abhiyan" is being revitalized and aims at synergising sports with primary education schemes including the Sarva Shiksha Abhiyan and Navodaya Vidyalayas.

- It would function as a rural library for the village and would have provision for books and Newspapers for both neo-literates and the literates.

Neo-literate corners would be opened in the libraries run by the Raja Ram Mohan Rai Library Foundation.

- It would have provision for crèche facilities for the children in the area. It would be a venue for health checkup for women and children.
- The CLEAR would serve as an information window for villagers for all the schemes and programmes of different development departments. It would serve as a forum for

awareness camps/discussions on issues like the Right to Information Act, Rural Employment Guarantee Act and the National Rural Health Mission. It would educate people on the means of exercising the rights and benefits under the schemes.

- It would try to inculcate a scientific temper in the people by eradication of superstitions and unscientific practices being followed.
- Computer based learning programmes developed by NLM in consultation with TCS and C-DAC would be expanded and strengthened further in the XI Plan.

The State Resource Centres, which provide academic and technical resource support for the literacy programmes, Jan Shikshan Sansthan that conduct vocational training programmes for neo-literates and others and the Zila Saksharta Samitis which implement literacy programmes would collaborate and coordinate each other to achieve the desired goals. Each one of these institutions will be strengthened and further expanded wherever necessary.

As part of strengthening the partnership with NGOs, they will be involved to provide academic and technical support through experimental and innovative programmes and also conducting evaluation and impact studies.

## Conclusion

The target proposed for the 11<sup>th</sup> Plan is to achieve 85% literacy by 2012, with further specification for male literacy of 90% and female literacy 80%. Apart from this, the gender gap also is to be minimized by 10%. The proposal seems to be viable. However, there is an urgent need to revive the enthusiasm and confidence of the field functionaries. Every one who makes a mark in the field must be recognized and suitably awarded. Like initial years of NLM, media should play a positive role and project the achievements for the consumption of general public who

in turn will impose confidence in the programme. University Departments of Adult Continuing Education and Extension may have to conduct quality action research on all the aspects of literacy programme.

Let all of us join together and make the programme a success in the 11<sup>th</sup> Five Year Plan.

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# Adult Education and Social Work

*Dr. Madan Singh*

## Prologue

Effectiveness of Adult Education programmes can be and should be increased with the help of professional social work methods, with a view to modernizing the thinking, attitudes and living of the Learner-participants. Explaining the importance and mode of practice of Social Work, Prof. Surendra Singh explains in the following:

"Social Work is a professional service undertaken individually or through some organization by organizing appropriate programmes and activities in collaboration with other social service agencies and people from different walks of life, interested in and committed to alleviation of human sufferings and promotion of socio-economic development for providing help to individuals, groups and communities faced with psycho-social problems in their social functioning, by making use of scientific knowledge, technical skills and 'philosophical values' to enable them to help themselves is concerned "both with giving personal help to clients' in need of service and with measures that aim towards a change in the social conditions that contribute to human suffering and maladjustment."

(Friedlander 1977:8). It seeks "two things for people: economic well-being and the deeper source of happiness, that is, self realization" (Youngahl, 1949: 408). It seeks "to enhance social functioning of the individual" (Boehm: 1959: 54). It is "designed to aid individuals, singly or in groups, in coping with present or future social and psychological obstacles that prevent, or are likely to prevent full and effective participation in society" (Pink, 1942:52).

Objective of social work is to enhance or restore capacity of individuals, groups or communities for social functioning and to create societal conditions favourable to their goals (Crompton, 1980:109). Thus the aim of social work is to improve social functioning of individuals, groups and communities faced

with psychological problems with a view to ultimately promoting their well-being by providing help and changing social conditions that contribute to human sufferings and maladjustment”.

Adult Education and Social Work have an intimate relationship and they increase effectiveness of each other. Prof. Singh in a very lucid way clarifies how Adult and Continuing Education contributes to Social Work.

“Adult Education is contributing to Social Work by, (1) developing knowledge of reading, writing, arithmetic and national values, and thereby helping to develop capacity to get rid of the clutches of creditors who used to keep them under debt bondage generation after generation and used to exploit them in myriad ways.

Adult Education increases the insight and understanding of various aspects of social reality which are essential for effective social functioning and personal and social adjustment which Social Work as a profession seeks to promote, (2) Providing functional education, inculcate necessary skills required for taking up more rewarding and satisfying work which not only raises the income but also improves the quality of life and contributes to happiness and personal satisfaction which Social Work as a profession seeks to promote, and (3) by enhancing social awareness required for developing public sensitivity against various kinds of social evils, making them aware of their own, as well as society's problems, their causes and remedial measures; developing right kind of attitudes among people characterized by humaneness, empathy, others' orientedness, willingness to undergo sacrifice for promoting the well-being of others, etc., motivating them to contribute their best to multifaceted but integrated development of society by initiating appropriate kind of action; and organizing them to unitedly face the challenge of well entrenched and powerful vested interests bent upon fishing troubled waters and exploiting them in a variety of ways, and thereby facilitating the practice of Social Work in general and social action in particular.

At the same time, in the opinion of Prof. Singh, Social Work Practice can promote effectiveness of Adult Education. Some of his important observations are as follows:

“Social Work, with its scientific knowledge, technical skills and

philosophical values and well developed methods (social case work, social group work, community organization, social welfare administration, social action and social research) of working with people especially those from weaker and vulnerable sections of society, faced with various kinds of psycho-social problems in their social functioning, can be of immense help in increasing the effectiveness of various schemes, projects and activities organized under National Service Scheme (NSS), by not only ensuring more output with lesser input but also by guaranteeing greater happiness and satisfaction to their beneficiaries as also students, volunteers and teachers associated with their organizations. Specifically, Social Work, whether practiced under the aegis of some agency or carried out independently in an institutional or non-institutional setting, can contribute to effectiveness of Adult Education in many ways.

Social Work can contribute to effectiveness of Adult Education by playing a constructive role in the following areas:

1. Provision of buildings, electricity and other infrastructure by Social Work agencies, for organising Adult and Continuing Education Centres.
2. Social studies and surveys may be conducted through Social Work agencies.
3. Development of appropriate values in the personality structure of those associated with Adult and Continuing Education Programmes.
4. Mobilization of community resources with the help of Social Work agencies and professionally trained social workers.
5. Securing people's participation to run Adult and Continuing Education programmes with the help of social workers.
6. Assistance by Social Work agencies for special drives for Adult and Continuing Education programmes.

Thus, Adult Education, National Service Scheme and Social Work are complementary to each other. In fact, NSS and Adult Education are the fields for providing opportunities for professional Social Work practice, and Social Work with its well-knit philosophical, scientific and technical base of its distinct methods, can reinforce each to them in the organization of various programmes and activities under Adult Education and the National Service Schemes in a more effective manner

## **Activities under Adult Education and Social Work Programmes-**

Adult Education aims at social reconstruction. In order to attain the objectives of social reconstruction through extension work, a number of educational and organizational activities can be taken up under Adult Education programmes. Some of the main activities are as under:

### **Activities for Creating Awareness**

These include organizing talks and holding vacation camps for social education with the help of students and teachers volunteers. Discussions on health, sanitation, population and environment education, citizenship problems and numerous follow-up activities can be organised.

### **Activities for social change**

Social change is taking place throughout the world and accordingly activities to bring about social change in India for national development and progress can be organized effectively. Adoption of small-family norms, national integration, social harmony etc., could be the important aspects under this head.

### **Activities for Technological Development**

It relates to development of scientific outlook and popularization of new agricultural methods and techniques and innovations like solar cooker, bio-gas plant, etc.

### **Activities for Community Education**

Mass Programme of Functional Literacy and Continuing Education programmes deserve special emphasis. The plans for eradication of illiteracy should be drawn for the adopted areas by universities, colleges and other social welfare agencies. Special emphasis may be given on women's education, particularly in rural areas.

Activities for post-literacy and continuing education, including income generating skills and development of vocational training programmes could be organized through establishment of Jan Shikshan Sansthan (JSSs) and better use of existing institutional facilities.

People should be encouraged, mobilized and trained to organize youth clubs, women's clubs, cooperatives and establishing CECs providing various social amenities.

Special programmes could be chalked out for the scheduled castes, scheduled tribes and weaker sections including rural women.

### **Activities for Recreation and Culture**

The objectives of these activities are to organize the people to provide for themselves healthy recreational and cultural facilities. These may include sports, games, community singing, folk songs, folk dramas, etc., CECs could be the effective agencies for organizing such types of programmes.

Thus, professional social work practice can be of immense importance for enabling youth and adults to actively involve themselves in national development through adult and lifelong education.

### **11<sup>th</sup> Five Year Plan (2007-2012)**

Under the 10<sup>th</sup> Five Year Plan, the national goal was to achieve 75 per cent literacy by the end of the year 2007 and the target for the entire period of the 11<sup>th</sup> Five Year Plan is to achieve 85 per cent literacy by the end of 2012, while the literacy percentage was 64.8 (Male 75.3 per cent and Female 53.7 per cent) according to the latest census 2001. Another target is to minimize the gender gap to 10 per cent, which was about 20 per cent as per the latest census. The above mentioned targets are not easy to achieve, but they can be achieved if we sincerely apply the methods of social work, already described else where in this paper.

The new strategy proposed by the National Literacy Mission (NLM) is to establish Lifelong Education and Awareness Programme (LEAP)', which will amalgamate the Residual Literacy (RL), Post Literacy (PL) and Continuing Education (CE) stages under one programme. The thrust of the programme would be on addressing the learning needs of the non-literates and neo-literates, providing them with opportunities of Lifelong Learning and skill development and linking them with the issues of rights and livelihoods.

The NLM has also proposed to initiate 'Centre for Lifelong Learning and Awareness (CLEAR)' for imparting communication skills, healthy living skills,

problem-solving and decision-making skills, recreational skills, cooperation and team work related skills, computer related skills, work related skills, etc. CLEAR would function as a rural library with provision for books and newspapers for both neo-literates and the literates. The Rural Library-cum-Information Centre may be integrated with LEAP. CLEAR would serve as a forum for awareness camps/discussions on issues like the Right to Information Act, the Rural Employment Guarantee Programme and National Rural Health Mission. Convergence would also be related to issues like immunization, foeticide, malnutrition, environmental degradation, child development, etc. CLEAR would try to inculcate a scientific temper in the people by eradication of superstitions and unscientific practices being followed, and by explaining scientific phenomenon like solar and lunar eclipse, etc.

The Zilla Saksharta Samities (ZSSs), in consultation with CE centres, would have full freedom in selecting relevant Equivalency Programmes (EPs) that are already on offer by academic and technical professional institutions like the National Institute of Open Schools (NIOS), Indira Gandhi National Open University (IGNOU) and other open and Distance Learning (ODL) institutions in the country as well as the State Resource Centres (SRCs) and Jan Shikshan Sansthan (JSSs).

In view of the great deal of upscaling envisaged during the 11<sup>th</sup> Five Year Plan, CLEAR would have to function like a study centre where a range of activities and courses are to be organized. There would be a need for making a provision for engaging or hiring the services of different instructors and preraks, who can teach such courses under the 'Equivalency Programmes (EPs).'

A series of workshops, orientation programmes and training programmes for officials involved in literacy programmes at the national and state levels, for officers of the different development departments who would be the major partners in the new NLM strategy. Social activists, media persons, writers, Non-Governmental Organizations (NGOs), JSSs and Adult Education Departments of Universities and LEAP functionaries would be given comprehensive training for managing the CLER and to organize trainings, whenever required.

It has also been proposed to make Population Development Education (PDE) a major thrust area during the 11<sup>th</sup> Five Year Plan.

The Documentation Services will be strengthened and streamlined, which have been neglected in India's Adult Education Programme.

There is need to infuse new ideas into adult and lifelong education by encouraging innovations, experiments and publications.

Coordination among SRCs, JSSs and ZSSs is a must for effective implementation of adult education programmes.

The national targets fixed for literacy and adult education during the 11<sup>th</sup> Five Year Plan are difficult to achieve, but these proposed targets could be achieved through well defined and scientific methods of social work already enunciated earlier in this paper.

### **Implications for Professional Social Work**

Social Work can and should play an effective role in eradication of illiteracy. Non-literate persons are in a vicious circle of illiteracy and poverty, which can be broken with the help of Adult Education and Social Work. Explaining the basic philosophy of Andragogy, i.e. an art and science of helping people to learn and grow, Prof. Singh comments as under:

"All adult education programmes are aiming at helping such persons to break this vicious circle and reach the highest of what their capabilities and capacities are left out to come out of this circle. Andragogy is based on the assumption that the people need "to know" and "to learn". These persons need assistance of Social Work to understand, as to what their learning-needs are and how the non-fulfillment of these needs can affect their life and that of their coming generation Social Work can identify the point at which interventive action for the people will be required and will prove useful. It could be the Adult and Lifelong Education inputs followed by learning new skills or improving the existing skills and practices which could motivate the youth and adults to participate in the adult education programmes.

There is a huge drop-out rate in the educational programmes, only because there is no effective mechanism to motivate and convince them about the need and utility of adult and lifelong education programmes for themselves as well as for their coming generation. Professional Social Work can be useful in this area".

Social Work is concerned with growth and development of people as well as of the society. This growth and development is not possible unless individual and societal attitudes are made favourable towards learning new knowledge, skills and practices.

## Epilogue

Therefore, Adult Education and Social Work can and should supplement and compliment each other for making India a literate, enlightened and powerful country in the world in the shortest possible time, so that it could be termed an ideal nation so that other developing nations follow its path for their growth and prosperity.

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# **Eleventh Five Year Plan (2002-07) Quantitative Target for Literacy**

*Prem Chand*

## **Background**

The number of illiterates in the age group of 15-35 increased from 91 million in 1951 to 110 million in 1981. The National Literacy Mission, 1988, set a target of imparting functional literacy to 80 million illiterate persons in the 15-35 age group-30 million by 1990 and additional 50 million by 1995. NLM's intention was clear that they wanted to make on an average about 10 million illiterates literates the age group of 15-35 functionally literate every year by progressively increasing the magnitude of the Literacy Programmes during 1988-95. The aim was to eliminate illiteracy from the most productive and reproductive age group of 15-35. The 1991 census indicated that the number of illiterates in the age group of 15-35, instead of declining from 110 million in 1981, increased to 121 million by 1991. The main reason for this was increase in population of the age group (15-35) by over 60 million during the period 1981-91 and the literacy rate of the age group (10-14) joining the 15-34 age group being only 56 percent. It implied that about 25 million more illiterates joined the age group of 15-35 and that NLM could not make all of them literate. The number of illiterates in the age group of 15-35 as per 2001 Census came down from 121 million in 1991 to about 100 million in 2001. Increase in population of the age group 15-35 during 1991-2001 was about 66 million. The literacy rate of the age group 10-14 in 1991 was 69 percent. It means that 20 million more literates entered the age group 15-35 during 1991-2001.

## **Tenth Five Year Plan Target and Achievement**

### **Age Group 7 and above**

The NLM set a goal of achieving a sustainable level of literacy in the country. This level was defined as 75 percent literacy for age group

7 and above population and was to be reached by the year 2007. As per the 2001 Census, literacy rate for age group 7 and above was 64.84 percent. To raise it to 75 percent of the projected population of 966 million in 2007, the number of literates needed to be raised from 560 million in 2001 to 725 million in 2007. It implied that the number of literates on an average has to increase annually by about 27-28 million. The total increase in the number of literates during

1991-2001 was by about 200 million from 360 million to 560 million giving an average annual increase of 20 million per year. If this rate of achievement would have continued during the period 2001-07, we would have fallen short of reaching the target by about 44 million and the literacy rate in 2007 would have been 70.5 percent as would be seen from the following Table.

**Table I**  
**Tenth Five Year Plan – Target and Achievement of literacy position**

Year	Population age group 7+	Literates	Non-literates	Additional Persons made literates	Literacy Rate
2001	865	561	304	-	64.8
2002 (Estimate)	885	581	304	20	65.6
2007 (Target)	966	725	241	144	75.0
2007 Achievement (At the 1991-2001 rate achievement)	966	681	285	100	70.5

(ii) The increase in the number of literates is mainly contributed by the Primary education and adult literacy programmes. It is normally assumed that a child who has completed Class III level or entered class IV has acquired the status of a literate person. Primary education enrolment data revealed that out of the Cohort of 30.36 million children in class I in 1998, 19.69 million children progressed to class IV in 2001. On the basis of this data, it can be assumed that primary education system contributed about 20 million literates per year from 2001 onwards. It means that during the Tenth Five Year Plan period of 2002-07, contribution of primary education was an

addition of around 100 million literates during the 5 years and about 120 million during six years from 2001-07. Out of the total target of making 164 million additional persons literates during 2001-07 to achieve 75 percent literacy rate in 2007, if 120 million persons became literate through primary education, adult literacy programme was to cater to the remaining 44 million persons to be made literate during (2001-07). During the decade 1991-2001, achievement level of adult literacy programmes was about 4 million persons per year made literate. If during 2001-02, 4 million persons became literate through adult education programme, the net target for the Tenth Five Year Plan 2002-07 for adult literacy programmes came to about 40 million during 5 years. Against this expected contribution of 40 million persons to be made literate during 2002-2007, what has been achieved through adult literacy programmes is not yet clear. There was some slackness in the implementation of literacy programmes during the last two years or so. It seemed to pick up again with the launching of Projects for Residual Illiteracy and Special Literacy Drive. With these efforts, if the level of achievement increased from 4 million per year to 5 million per year during 2002-07, the target may have fallen short by about 15 million. The overall literacy rate would have reached about 73 percent. But the National Sample Survey Organisation (NSSO) which conducted its 61<sup>st</sup> Round with reference period of July 2004-June 2005 observed that the literacy rate of the age group 7 and above for 2004-065 was 67.3 percent for all persons, 77 percent for male and 57 percent for female. From this data it is observed that the literacy rate of 64.84 percent observed in 2001 increased by about only 2.5 percentage points in a period of over 3 years and at this rate it could not be estimated to have gone beyond 70 percent by the end of the Tenth Five Year Plan. The National Family Health Survey-3 was conducted by the International Institute for Population Sciences (IIPS) Bombay. NHFS-3 has reported a literacy rate of 67.6 percent for the age group 6 and over population for 2005-06. Extrapolation of the trend indicated by these sample surveys does not go beyond 70 percent literacy rate for the year 2007. Thus, the targeted literacy rate of 75 percent by 2007 and even the projected literacy rate of 73 percent on the basis of census data and projected contribution of primary education and adult literacy programmes does not seem to have been reached by the end of the Tenth Five Year Plan if the data contained in the two sample surveys is to be taken into account.

**(b) Age Group 15-35**

According to the 2001 Census, the literacy rate of the age group 15-35 was 71 percent in 2001. The number of Illiterates was 100.7 million and number of literates was 246.9 million. In a period of five years, the population of age group 15-19 moves to age group of 20-24 and that of 20-24 moves to 25-29 and so on. Assuming that the age cohort retains its own literacy rate over a period of five years i.e. from 2001-06, literacy position of the age group 15-35 in the year 2006 would have emerged as under :-

**Table – II**  
**Progression of literates of age group 15-35 during 2001-2006**

Age Group	Literacy rate 2001	Progression Literacy rate 2006	Population Projected 2006 (in million)	No. of literates (in millions) 2006	No. of non-literates (in millions) 2006
10-14	81.7	-	-	-	-
15-19	79.3	81.7	119	97.2	21.8
20-24	73.2	79.3	103	81.7	21.3
25-29	67.0	73.2	90	65.9	24.1
30-34	61.7	67.0	82	54.9	27.1
<b>Total 15-35 age group</b>	<b>71.0</b>	<b>76.0</b>	<b>394</b>	<b>299.7</b>	<b>94.3</b>

The Population of the age group of 15-35 during 2001-06 is projected to have increased by 46.3 million from 347.7 million in 2001 to 394 million in 2006 and by the progression method number of literates would have gone up by 52.8 million from 246.9 million in 2001 to 299.7 million in 2006. This shows that the increase in the number of literates (52.8 million) is higher by 6.5 million as compared to the increase in population (46.3 million). So the number of illiterates would have gone down to that extent from 100 million to 94 million by 2006 and to about 93 million by 2007.

Population of the age group 15-35 is estimated to increase by about 7 million during the year 2006-07 from 394 million in 2006 to 401 million in 2007. Number of literates would have also increased by about 10 million

assuming the same annual rate of progress as for 2001-06. Estimated position of literacy for age group 15-35 for 2007 emerges as under :-

**Table 3 –  
Estimate of the literacy situation of age group 15-35 for 2007**

Year	Population 15-35 (in million)	No. of literates 15-35	Literacy Rate
2001	347.7	246.9	71.0
2006 (Estimated)	394	299.7	76.0
2007 (Estimated)	401	310.0	77.3

**(c) Age group 15 and over**

On the basis of the 2001 Census literacy rates for different age groups and the progression literacy rates for different age cohorts, literacy rate for age group 15 and over for the year 2006 has been worked out as under. The population as projected by the Expert Group on Population, 2006, has been used.

**Table – 4  
Progression of literacy rate – Age group 15 and above for 2006**

Age Group	Literacy Rates 2001	Progression Literacy Rate 2006	Projected Population 2006 (in million)	No. of literates 2006 (in million)
10-14	81.7	-	-	-
15-19	79.3	81.7	119.1	97.3
20-24	73.2	79.3	103.0	81.7
25-29	67.0	73.2	90.0	65.9
30-34	61.7	67.0	81.9	54.9
35+	52.2	52.2	631.3	188.6
<b>15+</b>	<b>61.0</b>	<b>64.7</b>	<b>755.3</b>	<b>488.4</b>

The Literacy rate of the age group 15 and above which was 61 percent in 2001 would have increased to 64.7 percent by the transition of higher literacy rate cohorts to higher age groups in five years time. The number of literates would have increased from 405.5 million in 2001 to 488.4 million in

2006, an increase of about 83 million in 5 years time. The projected literacy rate of 64.7 percent for 2006 would have improved further as a result of more persons made literate through adult literacy programme during 2001-06. The number of literates of age group 15 and over by the progression method increased at an average annual rate of 16.6 million. At this rate, number of literates in 2007 would have increased to 505 and the literacy rate would have improved to 65.3 percent.

### Identification of low literacy areas/sections of society

The low literacy sections of the society mainly comprises of women, particularly belonging to Scheduled Castes and Scheduled Tribes. On the basis of the 2001 Census the following low literacy sections of the society have been identified.

#### The low literacy states

S.No.	State	Literacy Rate – 15-35 age group 2001	Number of Illiterates (in millions)
1.	Bihar	51.50	12.1
2.	Jharkhand	58.69	3.5
3.	Uttar Pradesh	60.53	20.5
4.	Jammu & Kashmir	63.25	1.3
5.	Dadra & Nagar Haveli	64.12	0.03
6.	Arunchal Pradesh	64.93	0.1
7.	Andhra Pradesh	66.35	9.0
8.	Rajasthan	66.41	6.1
9.	Assam	68.47	2.9
10.	Madhya Pradesh	68.98	6.1
11.	Orissa	69.45	3.8
12.	Meghalaya	70.38	0.2
	<b>India</b>	<b>71.03</b>	<b>100.7</b>
	<b>Total 12 States</b>		<b>65.6</b>

The above 12 States/UTs which have literacy rate below the national level account for 65.6 million illiterates of the age group 15-35 which is about two third of the total illiterates of the country.

## Low Female Literacy Rate

193 districts have female literacy rate below 50 percent. 65.6 million illiterates of the age group 15-35 in these districts form about two third of the total illiterates of the country in this age group.

## Low Female Literacy Rate among Scheduled Castes

75 districts with SC female literacy rate below 30 percent for age group 7 and over are located in the following 7 states.

S.No.	State	No. of Districts
1.	Rajasthan	14
2.	Uttar Pradesh	37
3.	Arunchal Pradesh	1
4.	Orissa	5
5.	Madhya Pradesh	4
6.	Madhya Pradesh	1
7.	Jharkhand	13
	<b>Total – Seven States</b>	<b>75</b>

## Low Female Literacy Rate among Scheduled Tribes

146 districts with Scheduled Tribes female literacy rate below 30 percent for age group 7 and over are spread over the following 9 states/territories.

S.No.	State	No. of Districts
1.	Jammu & Kashmir	11
2.	Rajasthan	16
3.	Uttar Pradesh	44
4.	Arunchal Pradesh	14
5.	Orissa	19
6.	Chhatisgarh	3
7.	Madhya Pradesh	24
8.	Dadra & Nagar Haveli	1
9.	Andhra Pradesh	14
	<b>Total</b>	<b>146</b>

## Low Literacy Rate among Muslims

The Literacy rate among Muslims, according to the 2001 Census, was 59.1 percent as compared to the national average of 64.84 percent and was much below the literacy rates of the other main religious communities. The female literacy rate among Muslims was 50.1, as compared to 53.7, among all religious communities. It was particularly low in the following States :-

S.No.	States	Female literacy rates for Muslims
1.	Jammu & Kashmir	34.9 %
2.	Haryana	21.5%
3.	Bihar	31.5%
4.	Uttar Pradesh	37.4%
5.	Rajasthan	40.5%
6.	Uttranchal	40.1%
7.	Manipur	41.6%
8.	Punjab	43.4%
9.	Nagaland	33.3%
10.	Meghalaya	35.2%
11.	Assam	40.2%
12.	Jharkhand	42.7%

The above analysis indicates that the low literacy districts also mainly fall in the 12 low literacy states. During the XI Plan period, we need to give priority to these states to bring them at par with other states. In case of states having literacy rates above the national average, we may have to identify C.D. Blocks which might have been lagging behind the State literacy level/National Literacy Level.

## Target for the Eleventh Five Year Plan (2007-2012)

Goal 4 of the Education for All, as applicable to literacy, aims at achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults. Planning Commission had indicated a target of 85 percent literacy rate to be achieved by the end of the Eleventh Plan which implied 80 percent literacy for female and 90 percent literacy for male by 2012 so that the gender difference in the literacy rates could be reduced from 21.59 percentage points in 2001 to 10 percentage points by the next census of 2011. To reach

this target, the Working Group of Elementary Education and Literacy for the XI Five Year Plan prepared a literacy roadmap which implied different growth rates for different States. A growth rate of 1.44 percentage points for female literacy (achieved during 1991-2001) was suggested for six states namely Himachal Pradesh, Maharashtra, Daman & Diu, Tripura, Tamil Nadu and Punjab where the female literacy rate in 2001 was above 63 percent. States of Uttarakhand, Manipur, Sikkim, West Bengal, Nagaland and Meghalaya with female literacy rate of around 60% were required to raise the growth rate to over 2 percentage points during XI Five Year Plan to reach 80 percent female literacy by 2011. But the working group also considered a target of 75 percent female literacy for these 6 States. For the three States of Gujarat, Haryana and Karnataka where the female literacy rate in 2001 was between 55 to 58, growth rate of over 3 percent was required to reach 80 percent female literacy in 2011. Even to reach 75% literacy rate, growth rate of over 2 percent was needed during XI Plan period. In case of 8 States namely Assam, Chhattisgarh, Orissa, Andhra Pradesh, Madhya Pradesh, Rajasthan and Jammu & Kashmir where female literacy rate in 2001 varied from 54.6% in Assam to 43% in Jammu & Kashmir, the growth rate needed to raise the female literacy rate in 2011 to 80 percent was over 4 percent during XI Plan period. Even to raise female literacy rate in 2011 to 65% in these States, growth rate of over two percent was needed in States of Rajasthan, Arunachal Pradesh and Jammu & Kashmir. The States of Uttar Pradesh, Dadra & Nagar Haveli and Jharkhand were expected to achieve a female literacy rate of only 55% with normal growth rate of 1.12 to 1.50 percent and 60% with over 2% growth rate. Bihar was expected to reach only 50 percent female literacy in 2011 at the growth rate of 1.65 percent.

The above analysis indicates that the target of 80 percent female literacy is very difficult to be achieved – The Hindi speaking belt, particularly Bihar, Jharkhand, Madhya Pradesh, Rajasthan and Uttar Pradesh need special attention.

Literacy for the age-group of 6-14 is taken care of by the Sarva Shiksha Abhiyan which aims at enrolling and retaining all the children of age group 6-14 by 2010. The National Literacy Mission covered the age group of 15-35 through its literacy programmes during the X Plan period. The Working Group for the XI plan has suggested coverage of the non-literates of the age group 35 and over, also through a special scheme 'Literacy for 35+ age group' besides other schemes of adult education such as 'Lifelong Education and Awareness Programme' 'Projects for Removal of Illiteracy', etc.

As far as the age group of 15-35 is concerned, we need to provide for an additional coverage of about 25 million persons during 2007-12. Population of the age group 15-35 in 2012 is projected to go upto 437 million i.e. an increase of about 36 million during 2007-12. The literacy rate of this age group in 2001 was 71 percent. As a result of age group 10-14 moving to 15-19 and 15-19 moving to 20-24 etc, the literacy rate of age group 15-35 is estimated to increase through this progression to about 80 percent of the increased population by 2012. The number of literates will be about 345 million. Increasing the literacy rate beyond 80 percent is a slightly difficult task and is a slow process as the hard core illiterates are needed to be covered. During the Eleventh Plan period we need to target the low literacy areas/low literacy sections of the society including women. This will raise the literacy rate of the country of this age group to 85 percent, if 25 million additional persons are made literate through Adult Literacy Programmes during 2007-2012.

The Literacy rate of the age group 15 and over in 2001 was 61 percent. As a result of progression of higher literacy age groups from below during 2001-06, literacy rate of the age group is estimated to have improved to 64.7 percent of the projected population of 755 million and the number of literates would have gone upto 488 million in 2006. The progression of literacy rate in 2011 for age group 15 and over is expected to go upto 67.8 percent of the projected population of 845 million and the number of literates would have gone upto 573 million. To raise the literacy rate of this age group to 75 percent of the projected population of 845 million in 2011, an addition of about 60 million persons of this age group would have to be made literate. Accelerated achievement of the elementary education and adult education programmes would have improved the literacy rate of this age group further. The trends of literacy rates indicated by the latest Sample Surveys of 2004-05 and 2005-06 indicated that NLM target of 75 percent literacy rate for 2007 may not have been reached. The Planning Commission and the Ministry of Human Resource Development have agreed to keep a target of 80 percent overall literacy for the Eleventh Five Year Plan.

### (Footnotes)

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\*\* Includes estimate for Assam where 1991 census was not held

# **The Role of Women Self-help Groups in Achieving Millennium Development Goals with Special Reference to Athoor Block Tamil Nadu**

**L. Raja**

The Millennium Development Goals (MDGs) were framed according to the Nations Millennium Declaration of UN in 2000. These goals were set to be achieved by the year 2015. These MDGs arise from a realization that there will be no development without security, and no security without development, and neither is possible without respect for human rights.

There are eight Millennium Development Goals, with targets specified under each goal:

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability and
8. Develop a global partnership for development

MDGs become significant in the international as well as in the Indian context, when we take into account the National Development Goals (NDGs) which were evolved by the Planning Commission of India as part of its Tenth Five-Year Plan targets. These are essentially based on the eight Millennium Development Goals.

In the present global situation, the Millennium Development Goals have considerable importance. Since the MDGs are people centered, time-bound and measurable, it is very appropriate to implement them through many ways.

## **Self-Help Groups**

Self-Help Groups (SHGs) are voluntary groups formed to attain some common goals. Most of the members have similar social identity, heritage, castes or traditional occupations, and come together for common causes and manage resources for the benefit of the group members. These groups are called "Solidarity groups" as they provide monetary and also moral support to individual members (NABARD, Hyderabad, 1998).

## **Self-Help Groups in Tamil Nadu**

Today SHGs are widespread all over the country, but in Tamil Nadu alone, there are more than 3.5 lakh groups consisting of 56 lakh women members. Every year an additional 25,000 groups are being formed (The Hindu 23.10.2007).

## **SHGs in Dindigul District**

In Dindigul District, in all the 14 blocks, as of now, more than one lakh groups have been formed. The total saving come to around Rs. 7.00 crores (L. Raja, Research Studies on SHGs, 2003).

In view of the role played by SHGs in achieving the MDGs, a particular Block of Dindigul District, Tamil Nadu, has been chosen as the subject for this study.

## **Study Area**

Athoor Block is located near Dindigul (18 Kilometers) in Tamil Nadu. There are 20 villages and 3 Towns Panchayats (namely, Chinnalapatti, Sithyankottai and Annyampalayam) come under this block.

According to the 2001 Census, the population was 1,46,139; males 72916 and females 73,223. Among them 30,752 are SC and 71 ST people. Administratively, there are 22 Village Panchayats and 2 Special Panchayats functioning in this Block.

There are 85 primary and 30 upper primary schools functioning here, and 330 teachers have been working at primary and 258 at upper primary levels. According to the SC/ST literacy rate, this Block has attained literacy

for 72 males and 64 females. Regarding water connections, 8405 houses have water connectivity and 2 agricultural go-downs were availed of in order to help the agriculturists in protecting food grains and the surplus cultivation.

The main occupation of the people in the plains is agriculture they cultivate paddy, maize, millet, pluses, oil seeds, banana, cotton, sugarcane and vegetables and in the hills coffee, pepper (black) and cardamom.

It is observed that more number of people are engaged in own cultivation an landless laborers are employed in household industries, spinning mills, iron work, stone quarry work, construction work.

### **Objectives of the Study**

1. To study the understanding of MDGs by the Women SHG members.
2. To find out the role of Women SHG members in achieving the MDGs.

### **Sampling Methods**

Athoor Block has 24 Village Panchayats. Out of 24 Panchayats the researcher selected only 10 village Panchayats randomly. In each Panchayat 20 women SHG respondents were selected.

### **Methods and Tools of Data Collections**

An interview schedule was prepared for collecting primary data from the women SHG members. In addition, direct observation, dialogue and meetings with the family members were resorted to.

The interview schedule consisted of age, occupation, socio-economic conditions, educational status, size of the family, land and other assets, income from other sources, child birth and control, health status, their participation in eco-development.

### Age Wise Classification

Sl. No.	Age	No. of Respondents	Percentage
1.	11-20	45	22.5
2.	21-30	85	42.5
3.	31-40	50	25
4.	41-50	18	9
5.	51-60	2	1
<b>Total</b>		<b>200</b>	<b>200</b>

It is revealed that the age group between 21 and 40 are more. It shows that there are more members between 21 and 40, that is, the productive age.

### Educational Status

Sl. No.	Education	No. of Respondents	Percentage
1.	Illiterate	45	22.5
2.	Primary	120	60
3.	Middle School	20	10
4.	High School	15	7.5
<b>Total</b>		<b>200</b>	<b>100</b>

In this Table, 22.5 percent of the respondents are shown as illiterates and most of them are aged more than 50. Moreover, these women are functional literate. Therefore, illiteracy does not create any problem for them. Out of 200 respondents, 60 percent of the respondents have completed primary school.

### Occupation Status

Sl. No.	Category	No. of Respondents	Percentage
1.	Agricultural Coolies	123	61.5
2.	Own Land	31	15.5
3.	Construction Work	36	18
4.	Self Employed	10	5
<b>Total</b>		<b>200</b>	<b>100</b>

The Table reveal that 61.5 percent of the respondents are agricultural coolies and 18 percent of the respondents are going for construction work.

### Distribution of Respondents income

Sl. No.	Category	1995-2000		2001-2006	
		No. of Respondents	Percentage	No. of Respondents	Percentage
1.	2000-4000	133	66.5	83	41.5
2.	4001-8000	36	18	41	20.5
3.	8001-12000	20	10	46	23
4.	12000>	11	5.5	30	15
<b>Total</b>		<b>200</b>	<b>100</b>	<b>200</b>	<b>100</b>

It is revealed that the income of the respondents increased from Rs. 4000 to Rs. 8000 (20.5 percent), Rs. 8000 to 12,000 (23 percent) and more than Rs. 12,000 (5.5 percent to 15 percent). By the analysis, we found that the income level increased rapidly. The women SHG members got loan from the group and made use of the money for productive purposes. It shows how the money rotation goes on without any delay.

### Loan used for Constructive Way

Sl. No.	Category	No. of Respondents	Percentage
1.	Agricultural Coolies	123	61.5
2.	Own Land	31	15.5
3.	Construction Work	36	18
4.	Self Employed	10	5
<b>Total</b>		<b>200</b>	<b>100</b>

This table reveals that the loan money is used for purchase of milch animals and goats and sheep.

These days the women members are able to take care of the milch animals, goats and sheep, because it brings a lot of income of the family.

### Awareness About Universal Primary Education

Sl. No.	Category	No. of Respondents	Percentage	No. of Respondents send their children to school	Percentage
1.	Fully Aware	165	82.5	185	92.5
2.	Not Aware	17	8.5	8	4.00
3.	Never Mind	18	9	7	3.5
<b>Total</b>		<b>200</b>	<b>100</b>	<b>200</b>	<b>100</b>

This Table reveals that 185 respondents are sending their children to school (92.5 percent). It means that the concept of Universalization of Primary Education is being well understood by the respondents. That is why, the respondent feel that without having proper education, their children would face a lot of problems in the society as there is a tough competition.

Therefore, the respondents are well aware of the importance of Primary Education.

### Status Of Gender Equality And Empowerment Of Women

Sl. No.	Category	Equal Respect	Partial Respect	No Respect	Total
1.	In SHG's	125	60	15	<b>200</b>
2.	In work Place	140	35	25	<b>200</b>
3.	In Home	115	65	20	<b>200</b>
4.	In Society	75	90	35	<b>200</b>

It shows that the gender equality status is high among the women SHGs in work place, in home and in society due to their economic empowerment by the development of the women SHGs which spearhead the development of the women in rural areas.

### Child Mortality Rate

Sl. No.	Years	No. of children
1.	2001-2002	20
2.	2002-2003	18
3.	2003-2004	15
4.	2004-2005	10
5.	2005-2006	7

It is revealed that the child mortality rate has been reduced gradually from 2001 to 2006, because of proper medical care and the reduction of the number of child births. This is because of the small family norms and also the nuclear family.

### Maternal Health Status

Sl. No.	Category	No. of Respondents	Percentage
1.	Health Awareness	180	90
2.	Hospital Facilities	160	80
3.	Frequent medical Checkup	140	70
4.	Medical camps	120	60
5.	Awareness through TV	185	92.5

This Table reveals that the maternity health care is very well understood by the women SHGs because of periodical training organized by the government and non-governmental organizations with earnest efforts for maternity care.

### Awareness About Hiv/Aids

Sl. No.	Category	No. of Respondents	Percentage
1.	By TV	195	97.5
2.	By SHG Training	198	99
3.	By Relatives	105	52.5
4.	By Friends	92	47.5

This Table reveals that 97.5 percent of the respondents have got information about HIV/AIDS by TV. The State Government has provided free TV in almost all houses. So, there was a high percent of awareness about the HIV/AIDS. Particularly this message has been communicated to the vulnerable groups who are always in danger.

Sl. No.	Category	No. of Respondents	Percentage
1.	Understood the importance of water	193	96.5
2.	Understood the importance of true	180	90
3.	Not wasting water	175	87.5
4.	Plant more trees	150	75
5.	Cleaning the House, Sewage	157	78.5

This Table reveals that the awareness about the Environment is very high among the women SHGs. They are the people who use more water. If one women is educated about the importance of environmental education, that will help the entire members of the SHGs.

On the whole, the environmental protection is highly managed by the women. That is why there is a lot of improvement among the women.

The eighth point of the MDGs is to develop a global partnership for development which is not directly linked with the women SHGs, but in the larger interest, the women are joining the movement of SHGs for empowerment and employment towards the MDGs. There is an organic link between the rural and urban, between local and global in the globalized world. When the SHGs become the global movement, there would be a lot of stakeholders to come and help for the sustainability of the women's movement. The global partner, such as Dr. Mohamed Yunus of Bangladesh on Micro Credit Management, World Bank, UN, Asian Development Bank, and other partnership who are involved in the SHGs movement.

### **Government provides free of cost to the people**

Only a few have been listed below:

1. Colour TV
2. 2 acres of land
3. Free Education up to 12<sup>th</sup> std.
4. Free cycle/bus pass up to 12<sup>th</sup> std.
5. Scholarship for the poor students
6. Mid-day meals
7. Nutrition powder (Sathumav)
8. Old age pension
9. Unemployed graduate's honoraria
10. Free electricity
11. Free agriculture implements for farmers
12. Soil and Health card for farmers
13. Trip irrigation
14. 2 Kg rice
15. Cluster approach land development
16. Free houses for SC/ST and other caste
17. Revolving fund for SHGs
18. School uniforms
19. Free note books
20. Maternity expenses
21. Girl Child
22. Pregnant
23. Inter-caste marriage
24. Cremation
25. Free-Eye camps
26. Handicaps

## Government as change agent: From Poverty to Prosperity

As pointed by Girija Vaidyanathan, IAS, Member Secretary, State Planning Commission the poverty ratio has declined sharply due to a variety of Government programmes. Especially NREGA gave a way to many poor people to work under this scheme at least for 100 days work to one person in a family.

This made a tremendous change in the rural area. It is not easy to find labour for the agriculture work because of NREGA, as it provides one person Rs. 80/- per day both for male and female worker. There is no wage discrimination in this scheme.

That is how rural poverty is transformed into prosperity. Not only that, the present government provides more than 26 schemes free for the rural poor people.

### NREGA Statistics

State: Tamil Nadu

PARTICULARS	AMOUNT
Employment demanded by households:	7.55475 Lakhs
Employment provided to households:	7.55475 Lakhs
Persondays (in Lakhs):	
Total:	461.29
SCs:	261.78 (56.75%)
STs:	8.19 (1.78%)
Women:	379.64 (82.3%)
Others:	191.32 (41.47%)
Total Funds:	565.22 Crore
Expenditure:	368.66 Crore
Total Works taken up:	11540
Works completed:	5213
Works in progress:	6327

(www.nrega.nic.in)

## **Self-Help Groups as Agents for Transforming from Poverty to Production**

Self-Help Group members have been empowered physically, mentally, socially, politically, psychologically, environmentally and economically. Their status is improved and they are spearheading in all aspects, and are slowly transferring themselves from poverty to production and from production to prosperity. The women members are able to come out of their houses and involve themselves in social activities. If opportunities are given to them, they would their mettle. The best example is that the women presidents are doing good work in several panchayat in Tamil Nadu.

### **Intervention Strategy**

The intervention strategy is to create a perfect "Marketing Hub" in all the district head quarters and establish a linkage with the state level and national level marketing so that the products produced by the members of the SHGs can be marketed all over the country. The net work will help the members to work more and earn more. For this, a separate Ministry should be established to look after the activities of the SHGs. In this globalized world, marketing is not a big problem but the quality is very important. Therefore, a "Quality Assurance Cell" has to be formed by that the national and international marketing facilities to be routed through the Quality Assurance Cell. Employment opportunities would automatically be created in rural as well as urban areas. For Literacy and continuing Education, Serva Shiksha Abhiyan is doing good work in Tamil Nadu. In course of time, there would not be any drop outs from the school and also the parents never fails to send their children to schools. So, the Serva Shiksha Abhiyan and other educational departments have to come together to curb the illiteracy through the multi focused approach to this problem.

### **Conclusion**

Multiple strategies and approaches are essential to achieve MDGs through Self Help Groups. Women members are empowered in leadership and social consciences. Sustained efforts have to be to improve their life as well as family and society. There is a need for movement for SHGs group-based approach, as it has been successful for women SHGs. Therefore, it is high time for the Government, Non-governmental organizations, community based organizations, banks, and multinational companies to come together to fulfill the MDGs by the end of 2015 and it are possible.

# **Impact of Literacy as Perceived by the Neo-literates A Case Study of Adilabad District**

*Dr.P. Adinarayana Reddy*

## **Introduction**

Recognizing the importance of literacy in promoting human resource development, the Government of India has launched several programmes since independence such as Gram Shikshan Mohim, FFLP, MPFL, NAEP etc., Due to the failure of these programmes in achieving the total literacy, it has launched a massive National Literacy Mission for promotion of literacy among 100 million illiterates in the age group of 15-35 years. Inspiring by the success of the total literacy in Ernakulam district, the NLM has adopted the TLC approach as its flag ship and launched total literacy campaigns in all the districts of the country. Further, the post-literacy and Continuing Education programmes were launched to promote and stabilize the literacy among the neo literates. In case of Andhra Pradesh, the Government of AP has launched Post Literacy and Continuing Education Programmes in almost all the districts. In addition to the above, it has also launched a mopping up programmes viz., Akshara Sankranthi Programme and Akshara Bharathi Programmes for covering the residual literacy.

## **Literacy scenario of the Adilabad**

Adilabad district is one of the most backward district of Telangana region and also oldest as it was formed in the year of 1905. According to 2001 census, the district has a population of 24, 88, 003 of which 12,50,958 are male and 12,39,045 are female and 16 percent of the population belongs to Scheduled Tribes (4,16,511). The Literacy rate of the district is 53.51 percent. In case of male it is 65.56 and 41.38 percent among females. The literacy rate of the district is far below in comparison with the State (61.11%) and the country as a whole (65.38%). However, the literacy rate of Adilabad (67.88), Bellampalli (67.14), Mancherial (66.77) mandals has highest literacy rate in the district. However, Nennel (18.53%), Indravelli (26.44%), Bijjur (32.15%) are the mandals having lowest literacy rate in the district.

## Akshara Bharathi Programme (ABP) Phase – II

Akshara Bharathi Programme (ABP) Phase – II was launched in the Adilabad district on 05-03-2006 with an enrollment of 80,000 illiterates in the 5,333 centres for the age group of 15-35. The main target was focused on the women self help groups, mothers committees of ICDS programme, rythu mithra, gopala mithra, vana samrakshana samithi, watershed committees, water user associations, avval committees, backward communities such as tribals, shepherds, scheduled caste and minorities, prisoners etc., The programme was completed by 05-11-2006 with an achievement rate of 58.51 percent. The volunteers were taken from the vidya volunteers, ICDS workers, Incharge CE centres, Velugu personnel, Educated youth and Panchayat Raj personnel such as secretaries etc., The centres ran in the school buildings, anganwadi gram panchayats, community halls, VSS. VTDA buildings, either volunteer or learner's residence etc., as per the availability and the convenience of the villagers. Further, the programme is intended not only to promote literacy among the masses, but also to help them to use it as a means to improve their socio-economic status. The programme was evaluated by the Department of Adult and Continuing Education of S.V. University to study the districts performance in literacy and the impact of literacy on the neo-literates. The methodology adopted and findings of the study are presented in the following pages. However, the specific objectives of the study are as follows:

### Objectives of the study

1. To identify the profile of the Neo literates
2. To assess the impact of literacy as perceived by the neo-literate in the areas of usage of literacy, competencies acquired, economic development, attitudinal changes, social development.

### Methodology

#### Sample design

The study was conducted in Adilabad district consisting of five divisions viz., Adilabad, Nirmal, Asifabad, Manchiryal and Utnoor and all the five divisions were considered as the study area. In the second stagesample selection three mandals from each division was selected randomly. In the third stage from among the Grama panchayat of the selected mandals, three Grama panchayat were selected randomly. In the final stqage of selection of sample

from each Grama panchayat from among the neo-literates who have attained literacy through literacy programmes 10 neo literates were selected randomly as sample of the study. Thus the sample of the study includes 450 neo-literates,

### **The Research Tool used**

As the impact of literacy was multidimensional, the investigator has chosen the interview method to elicit the perception of the neo literates about its impact on them. A simple interview guide was developed consisting of two units for eliciting the information on the back ground characteristics of the sample and their opinion on the areas where they have experienced the impact.

### **Data Collection & Analysis**

The research tool thus devised was used to collect the information on the impact of the literacy from the selected sample. The sample was asked to inform the areas where they have used the literacy and impact that they have experienced. The responses were noted down by verbatim from selected sample. The information thus collected was pooled and posted for analyzing them. While analysis the responses, the multiple responses provided by the sample was segregated and pooled under different headings.

### **Findings of the study**

The findings of the study were presented in two sections. The section I deals with the characteristics of the Neo-literates taken for the study and section II deals with the impact of literacy as perceived by the neo literates.

#### **Section I : Characteristics of the Neo-literates**

The characteristics of the sample neo-literates shows that about two thirds of them are women. Age-wise distribution of the participants shows that 54.02 percent of them are in the age group of 21-30 years followed by 31-40 years (33.35%). The learners in the age groups less than 20 years and above 41 years constitutes 5.25 and 7.38 percent respectively. The community-wise classification of the sample revealed that 51.71 percent of them have represented from backward castes followed by Scheduled Castes (30.09%). The representation of the other castes and Scheduled Tribes constitutes 4.85 and 13.89 percent respectively.

The trend of the sample representation revealed that majority of the sample belongs to women, age group of 21.30 years, backward castes and rural areas. In other words, the major participants of the programme are women, 21-30 years, BC and rural areas.

## **Section II : Impact of literacy as perceived by the adult learners**

The responses of the neo literates were pooled ,classified and presented under five sub heads viz., .Usage of literacy, Social Development, Competencies acquired Economic Development and Attitudinal changes occurred due to the acquisition of literacy. The details are presented in the following

### **I. Usage of literacy**

It is understood from the sample that literacy is being used by the neo-literates for the following.

1. To account the domestic expenditure
2. Children's education
3. To improve the occupational skills
4. To read the written materials
5. To submit the representations for the welfare measures
6. To communicate with the officials
7. To gain economic independence

### **ii. Competencies acquired**

1. Participation in societal activities
2. Increased the income
3. Analytical power
4. Promotion of values
5. Increased status in the society
6. Participation in decision making process
7. Capable of handling difficult situations
8. Encourage the peer group to enroll their children in the schools.
9. None Can deceive me
10. Able to communicate with the officials
11. Able to utilize the welfare programmes
12. Competency to disseminate the information.

13. Use of information from mass media
14. Acquired the information independently
15. Acquired the job
16. Acquired the Social Status

### iii. Economic Development

1. Improved the income
2. Acquired the entrepreneurial skills
3. Increased work efficiency
4. Gainful employment
5. Petty business
6. Improved the traditional occupations
7. Gainful returns for the service
8. Started readymade garment shop
9. Able to create employment for the others
10. Economically secured
11. Capable of future budgeting
12. Effective investment of money
13. Undergone occupational training

### iv. Attitudinal changes

1. Need to eradicate dowry system
2. Freedom for women
3. Need women's participation in decision making
4. Gender equality in wages
5. Equal treatment of boys and girls
6. Need for promotion of girl's education
7. Need for reservation for women
8. Prevention of domestic violence
9. Eradication of illiteracy
10. Creation of costless society
11. Inter-caste marriages
12. Change in domestic roles
13. Role of women in family affairs
14. Need for eradication of child labour

### v. Social Development

1. Able to communicate effectively with the other sex
2. Competency in contacting the higher officials
3. Increased status in the peer groups
4. Effective communication
5. Role model for others
6. using the provision of equal opportunities
7. Participation in the Self-Help-Groups
8. Using the voting right effectively
9. Elected as people's representative
10. Becoming a strong voice for social protection
11. Capable of convincing the others

## Conclusion

From the above, it is evident that the people were realized the benefits of the literacy and they were utilizing these skills in their day-to-day life. Hence the programme administrators should take effective steps to launch post literacy and continuing education programmes in the district so as to enable the neo literates to strengthen their literacy skills and to take suitable measures to create educative environment where they can practice and use these skills for their overall development.

## **An Approach to the XIth Five Year Plan in Context of Adult and Lifelong Learning Opportunities.**

*Dr. O.P.M. Tripathi*

Basic Education is an accepted human right. It is an important factor for the development of our country. The concept of Continuing Education Programme, as visualised by the Government, differs greatly from the previous post-literacy programmes. Unlike the previous programmes that targeted only the neo literate, the Continuing Education Programme aims at catering to the needs of the entire population in an area. The Continuing Education phenomenon aims at transferring a continuing education centre into a centre of comprehensive development, ensuring co-ordination at all levels. With all the intricacies involved in Continuing Education Programme, it becomes all the more important to have a deep knowledge and understanding of Continuing Education. Various countries organise Continuing Education Programmes under different names such as post-literacy, adult education, non-formal education etc.

The meeting of Regional Co-ordination of Asia Pacific programme of education for all (APPEAL) held in 1990, in Bangkok, decided to classify Continuing Education into six categories, namely

- 1- Post Literacy Programme,
- 2- Equivalency Programme,
- 3- Quality of Life Improvement Programme,
- 4- Income Generating Programme,
- 5- Individual interest promotion programme, and
- 6- Future oriented programme.

Post-literacy programme aims to maintain and enhance basic literacy, numeracy and problem solving skills, giving individuals sufficient basic work skills enabling them to function effectively in their societies.

Continuing Education provides an opportunity to all citizens to integrate

learning, working and living. The three aspects are important for the development of individual and society. In 1977, the UGC for the first time incorporated extension into its policy statement for higher education, when it stated that "If the University system has to discharge its responsibilities to the entire education system and to the society as a whole it must assume extension as the third important responsibility and give it the same status as teaching and research". It was way back in 1960 when the Kothari Commission first articulated the concept of extension with the trinity of Teaching, Research and Extension.

The UGC stated that extension was essential for –

- Making education relevant to real life situations.
- For preventing the alienation of the educand from society.
- For developing in the educand a sense of responsibility towards society.
- For deepening the teacher's knowledge through a wider exposure to real life situation.

The main thought of University Grants Commission to include extension, as the third dimension, was to prompt a meaningful sustained rapport between the Universities and the community, while extension acts as a bridge between society and the University.

### Thrust Areas

The following thrust areas are being adopted by the UGC keeping globalisation into account. The major thrusts areas are:

The acceptance of the philosophy of Continuing Education as a part of total education programme of the institution.

Reaching out to the larger sections of adults through the university system and specially deprived groups for the purpose of equalisation of educational opportunities.

Environment of the learning process of faculty and students through exposure to community needs, problems, issues and reaching out to socio-economic and cultural groups.

Introduction of courses offered on campus, on-line and through e-learning.

Development of courses linked specifically to business and industry, which include work ethics, work culture and preparation for the changing world of work.

## **Role and Functions of the Department**

The Department of Continuing Education and Extension would play the following role for changing society i.e. the globalization era.

### **1 Teaching, Training and Research**

Conducting need-based continuing education course, including online courses on credit or non-credit basis.

To assist in the development of a curriculum for multidisciplinary programmes.

Teaching for human resource or skill development for different target groups.

Undertaking various need based action research.

### **2 Catalytic Role**

Acting as a focal agency in the University System for all extension and field outreach programmes with the involvement of University Departments and Colleges.

Serving as a technical resource centre for University's Community based activities.

Assessing the needs of the University students and out-of- University learner for Continuing Education programme.

### **3 Collaborative and Networking Role**

The department shall under take collaborative programmes and establish network with.

Business and Industry.

University Departments.

International organizations / Universities and agencies, such as UNESCO, UNICEF, UNFPA etc.

## Programmes and Activities

It is suggested that the following programmes be conducted in order to cater the needs of the different target groups. Departments can formulate the proposals by keeping the following programmes in mind.

- 1- Developing the discipline of Andragogy/ Adult Education and Continuing Education through academic programs and courses.
- 2- Vocational Career Oriented Courses Programs
- 3- Associate Degree / Diploma in Continuing Education
- 4- Leadership and Human Resource Development
- 5- Quality of Life Improvement Programs
- 6- Individual Interest Promotion Programs
- 7- Social and Citizenship Role Awareness Programs
- 8- Research Support Programms
- 9- Equivalency Programs
- 10- Academic Credit

The key concept of continuing education is synonomous with a learning society, in a learning society all agencies and adult individuals act as self-learning educational systems and contribute to life long learning. The concept of learning society involves taking full advantage of the educational opportunities provided by the society. The term continuing education refers to the processes of providing such opportunities.

Continuing education is an essential extension of literacy and primary education to promote human resource development. The formal system of education caters only for a handful of successful students, and the rest become alienated and unproductive. But continuing education gives opportunity to engage in life long learning, giving people a second chance and also of ensuring a continuing growth and upgrading of human resources through life of all citizens.

Equivalency programme are designed as alternative education programmes equivalent to the existing programmes of formal, general or vocational education.

Income generating programmes help participants acquire or upgrade vocational skills and enable them to conduct income generating activities,

specially for those people who are generally not self sufficient in a modern world, that is those persons at or below the poverty line.

Individual interest promotion programmes provide opportunity for individuals to participate in and learn about their chosen social, cultural, spiritual, health, physical and artistic interests.

### **Departmental Efforts**

The Department of Adult, Continuing & Extension Education, D.D.U. Gorakhpur University, Gorakhpur was established in 1979-1980 under third dimension 'of higher education. The department started functioning with the aim to conduct Adult & Extension Education through remote community centres managed by the students and the teachers. As per UGC guideline 1982, Continuing Education Programme was supplemented to the existing programmes. Short-term continuing education courses were introduced at the university centre for those who wanted to upgrade their knowledge and skills in certain specific areas.

Population Education clubs were established during 1984-85 to make the masses aware of Population and Developmental issues. Later, in 1988, Jan Shikshan Nilayams (CECs) were started for post literacy and continuing education at the Panchayat Level in the Project Areas. Since 1992, self-financed need based continuing education courses have been started at the university centre to strengthen the UGC financed continuing education courses organized at community centres as well as to provide new dimensions in the existing curriculum of the university. The department also organized training for personnel like principals of the affiliated colleges, programme officers, supervisors, instructors, faculty members and for NGOs. Several seminars and symposia on the topics such as national integration, population education, environmental education, continuing education etc. were organized during the period.

In the IXth five years plan, the UGC laid special emphasis on extension activities and suggested to include field outreach activities in the curriculum in the Xth plan UGC sanctioned E-learning and student counselling/Carrier guidance Centre.

The Department was awarded the UNESCO-NLM Award 2002, for its outstanding contribution in the field of Adult & Continuing Education.

### i. Field out reach Activities

Environmental Building, Survey & Training for Principals of the affiliated colleges, Programme officers/KRP, MT & VT.

- ii. Post-Literacy & Follow Up Activities for Neo-literate.
- iii. Short Term Continuing Education Courses for weaker section of society
- iv. Continuing Education Activities - such as setting up of library, organization of post literacy classes, information window, cultural activities and games etc.
- v. Population Education

About 200 programmes were conducted and approximately 50,000 people benefited through these activities.

### 2. Short Terms Continuing Course for Low Income Group

S.NO.	Name of the Course	No. of Beneficiaries
1.	Fruit Preservation	294
2.	Socially useful Products : (Different type of Envelop making, Bindi making etc.)	1236
3.	Tailoring	320
4.	Sewing Machine Repairing	220
5.	Baking & Confectionery	352
6.	Beauty - Culture	308
7.	Health & Nutrition First Aid	255
8.	Panchayat Raj	283
9.	Family Welfare & Population Control	337
10.	Prevention of AIDS	279
11.	Science for Masses	268
12.	Environment Protection	238
13.	Legal Literacy	280
14.	National Integration	182
	<b>Total</b>	<b>4852</b>

### B. At the University Level:

The following Continuing Education Courses were Organize by the Department upto the X<sup>th</sup> plan.

## **B. At the University Level:**

The following Continuing Education Courses were Organize by the Department upto the X<sup>th</sup> plan.

### **1. Courses Under Equivalency Programme**

- a. Computer Application
- b. P.C. Assembling Maintenance & Repair (Computer Hardware)
- c. Unix & C
- d. Desk Top Publishing
- e. SMPS & Monitor Repairing
- f. Computer Aided Financial Accounting

### **2. Courses Under Quality of Life Improvement**

- a. Fashion Designing
- b. Beautification
- c. Computer Aided Graphics & Fashion Designing
- d. Spoken English

### **3. Courses Under Vocational Carrier Oriented Programme**

- a. Visual Arts
- b. Cookery & Ice - Creaming
- c. Bakery & Confectionery
- d. Photography
- e. Still & Motion picture Photography
- f. Interior Decoration

**All these courses were run on self - financed basis, approximately 4,292 students were benefited through these activities.**

Innovative Ventures:

The following new academic courses were introduced in the Xth Plan:

#### **(a) Academic Activities (Teaching of the Discipline Courses)**

M.A. in Continuing Education & Extension work (Two years)

**(b) For the University students under Carrier Oriented Programme the following courses introduce as Add on course**

Sr. No.	Name of the Course	No. of seats
1.	Certificate course in Fashion & Textile Designing (First year)	60
2.	Diploma in Fashion & Textile Designing (Second year)	60
3.	Advanced Diploma in Fashion & Textile Designing (Third year)	60
4.	Certificate course in Computer Application (First year)	80
5.	Diploma in Computer Application (Second year)	80
6.	Advanced Diploma in Computer Application (Third year)	80

**C. Extension Programme : (Population Education Club)**  
**The following activities were organised under this programme.**

- a) Lecture series on different topics of Population Education.
- b) Debates on different issues of Population Education.
- c) Competitions such as essay writing, lectures, poster, folk songs, quiz, cartoon etc. on different topics of population education.
- d) Open Discussion, one day seminar / symposia.
- e) Activities related to AIDS preventions.
- f) Awareness programme on Environmental Pollution.
- g) Seminar on different issues on population education
- h) Seminar on Literacy
- i) Seminar/workshop on ADIS
- j) Seminar/workshop on different themes of Environmental polution
- k) Exhibition of Faishion and Textile Designing.

On an average 1000 students participated in these activities per year.

A National Workshop on Attacking Rural Poverty: University - NGO Partnership was organized specially to promote interaction with NGO's

**D. Case Study**

The Department of Adult Continuing & Extension Education had been organizing out-reach activities at the university and community levels. A

number of courses were run along with supporting counseling and effective backup. As a result the trained candidates not only excelled in learning the techniques but also found suitable position in the society. A brief report on case studies of various activities in last ten years follows:

### **a). Fashion Designing**

A course on fashion designing is being carried out under the able guidance of course experts. More than five hundred candidates were trained in this period. Ten candidates have joined the Weavers Service Centre, Varanasi, while approximately 15 candidate are engaged in the carpet Industry at Bhadohi. Four students are engaged in the garment industry at Gaziabad while five students are teaching in NIFT, New Delhi and Calcutta. Other students are either teaching in several educational centers in this region or have opened their own boutique. One of our ex-student has joined the National Institute of Design, Ahmadabad for higher studies and one candidate has gone to Bankcock for the same purpose. Thus our effort had been successful to provide guidance and employment to many candidate who were hopeless for their future career.

### **b). Computer Courses**

We have organized both computer hardware and software courses for students who generally did not possess a scientific background. Due to the efforts of our experts, the candidates barred both computer portion programming and maintain as well as repairing. As a result, One of our ex-student - initially opened a service centre at Gorakhpur which later on turned into the show- room of a reputed computer firm along with a maintenance centre for computers and peripheral units. Many students of our institutions received practical training at this firm and subsequently started their own service centres. One of our ex-students has established his own computer maintenance firm in New Delhi and has employed some of our students. A large number of software students are working as computer operator in various private firms.

Many of them are locking as personal assistant of top academicians and administrators of various industries, research organization and universities. Many students are working as computer teacher of primary and secondary schools. Thus, the training was a major career building help to the youngsters.

### c). Other Courses:

In addition to Fashion Designing and Computer Courses, we have also organized training programmes for Beauticians and on Cooking/Baking. The results of these efforts were also equally optimistic. The students of beautician courses have opened their own beauty parlour and making extra-income during marriage season. Similarly, attending the Cooking/baking courses have made the life of trainees better and also given them a scope of earning by imparting this knowledge to others. Some of them have been appointed in the Canteens of government and private organization.

Thus, our efforts have made a very positive impact on the society and thus, give us a great satisfaction in this respect.

# **Women Empowerment through Continuing Education: An Intervention of Self Help Group**

*Dr. Sujit Kumar Paul*

## **Introduction**

Most of the developing countries have recognized that economic development is not the only factor of development, but education shapes the destiny of a nation. All these countries are aware that education and human resource development will play a key role in the 21<sup>st</sup> century. It is instrumental to developing the human resource and transforming the national economy. Education is the pre-requisite for the development of society. The importance of education in the human resource development has been recognized by all sections of the society. Education and literacy could be taken as a good reflector of development in a society. It is also considered that formal education alone cannot be effective for human resource development.

In India, the important schemes included in the programme of expansion of education amongst the rural people are the opening of various types of schools including technical and vocational, award of scholarship and stipends, provision of hostel facilities, books, stationary, boarding grants, mid-day meals, uniform and other assistance to the students at various levels. In addition to these schemes, reservation of seats and relaxation of criteria for admission to the technical and other educational institutions under the control of central and state governments have also been provided for the students belonging to the backward community. After independence, the adult education programme was included in the Five Year Plans. Recently, specific efforts have been made to include women in the development process. Special attention has been taken to improve their literacy status and also to raise their economic status through the Continuing Education Programme.

Continuing education is the process by which the lifelong needs of the individuals are achieved. There is a need to learn continuously throughout life, for continuous replenishment of knowledge for intellectual satisfaction, for personal and professional progress and for gaining experience. Major objectives of continuing education is to provide facilities for retention of literacy skills already gained, application of functional literacy, dissemination of information, creation of awareness about national concerns, improvement of economic condition, improved productivity, recreation and healthy living etc. The literacy process have to be so continued as to result in release of creative energies of the people, which must be sustained to enable the them to realize their potential, to help themselves and achieve self-reliance. Hence, the crucial importance of creating satisfactory arrangements for continuing education to all learners specially the women learners is required.

Empowerment lies at the very root of democratic society. It is the watchword in the context of poverty alleviation and rural development because rural poor, especially the rural women are too unorganized and powerless to be individually able to better their lot in societies. The benefits of growth failed to trickle down to the poor who are often marginalized if not excluded from the mainstream of development process. Empowering rural poor enhances the self-confidence, dignity and self-determination capacity of the women to eliminate the implicit and explicit socio-economic disadvantages and thereby provides a means to improve the effectiveness of development policy initiatives and programmes.

Women under the Indian rural set up were not able to actively participate in decision-making, income generation economic activities and experience in public and political life due to historical and socio-cultural reasons. Women have double burden of being women and being the poor. She is an unpaid worker, no-paid worker or under-paid worker outside. She does not own land or other assets. She is dependent and has no say in decision making process. Illiteracy, low level of skills, lack of access for training and credit facilities, coupled with lack of entrepreneurship, invisible contribution to family economy, restricted mobility etc. as a result of gender bias are some of the contributing factors. This has meant that opinion of men were more likely to be heard and acted upon. The need of the hour is mobilization of women to fight for their equal share in all spheres. The question of women's development in terms of raising their social and economic status received low priority in government programmes till the

mid seventies. Particular efforts may have to be made to include women in this process; and to build in support or resources to enable them to continue their equal participation.

Since the early eighties, the Government of India and the Non-Government Organizations (NGOs) have a variety of programmes under different sectors of development to ameliorate the working conditions of women and raise their educational and economic status. Recently, the GOs, NGOs and other Extension departments are trying to develop the women through Self Help Groups. It is the watch-ward especially in the context of rural development because rural women are too unorganized and powerless to be individually able to better their lot in societies. In this context, Self Help Group (SHG) has emerged as the most successful strategy, in the process of participatory development and empowerment of women. Today, self-help group movement is being increasingly accepted for the empowerment and active participation of the rural women in the development process.

In this present study however, an attempt has been made to discuss the role of SHG for implementing and getting benefit of continuing education for the empowerment of women. The study was carried out in a village of Bolpur-Sriniketan Block of Birbhum District, West Bengal. All the SHGs of the village have been considered for the collection of data.

### **Self Help Group**

The Self Help Group may be defined as a collection of individuals belonging to certain households agreeing to work or are already working with a bond of common interest, needs, socio-economic condition, location, kinship to achieve a common goal, who can take over the charge of development after the withdrawal of project. SHGs are voluntary associations of women / men residing in the same area, formed democratically and without any political association. The basic principles on which SHGs function are group approach, mutual trust, manageable small groups, group cohesiveness, spirit of thrift, demand based lending, collateral free, peer group pressure in repayment, skill training, capacity building and empowerment.

The primary objectives of the Self Help Groups are as follows:

- i. to grow the habits of savings among the community.

- ii. to enable people to pool their own resources in the form of their savings in order to create financially viable and sustainable revolving loan fund for meeting their credit needs.
- iii. to enable self help groups to mature as institutions where the people may discuss and find solutions to their common problems and gain confidence by developing managerial skills and educational status.
- iv. to develop the cooperative among the community.
- v. to develop the leadership among the community.
- vi. to improve the socio-economic condition of the rural women.

A SHG is a voluntary group, formed to attain some common goals; most of its member has similar social identity, heritage, caste or traditional occupations and come together for a common cause and manage resources for the benefit of the group members. These groups are called as 'solidarity groups' as they provide monetary and also moral support to individual members in times of difficulties. The experience in developing countries shows that provision of small credit to the poor through the linkage process has contributed to the process of rural development by creating conditions that are conducive to human development. It is reported that significant changes in the living standards of SHG members have taken place in terms of increase in income levels, assets, savings, borrowing capacity and income generating activities. Moreover, the participation of women in the economic activities and decision making at the household and society level is increasing and is making the rural development process participatory, domestic and sustainable.

The primary strength of the programme is that its foundations are based on poor people's own resources, where they save and contribute to group funds. Collective savings have been used as the basis for group formation at the hamlet level. The impact of converting individual savings into group funds not only provides the rationale for group formation but also enables the social utilization of poor people's resources for their own development.

### **Intervention of Self Help Group**

Adult education programme has resulted in a positive change in the attitude, a new confidence among the learners to upgrade their skills and adopt it for individual development, and eventually for social action. The enthusiasm and confidence generated among the learners in the districts which have successfully completed both the Total Literacy Campaign (TLC)

and Post Literacy Programme (PLP) clearly points towards the need to sustain the education process and to provide learning opportunities on a continued basis. On the basis of that, Continuing Education Programme was launched through out the country. In view of the above, the continuing education centers are expected to perform a number of functions not only for retention of literacy but also to accelerate the socio-economic development of the country. But after the formation of SHG programme, the members of the groups have directly involved in this process. Today, SHG is doing all sorts of activities that deal with the continuing education for the socio-economic empowerment of rural women.

In the study area 4 female self help groups have been formed by the development agencies. All these groups were formed in the year 2002 and the total membership is 40. The number of the members of each group ranges from 8 to 12. Of the 40 members, 28 are Scheduled Caste and 12 are other castes. The members of each group belong to the same caste and same socio-economic status. Even though individually each member saves ranging from Rs. 10/- to Rs. 50/- per month, collectively all the 4 groups have saved Rs. 42,097/- up to March 2006. The group members deposit the money to the local Moyurakshi Gramin Bank on regular basis and maintain a good record of their saving as well as other discussions of the meeting. The programme, from one perspective, has promoted a savings movement among the poor where groups compete with one another on how much they can save. It is also found that some of the groups have increased the monthly subscription rate per head per month from the beginning. The social impact of this has been a tremendous enhancement of confidence among the poor that they can save and use their own resources to solve their own problems. Self-confidence in terms of women's empowerment is the most crucial aspect of continuing education, which is being achieved through SHG.

The group members themselves select the leaders. The Panchayats, Banks and other developing agencies arrange intensive training on different aspects of leadership relating SHG to all such leaders. Every group has an opportunity to change its leader. The process of selecting leader has been ensured in such a manner that a woman who can play effective leadership role for the benefit of other group members is chosen. There is clarity among the majority of members on the necessary qualities, roles and responsibilities of a good leader. This investment in leadership building among the women has provided the social base and energy to the entire development including

continuing education programmes beyond the actual savings-credit programme. Seeing the successful leadership capacity and good interaction among the village people and also active participation in community activity, the villagers elected one self help group leader as Gram Panchayat member. Most of the group members are actively participating in Panchayat activity. Thereby, the women group members are becoming politically aware. Normally, the group members organize meetings once in a week. Group participation is one of the major elements of SHG. Interaction in meeting help to develop friendship, express solidarity with the problems of others, nurture leadership and enhance one's own capacity in development. Women find a new identity through SHGs and provide efficient social support system to the community. Self help groups are a potential source to empower and institutionalize participatory leadership among the marginalized and to identify, plan and initiative development activities.

One of the important strategies followed is to promote and sustain learning opportunities among women. The Block organizes several self-oriented cum employment generation training, awareness generation programmes and group discussions for different groups in different locations as per the needs of the community, which is the part of continuing education. All the members took part in different training and awareness programmes, which helped them to tackle the problems in their lives and their work. Through the group discussion, training and awareness programmes they realize that they have knowledge and capacity and that they are able to be creative if they take initiative. Through these awareness and training programmes the group members are gathering knowledge and applying it in their day-to-day life. Almost all the members were trained on different income generating schemes as per their needs. Most of them have started income generating activities after completion of the training. These group members are taking physical and financial help from their own groups.

The group members are directly involved for the social development of the village. Various extension departments organized various group discussions on social issues. They are – pulse polio campaign and immunization, eradication of illiteracy, population education, women's right, health and nutrition among women and children, health awareness, low cost sanitation, safe drinking water, enlistment of name in the voter list and so on. After the group discussions, the group members use their knowledge in the practical field. Now all the mother and children are immunized. Pulse polio and family planning programme is going on successfully. All the

members are sending their children including girls to the schools. Alcoholism was a major problem in the village. After the formation of SHGs all the women group members discussed this issue and started campaign against drinking and compelled the liquors to close their shops. The SHGs are also directly involved in government programmes at various levels. The literate members are also involved to educate their illiterate partners. So far as learning competencies are concerned the achievement of the learners appeared to be satisfactory. Many of the members were found to have achieved the basic competencies. The groups sometimes organize games and sports and cultural activities. The members including their children and other village people participate in the programmes. Participation in the games and sports and other cultural activities definitely promote an atmosphere of amity, cooperation and encouragement. In this way all the group members are involved in many such social and community development activities. These groups help women to establish a common participatory platform to voice and solve their problems. Participation of women to come out in open and discuss their problems, helps to bring about awareness on various issues and makes them self-reliant.

For each group formed under collective savings, the savings are immediately put to use as credit to individual group members. The groups immediately see the benefit of pooled savings as it solves their emergency credit needs for which they had earlier access to moneylenders. All the 40 group members of 4 Groups have taken Rs. 39,350/- as loan from their own fund. Repayment is also good and the repayment amount is Rs. 23,600/-. Total 2 groups collectively taken Rs. 27,000/- as loan from bank. Out of Rs. 27,000/-, the members repaid Rs. 19,700/-. The loan has been taken by the individual members for income generating activities, medical treatment, education of their children, etc. Inter group lending within the village has also been started. Such types of work develop the friendship among the group members, enable people to utilize their own resources and also develop cooperation among the community. The credit cycle also trains the groups in the management of financial system. It forces them to establish group norms for lending and repayment, and enables the group to take decisions, where choices have to be made on who should get priority in credit. By first using their own funds, where ownership is more and stakes are higher, it brings into the system a greater sense of diligence and accountability. All the above features ensured a strong community-based financial system that realizes on people's own resources, that teaches them efficient financial management and that meets their need for small consumption credit on a

timely and accessible basis. The rate of interest for repayment is higher than the bank but much lesser than the moneylenders. The motive to charge higher rate of interest than the bank is that, through this lending the group members can increase their own fund. The group members are also taking loans from the banks for various purposes. All the groups have their emergency fund. Normally they use to keep this fund in the custody of the group leader so that the group members even the villagers can get the money for emergency needs. Hence, it makes clear that the groups have a specific vision. In well-established SHGs, members contribute substantially to their family development in the form of getting credit for education of children, health needs and even for marriages, construction of houses and creating assets. Self help groups enhance equality the status of women as participants, decision makers and the beneficiaries in the democratic, economic, social and cultural spheres of life. SHGs encourage women to save and utilize savings to build self-reliance and confidence and provide great access to and control over resources.

## Conclusion

The social and economic impact of the continuing education through self help group has been a tremendous enhancement of confidence among the women that they can do something to solve their own problem and to improve the quality of life. Self help groups enhance the quality of the life of the rural women. SHGs encourage women to save and utilize savings to build self-reliance and confidence. Participation of women in SHGs makes a significant impact on their empowerment. Group cohesiveness, group integration among the members is a positive impact of SHG. The saving habit and credit management have created self-reliance in women as they have their own resource base. The group activities encourage mutual dependency among the members. The active participation of group members shows that they can train others in capacity building, generate their own resources, and ask for help to the government for social, economic and physical development of their communities. The women are trained to identify their needs and necessities and accordingly they are participating in rural welfare activities after becoming the members of SHGs. This has developed the participatory approach in the villages. Self Help Group movement had created a positive and significant impact in the socio-economic life of rural women. This might be due to the fact that majority of the women had acquired education through continuing education programme and this continuing education programme has been actively implemented through self help

groups. This situation might have influenced the rural women to involve themselves intensively in socio-economic related activities.

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## ICT Tool to Reach the Unreached

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**Lifelong learning** is the concept that "It's never too soon or too late for learning", a philosophy that has taken root in a whole host of different organisations. Lifelong learning is attitudinal; that one can and should be open to new ideas, decisions, skills or behaviors. Lifelong learning 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. It is the final outcome of Information Literacy.

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 programs for those who want to improve their qualification, bring their skills upto date or retrain for a new line of work. Internal corporate training has similar goals, with the concept of lifelong learning used by organisations to promote a more dynamic employee base, better able to react in an agile manner to a rapidly changing climate. In later life, especially in retirement, continued learning takes diverse forms, crossing traditional academic bounds and including recreational activities.

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 (14-18 years depending on the country), the knowledge and skills acquired there are usually not sufficient for a professional career spanning three or four decades.

### **Technology and life-long learning**

Technology as a medium for communication is the current driving force behind life-long learning. There are two aspects to this communication.

Computers have become popular for the distribution of information since the birth of the World Wide Web, and are now commonly used as resources of downloadable course material. Developing web resources is perceived as enabling learning outside the classroom, allowing learners access to information in an ubiquitous manner. Computers have also been used for two-way communication in environments where students and teachers can interact. Such communication in support of e-learning can be synchronous, asynchronous or a combination of both. For example, a teacher can communicate with a student by email or organise an online session to instruct many students at the same time. This potentially provides universal access for learners to teachers and virtual classrooms. Organised learning activity that exploits technology as a communication medium in these ways is not well-matched to the needs of the life-long learner. Typical e-learning environments are best-suited to supplying the framework for the systematic exposition of a discipline. Such environments perform best where the learner 'begins at the beginning' and follows the prescribed learning paths sufficiently conscientiously to enable the system to build up a useful learner profile at every stage. Ideally, it should be possible for the learner to enter the framework at any point without having to incur a large overhead in supplying the contextual information about their learning status that is required by the system.

In the context of life-long learning, the casual use of the internet both to acquire information and to use or download interactive 'learning objects' has greater promise as a model for e-learning. Though the web does not necessarily provide the electronic analogue of an accredited teacher or secure classroom, nor the structured framework of a school curriculum, it meets the needs of the independent learner in some respects.

The choice of resources offers the opportunity for self-directed learning; material is generally more self-contained and can be accessed and adapted as required; the range of perspectives represented can be rich and wide. As in "the university of life", these potentially dangerous characteristics are virtues for learners with the appropriate level of discrimination and experience. But essentially, life-long learning which is self-motivated, a greater degree of autonomy in interaction is desirable. The environment that best suits the life-long learner is then one that contains elements that are constructionist in spirit, and gives opportunities for learning by building. Since life-long learning also typically takes place in close association with concrete external activities, it is natural to consider using micro worlds to

provide a virtual environment within which exploratory learning can take place in right context.

In India and elsewhere, the "University of the Third Age" (U3A) provides an example of the almost spontaneous emergence of autonomous learning Groups accessing the expertise of their own members in the pursuit of knowledge and shared experience. No prior qualifications and no subsequent certificates feature in this approach to learning for its own sake and, as participants testify, engagement in this type of learning in later life can indeed 'prolong active life'. For those who can't physically attend these autonomous learning groups, a virtual U3A, U3A Online, is open to isolated older people from any country.

### **New Responsibilities of Universities in Future**

In the rapidly changing society and due to impact of globalisation, education will change tremendously within the next few years. The significance of life-long learning and life accompanying education raises the need for new teaching and learning technologies. The universities along with formal graduates also will have to target different groups viz, housewives from the rural areas and urban slums, Senior citizens, dropouts of the formal system of education, students not eligible for university and college enrollment, unskilled / semi-skilled workers, physically challenged people.

The above mentioned target groups have neither time nor resources to pursue their desired and cherished goals of learning, something of their choice related to their real-life situation, through the formal system of education. There is need for non-formal access type of courses that enable people to have a chance or a second chance to get higher education later in life. A judicious integration of different systems of education, viz; formal, non-formal etc. and different programs selecting appropriate delivery mechanisms should be the key concept of life long learning.

### **Delivery Mechanism**

It is often seen that in an Adult Education Program, major problem is to get all the learners together at a common place at one time. It is one area of education, where technique of individualised mass-learning is most required. This is where Internet can be of tremendous help. Internet has created great

potential for literacy and life-long education. The Internet, of late, has gained importance in 'adult education institutions, especially in the sphere of 'on-line learning'. It offers solutions for many educational requirements. Confintea V 'Agenda for the Future' said, "While there is a growing demand for adult education and an explosion of information, the disparity between those who have access and those who do not is also growing. There is therefore, need to counter this polarity which reinforces existing inequalities, by crating adult learning structures and life long learning environments that can help to correct the prevalent trend". In our view, Distance Education technologies ranging from terrestrial, satellite to wireless, can help bridge this gap by making education and literacy accessible to 'have-nots' of knowledge. There is need to revolutionise the concept of learning and reading from linear to non-linear and multi-mode. The print and non-print forms of learning materials with multi channel transmission technology is making it possible to reach out to the remotest learner. Electronic materials are now being rapidly devised all over the world, for the formally educated literates as well as for the other disadvantaged groups of people in the society. An effort to reach the unreached is fast becoming a way reality globally as well as in India. To make India a learning society, there is a need to develop greater synergy between the existing media and new one. IT reinforces its role for literacy and life-long learning.

Learning through the use of web and multi-media appeals to all, whether the rural housewives, school dropouts, physically challenged and other disadvantaged groups of people or the graduates who are striving to stand in the market with new skills. For all of them, IT can be an additional motivational factor. The flexible learning environment provided by the ICTs can be best suited to meet their demands and requirements. The lessons, the information, the teaching, discussions and communication are also possible. Personal queries can be made and answered through teleconferencing and e-mail i.e. synchronous and asynchronous discussion can be held through net.

### **E-learning in Life Long Learning (LLL) -Academic Approach**

- Life Long Learning has been known ever since human being existed, but it has been found that private approach to Life Long Learning appears to be not enough. An institutional approach to Life Long Learning is necessary. Because:

Call for new qualifications appears suddenly and have to be met promptly.

- There is only a short time available to learn what is needed.
- There are too many people seeking an improvement of ability.

New qualification (ability) can be interpreted as:

- a new profession – academic model,
- a new skill – corporate model.

There are 2 Models of Learning

A) Academic model of learning describe education process aiming at development of fairly large professional knowledge.

B) Corporate model of training is tailored to teach of proper activity fast – a skill in particular, narrow professional field.

Both models of learning can be used at university as dedicated study or course outside of regular study. It's used to be called Life Long Learning at university.

Short time of learning requires the highest learning efficiency which technically can be described by three slogans:

- just enough,
- just for me,
- just in time.

■ **Just enough** means not more then is necessary for reaching the course or study target.

■ **Just for me** means dedicated, personalized course or study to meet individual prerequisite and target. Many learners with differences in personal skill and knowledge requires many different courses or contents of study.

■ **Just in time** means to prepare in advance a lot of courses of very different kinds and grade to deliver them promptly on demand even for a few learners – some time at fare places.

The university has to be prepared to meet the challenge.

- Efficiency and economy of whole educational activity should be improved.

- Some parts of content traditionally learnt during, study but not absolutely necessary could be delivered afterwards as Life Long Learning activity.
- Strategies of Life Long Learning should be set down. Two variants of strategy are available:
- Traditional dedicated study and courses delivered F2F—strategy stiff and expensive.
- E-learning or b-learning – more flexible strategy and less expensive in long time.

In the present context, E-learning looks to be the perfect tool for Life Long Learning.

### Strategy of Life Long Learning

E-learning allows to:

- prepare in advance large numbers of reusable learning objects (RLO),
- combine easy RLO together into Life Long Learning courses or modules on demand,
- deliver courses or study at distance and asynchronous mode, in extreme allows delivery to individual learner.
- E-learning can combine distance and asynchronous learning with master F2F tuition, optimizing study efficiency and expenditures.
- E-learning is the most frequently used for training of some skills (in-service, technology, or products).
- F2F training is usually the best way to learn behavior (personal communication etc).
- B-learning is the most useful in study.

### What is needed to assure success of e-learning in LLL?

- Good will of university's staff.
- LCMS/LMS software.
- Library (database) of RLO, courses and modules.
- Team of professionals to design and deliver LLL courses.
- Team of professionals for teacher's support.

## Policies to promote lifelong learning

- Lifelong learning is commonly defined as learning that occurs during the entire course of an individual's life. Compared with traditional forms of learning, Lifelong learning is young and implies new learning culture. It takes place more as an adult by upgrading skills, retraining and remedial training of basic skills for some.
- Rapid skills obsolescence necessitates learning new skills on a continuous, lifelong basis.
- In the knowledge economy, workers also need to possess technical as well as non-technical work skills (i.e. core work skills) so as to adapt to the rapid pace of labour market and workplace change.
- Lifelong learning has equity objectives – improves employment prospects, helps people escape from poverty and overcomes the wastage of potential talent.
- Participation is low among older people, among low education / low skilled, low paid and female employee. Improvement is required to have access to lifelong learning opportunities, especially for this group and minorities /migrants etc.
- Government, Employer and Workers should be committed to lifelong learning.
- Firm's approach to training depends on various factors like gender, education level of workers, occupations, skill intensity, size of firm, sector and business competitive strategies.
- Need for further work on global benchmark for skills and qualifications and on issues of certification and mutual recognition.
- The concept of life long learning requires innovation and diverse approach to the system and it should be characterised to be flexible, modular short training etc. Employers' participation in providing opportunity to the workers could play a significant role as this concept (LLL) gets its continuity in the workplace.

- Even forum about the participation of workers in managing vocational training institution in different countries and increased employees' participation in training can be formed.

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Asoke Bhattacharya, *Education for the People: Concepts of Grundtwig, Tagore, Gandhi and Freire*, Kolkatta: Readers Service. 2008 .pp240, price Rs. 500

**S.Y.Shah**

Professor Asoke Bhattacharya of Jadavpur University is a serious scholar who has been studying the ideas and contributions of select educational thinkers to the field of Adult Education for over a decade. His papers on the educational philosophy of Rabindranath Tagore, Mahatma Gandhi, N.F.S. Grundtwig and Paulo Freire presented at various international conferences and later published in reputed journals have been well received by the academic community in India and abroad. A review of all his writings brings out his fascination for and focus on the study of the renowned Danish Educator –Grundtwig. In this process, Professor Bhattacharya has played an important role in promoting Indo-Danish cooperation mainly through collaborative programmes which provided an avenue for the Adult Educators from two countries to interact and develop better understanding and friendship. In this book under review, although Professor Bhattacharya has included seven papers which examine the ideas and contributions of Mahatma Gandhi, Rabindranath Tagore, Paulo Friere and N.F.S. Grundtwig to the field of Adult Education, the main focus seems to be on the life and philosophy of Grundtwig. By focusing on him, Professor Bhattacharya has not only helped us understand the various aspects of his life and philosophy but also brought out the relevance of his ideas to the current Indian situation and their universal appeal. This has been very effectively attempted by making a comparison with the ideas of Mahatma Gandhi, Rabindranath Tagore and Paulo Freire. Since the papers are mainly based on the original sources available in overseas repositories, the book would be a very valuable addition to the limited literature in the area of Philosophy of Adult Education.

As pointed out in the foreword by Professor Jens Holger Schjorring of the Center for Grundtwig Studies of the University of Aarhus of Denmark, Prof. Bhattacharya has taken up the heavy burden of moderating a dialogue between four thinkers who lived in different periods of history and Continents viz; Europe, Asia and Latin America. A review of the book

shows that Professor Bhattacharya has not only succeeded in this task but has also aroused the interest of readers in probing further. While Grundtwig lived during the early nineteenth century feudal Denmark; Gandhi and Tagore lived in the first half of the twentieth century colonial India. Paulo Freire, though born and brought up in Brazil, spent long years in USA during the second half the twentieth century. Of all the four thinkers, the book devotes more space to the Nikolaj Frederik Severin Grundtwig(1783-1872) who is considered to be an 'Extraordinary Educationist" and the most well known personality in Denmark. Keeping in view of his contributions in shaping Danish society, some of the scholars consider Danishness and Grundtwignism as synonymous. Grundtwig considered the main purpose of education as enlightenment of human life and highlighted "Education as Practice of Freedom" . Presenting the vision of a "School for life", he sought to dissolve the gap between the elite and common man. In his view, the existing school system fostered an elite of intellectuals, professionals and experts who suffered from a "tinsel disorder", 'conceit' and 'arrogance'. Emphasizing inclusive education , Grundtwig believed that the first and foremost teaching should be for the general public and start with a commentary on the prevalent conditions of life. He wanted a uniform enlightenment of all classes.(p.59) His fundamental idea was that the word (language) makes human beings human and that the center of the word was the heart and not the mind. According to him true education evolved from words that touch the heart and thereby nurture emotions and imaginations. He coined the expression:" the spoken word", by which he meant that the primary method of obtaining knowledge should not be reading or lectures but dialogue, debate and discussions.

Inspired by Grundtwig's ideas, the first Folk school was founded in Denmark in 1844 and subsequently in other Nordic Countries. These schools encourage residential learning and adopt Study Circle method which is based on participant's life experiences as the core element in learning situation. These schools which are wide spread in Denmark offer general education to adults and youth through courses that cover a wide spectrum of subjects including ,in some places, vocational education. These schools have spread in different countries. Although India has also adopted the concept of Folk Schools during 1950s and set up Vidyapeeths in Karnataka and Bihar, they did not make much progress due to various reasons.

Apart from Grundtwig , the book discusses the ideas of Paulo Freire (1921-1997), Mahatma Gandhi (1869-1948) and Rabindranath Tagore (1861-1941) in brief and attempts to bring out the common strands. As rightly observed by Bhattacharya, each of the four thinkers viz; Grundtwig, Tagore, Gandhi and Friere , contributed uniquely to the field of peoples education and freedom and can be assimilated into a composite whole. A synthesis of their thoughts can be of immense significance if applied in practice for uplifting the masses of developing world. (p61). Although , they lived in different countries and times, and they all had a vision and broad concept of education and were mainly concerned with the enlightenment of masses. Their ideas have not only stood the test of time and are more relevant in today's world.

Although the content of the book is rich and based on primary sources, the ordering of chapters seems to be puzzling. Since this book is likely to go for a second edition, the author may like to consider the following suggestions. The main coverage of the book revolving around Grundtwig, Danish Folk School and Cooperative Movements, it would be quite appropriate to devote the first part of the book to these aspects and then in the second part move to the chapters dealing with Paulo Freire, Gandhi and Tagore and their relevance to Indian situation. A book falling in the realm of the Philosophy of Adult Education could also start with an introductory chapter discussing the four different philosophical approaches viz; Liberal , Humanistic, Behavioral and Radical and then analyzing ideas of the four educationists within this framework and conclude with a critical but comparative analysis of their educational philosophies. This may enhance the quality of the book.

The book written in a lucid language provides a comprehensive coverage of the educational philosophies of two Indians, a Danish and a Brazilian in a single volume which may be very handy both for the students and general public.

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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.

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

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

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

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### Indian Adult Education Association, 1939

*Indian Journal of Adult Education* first published as a monthly in 1939 is now brought out as a quarterly by the Indian Adult Education Association. The journal has special interest in the theory and practice of Non-formal Education with special reference to the relationship between Adult Education and Development 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 2500 words; in exceptional cases, longer articles can also be accepted. Mimeographed, zexored 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). Articles can be sent by E-mail: [iaea\\_india@yahoo.com](mailto:iaea_india@yahoo.com), [iaea@vsnl.com](mailto:iaea@vsnl.com)

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# INDIAN JOURNAL OF ADULT EDUCATION

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## Editor's Note

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**Welfare to development**

This issue of Indian Journal of Adult Education has eight articles out of which three are on women. All the articles address the immediate needs and problems of women.

Women today lay a strong foundation in decision making through active participation. This is a positive trend and a road towards women empowerment. The empowerment for women means an enjoyment of all human rights and fundamental freedom on equal basis with men in all spheres of life – political, economic, social, cultural, educational, vocational guidance, career, employment, occupational, health and safety and civil. Policies, programmes and systems should be established to ensure further mainstreaming of women's perspective in all development processes. Involvement of NGOs, associations, trade unions, women's organizations as well as institutions dealing with education, training and research will be ensured in the formulation, implementation, monitoring and review of all the policies and programmes affecting women.

Article of Sumit Mukhopadhyay attempts to show that the DIDDs (development induced displacements) of tribal communities are one of the major socio-economic and cultural disrupting processes happening all over the country.

B. Sanjay is of the opinion that even leading organizations working in the field of women empowerment are not giving due shares for empowering women but only asked for the same.

Asha Patil and Chaman Saini say that women should be given special training to develop entrepreneurial skills and enough material including research studies on marketing strategies should be made available to women entrepreneurs.

Your valuable suggestions for improving the quality of this Journal will be appreciated.

**Dr. V. Mohankumar**  
**Guest Editor**

# Development, Displacement, Rehabilitation and Resettlement: Locating Tribal Women

*Sumit Mukhopadhyay*

## Introduction

The term 'tribe' refers to a cultural and historical concept. It is used in terms of folk urban continuum along which different groups are classified - given a certain order of material culture and stage of technological growth, they are classified as tribes. Despite the diversities among various tribal groups, they do have similarities, though broad generic ones. The tribal communities' entire way of life is woven around harmony with and preservation of nature. There is a very strong symbiotic relationship between the tribes and the forests. The unique concept of ownership of land signifies livelihood and culture, and identity in a tribal economy.

1.2. The Government of India recognizes the richness of tribes' knowledge and wisdom and it has constitutional amendments and various laws to protect their rich biodiversity, their culture and wisdom through a proper framework. But, at the same time, the government has been implementing various large scale development projects that have brought adverse effects in the form of displacement of people from their original place of habitation due to large-scale land acquisition. These development - induced displacements (DIDs) in the country have brought severe economic, social and environmental problems to the displaced people. It also has caused widespread traumatic psychological and socio-cultural consequences on the marginal people, mainly tribals. The problem is aggravated due to the absence of a universal national policy for rehabilitation and resettlement (R&R). In most of the R&R packages displaced persons (DPs) are taken as a homogeneous group and women, tribal women in particular, are by and large ignored.<sup>2</sup>

## Objective

This paper attempts to show that the DIDs of tribal communities are one of the major socio-economic and cultural disruptive processes

happening all over the country. The R&R packages do not go beyond the economic factor to community and cultural support, particularly in what concerns women.

It also shows how the discontent among the tribals is increasingly being seen in their political activism. Tribal women are on the forefront of protest movements. Unless properly addressed, these may lead to serious consequences.

The present paper has made an attempt to show where planning is insensitive to tribal women, project impacts can at best be neutral, and at the worst, aggravate existing gender disparities to the extent of radically affecting the pre-project gender balance.

To show these, we have taken support of various case studies and articles that have appeared in the print and electronic media. In Section 3 we shall discuss the magnitude and intensity of tribal displacement due to some of the large development projects. In Section 4, the poverty of R&R policies and implementations will be discussed. It shall also discuss the place of (tribal) women in the R&R policies and implementations structure. Section 5 discusses the political dimensions that arise from this. Section 6 shows the impact of DIDs on tribal women. The paper ends with conclusion and some policy dimensions in Section 7.

### **The Magnitude of Displacement and Tribal People**

The Government of India, since independence, has been trying to set up a country-wide programme of rapid industrialization. So, it has established large-scale industries and mining projects—and huge hydroelectric dams to power them. In the early period World Bank was the main donor to serve the purpose and in the post-liberalization period, the Foreign Direct Investments added to it. The plan has been to promote overall development and reduce poverty. But, in reality, the comprehensive cost benefit analyses of the projects have never been done. The human cost and socio-ecological costs were thought to be an inevitable price that one had to pay for such development. So, they were grossly underestimated and participation of people in the process of planning these development projects largely ignored.

Today, India is one of the largest dam building nations in the world. The World Commission on Dams Report (November 2000) estimates the total number of the displaced people by 4500 large dams in India to be 30-40 million<sup>3</sup>. Over 40 percent of those displaced from 1950 to 1990 were from tribal communities. A report of the Official Working Group on Development and Welfare of Scheduled Tribes during the Eighth Five-Year Plan (1990-1995) on the rehabilitation of tribal people, based on a comprehensive study of 110 projects, has concluded that of the 1.694 million people displaced by these projects, almost 50 per cent (814,000) were tribal people (Government of India, 1993)<sup>4</sup>. Other estimates for the proportion of tribals displaced, such as Fernandes<sup>5</sup>, place the figure even higher at 59 per cent. These figures inevitably imply that higher proportions of displaced people are tribals.

Not only that, these major and medium irrigation projects have consumed almost all the irrigation budget of independent India, which is over Rs. 80,000 crores<sup>6</sup>. (upto 1998) Still, there is total absence of systematic evaluation to ascertain if the investments that evicted so many people is justified, and if dams have delivered what they initially promised. Official database is particularly dismal when it comes to reliable number of people who have been displaced and affected by dams. Lack of authentic official database is itself indicative of the lack of concern of the State towards displaced people and it reflects the dominant attitude of neglect. This forces us to rely on independent estimates<sup>7</sup>.

Though estimates vary significantly; there is an agreement that dams are the single largest cause of displacement accounting to about 75 to 80 per cent of the total displacement (see, Patwardhan). The tribals are the most affected people of these mega projects. Table-1 clearly points to the fact that the dams have been built by mainly displacing the tribals.

3.5. As has been said before, dams are primarily built to provide power and water to mines and industries. These mines and industries too evict people and disrupt ecological balance, which directly hurts the local people, mainly tribals. For example, the Hirakund Dam (Orissa) was built in 1948.

**Table 1**  
**Percentage of tribal people affected by some large dams in India**

Sr.No	Name of Project*	State(s)	Total Population Displaced	% of tribals displaced
1.	Hirakud	Orissa, M.P.	110,000	18.34
2.	Bhakra	H.P.	36,000	34.76
3.	Pong	H.P.	80,000	56.25
4.	Ukai	Gujarat	52,000	18.92
5.	Lalpur	Gujarat	11,300	83.20
6.	Daman Ganga	Gujarat	8,700	48.70
7.	Karjan	Gujarat	11,600	100
8.	Icha	Orissa	30,800	80
9.	Manas	Bihar	3,700	31
10.	Chandil	Bihar	37,600	87.92
11.	Polavaram	M.P., A.P.	1,50,000	52.90
12.	Tultuli	Maharashtra	13,600	51.61
13.	Upper Indravati	Orissa	18,500	89.20
14.	Machkunda	Orissa	16,200	51.10
15.	Subarnarekha	Bihar	64,000	67.29
16.	Kabini	Karnataka	20,000	30
17.	Masanjor	Bihar	16,000	Mostly tribal
18.	Bansagar	M.P.	1,42,000	75
19.	Mahi Bajaj Sagar	Rajasthan, MP	35,000	76.24
20.	Kadana	Rajasthan, Gujarat	30,000	100
21.	Bisalpur	Rajasthan	70,000	70
22.	Bargi	M.P.	35,000	43
23.	Mandira	Orissa	n.a.	68.18
24.	Maithan & Panchet	Bihar, W.B.	93,874	56.46
25.	Nagarjun Sagar	A.P.	25,490	36
26.	Srisailem	A.P.	100,000	81(SC+ST)
27.	Rihand	U.P., M.P.	47,500	Mostly tribal
28.	Upper Kolab	Orissa	50,771	52
29.	Narmada Sagar	M.P.	1,70,000	20
30.	Sardar Sarovar	Gujarat, M.P. Maharashtra,	2,00,000	56

31.	Kulku	Orissa	14,000	Mostly tribal
32.	Surya	Maharashtra	7290	100
33.	Maheswar	M.P.	20,000	60
34.	Bodhghat	M.P.	12,700	73.91
35.	Koel Karo	Bihar	66,000	88

Source: Singh (1997)<sup>8</sup>; Government figures; also compiled from Patwardhan(2000);, Hemadri<sup>9</sup>

By 1959 it was supplying Alcan/Indal's Hirakund Smelter, whose bauxite was mined and refined in present-day Jharkhand to the north. To supply the hydropower to Hirakud smelter, as a prime customer, was almost certainly among the main reasons for the dam's construction, though as in most other cases, this purpose was not made explicit. Soon after, in the early 1960s, the Rihand dam was built to supply Hindalco's refinery-smelter complex at Renukoot (Shaktinagar) on the UP-MP border, displacing a sizable population<sup>10</sup>. Again the Korba Dam in Chhattisgarh, which is named after the Korva tribe who were displaced en masse by BALCO, and their census-recorded population shrank from about 84,000 to 27,000 in 1991-2001<sup>11</sup>.

These large development projects not only displace the local people (most of them happened to be tribal); they also inflict serious environmental pollution. For example, the rail link between Koraput and Rayagada, built to facilitate NALCO and future aluminium firms, had negative effects on the forest and interior tribal villages over a wide area. And NALCO's smelter at Angul has inflicted serious pollution on thousands of people, killing all the fish in a long stretch of the Nandira and Brahmani rivers, as well as killing people and damaging extensive areas of cultivated land when its toxic waste fly-ash ponds have flooded<sup>12</sup>.

As industries and large-scale hydro-electricity projects inflict serious pollution, it hardly needs any explanation why the Government should take an environmentalist attitude and become a preserver of ecological balance. Again the tribals, the native dweller of the forests have been evicted, as it seemed to the Government that they are the

greatest danger to the protection of environment. So, tribals are eliminated from the forest for restoration of ecological balance<sup>13</sup>.

Unfortunately, the statistics on eviction due to industry, mining and reserve forests like the cases of dams are varied. So, we would take presumably underestimated data of Government of India. (Table-2) shows the magnitude of tribal displacement for the major projects during first 40 years of independence. Even these data show that the cost of development process is borne mainly by the tribals.

Table — 2:

Estimate of the Total Number of Persons and Tribals Displaced and Resettled by Various Development Projects In India During 1951-1990  
(Number in Lakhs)

Sl. No.	Type of Projects	Total Tribal Displaced	Total Tribal Resettled	% of Col.3 Over Col.2
(1)	(2)	(3)	(4)	(5)
1.	Dams	63.2	15.8	25.0
2.	Mines	13.3	3.3	24.8
3.	Industries	3.1	0.8	25.6
4.	Wild Life	4.1	1.0	22.2
5.	Others	1.3	0.3	20.0
6.	Total	85.4	21.2	24.8

Source: Ministry of Rural Development, Government of India<sup>14</sup>

But, tribals have always inhabited forests and maintained the balance of nature. Government policies on reserve forests have seriously undermined the tribes' way of life. Intensive exploitation of forests has often meant allowing outsiders to cut large areas of trees (while the original tribal inhabitants were restricted from cutting), and ultimately replacing mixed forests capable of sustaining tribal life with single-product plantations.

Where forests are reserved, non-tribals have proved far more sophisticated than their forest counterparts at bribing the necessary local officials to secure effective (even if extralegal) use of forestlands. Tribal people often end up doing unpaid work to avoid eviction from forestlands<sup>15</sup>.

**Multiple displacements:** A number of studies across the country have documented multiple displacements of people — successive displacement of the same families from one place to another following execution of development projects in those areas. The displaced people of Rihand and Hirakud dam are some of the examples in the country. In the early 1960s, the evicted people of Rihand dam had to face displacement from their new place of habitation for the second time in 1970s because of the coal mining projects, and again for the third or fourth time in the mid-1980s due to the setting up of a number of industries. In each time of their displacement, they were progressively pauperised (Lokayan and Environmental Defence Fund, 1987 quoted in Thukral, 1989) <sup>16</sup>. Similarly, the displaced people of Hirakud dam, who were resettled in the mid-1950s in the upper catchments areas of the reservoir, faced displacement for the second time in 1980s due to the Ib Thermal power project came up there, and again in 1980-1990s due to the Ib valley coal mining projects.

The non-project affected ST families also get adversely affected as a lot of secondary displacements take place, and land possessed by underprivileged sections of the society changes hands. De jure displacement due to large projects is accompanied by extensive de-facto displacement, as such projects have considerable deleterious impacts on the entire habitat particularly in the zone of influence (see <http://tribal.gov.in>). The people who face secondary displacement are not even treated as project affected people (PAPs).

In short, displacement is a multidimensional phenomenon, which directly causes alienation of land and resource base for the ousted people. Again, no provision is made in the law or in its practice either to get the consent of the families to be deprived of their livelihood in the name of national development or to minimise its negative effects on those who are thus deprived. For tribals whose livelihood and culture are highly dependent on a particular locality and its resource base where they were living for generations, displacement from that locale means the life and livelihood is denied to them. This is particularly true for tribal women. So, the government should pay adequate attention on (tribal) women when it frames displacement related R & R policies.

## Rehabilitation & Resettlement: Lacunae of Policy and Action

Despite the enormity of the policy problem, India does not have a national rehabilitation policy. Its draft of 1998 has many positive points, but is weak on questions concerning women. The Modified Draft National Policy for Resettlement and Rehabilitation of Persons Affected by Reservoir Project, 1994; the third draft policy formulated by the Ministry of Water Resources Development (MWRD) makes a passive reference to women in extending R&R benefits<sup>17</sup>. Besides the World Bank is the single largest international donor for development initiatives in India. Unfortunately, the word 'gender' does not appear anywhere in the policy document of World Bank<sup>18</sup>.

So, in the absence of a uniform national R&R policy, different state governments and ministries of central government followed different policies on R&R. Even in most of the states, there is no uniform policy on R&R even for different kinds of development projects (except Maharashtra and Karnataka). In the past, R&R of the displaced people had been based on ad hoc plans, resolutions and orders passed for specific states or even projects when the need arose. Even The National Perspective Plan for Women (1988), the National Policy on Women and the 10<sup>th</sup> Five- Year Plan (2002-2007) have no mention of the R&R of the displaced women underscoring the fact that the national government is yet to realize the displacement issue from gender perspective. Thus we find that except the R&R policies of Maharashtra, Gujarat and Orissa, to some extent giving some benefits to the displaced women, none of the other states have gender perspective in R&R policies (see Pandey & Rout, 2004).

Beside the states, the National Thermal Power Corporation (NTPC) and Coal India Limited (CIL), both as Public Sector Undertakings of Central Government, have their own R&R policies, but none of them considers women as separate units for R&R benefits except the policy of CIL which says that special attempts have to be made to ensure that women get adequate access to income generating opportunities offered under the policy. Thus, in India, from the international donor to the state level to the PSU policies, the gender perspective is more or less missing (ibid).

On the other hand, The Land Acquisition Act, 1894 (as amended in 1984) is the only legal instrument available in the country to address the issue of development-induced displacement. Compensation and rehabilitation benefit for the project affected/displaced people in the project is determined on the basis of ownership to land as per the said Act. The R&R of affected-displaced people does not fall within the scope of the Act. The Act recognises only the individuals, not their collective or community rights and hereditary usual rights. Again the Act recognises only the legal records of rights, not the customary rights, on which the women, mainly the tribal women depend for their life, dignity and livelihood.

Thus, under the purview of the act, those who enjoyed customary rights (like tribal women) of using land, other common property resources (CPRs) and forest for generations, suddenly become 'encroachers', as and when the land is needed for some 'real' development project upon government land as they do not have any records of rights, or traditionally depended on the common property resources, or have survived by rendering services to the village community as a whole, are not entitled to get any compensation according to the present legislation. Since the compensation is paid on the basis of land ownership, the tribals, who have almost no inclination to own land but mainly use it as a common property, fail to claim compensation on the basis of the lost common land. The customary right of the tribal women, who do not have the ownership right of land and property are, thus, rejected out right. All R&R policies in the country go by the 'ownership' of land or property, when working out compensation, and reflect similar gender bias. Rehabilitation should be used as an opportunity to improve the status of women in terms of land possession and their share in property, if one has to ensure that their social and economic status improves rather than deteriorates. Unless such provisions are consciously made and implemented, there is a threat of further marginalization of women in the process of displacement<sup>19</sup>.

Again, there is hardly any provision for compulsorily providing land for land to the Project Affected Families (PAFs) in the command area of the project. The present National Policy on R & R for PAFs - 2003 (NPRR) compensates only assets, no other loss of livelihood, and common property resources. The forest products etc are never

taken into account on which tribal life and culture are highly dependent, but, providing the compensation for individuals and not protecting or replacing community assets and community values, the R&R policies are influencing the tribals to come out of their community and start living individually.

Government documents recognize the problems associated with cash compensation, particularly in case of tribal women 'This monetary compensation, if any, does not support the long run sustenance of the tribal women in any way, as they do not get the money from their male counterpart and the money slips away from the male within a very short period. In most of the projects, the tribal oustees become listless wanderers without a mooring'<sup>20</sup>. Despite such a clear recognition, the practice of paying cash compensation, that too in an extremely ad-hoc manner, continues. Besides, in whatever form the compensation is paid (cash or land), it is the tribal people who are most likely to suffer as Legal privately owned ownership of property is an idea, which is fairly alien to many tribes. In most tribal communities, land and other natural resources are means of livelihood, not property (Government of India, 1990, SC-ST Commissioner's report). Given that tribal areas are usually remote and under administrated, land records are far from accurate. They are rarely updated and usually do not reflect the actual pattern of land possession [Fernandes, W. (1991)].

Calculation of the price of land is also defective. Since tribal land is generally non-transferable, the land markets are underdeveloped and the cost of acquiring land in tribal areas is extremely low. The rate of compensation is, therefore, inadequate, usually based on notional market value. The concept of Net Present Value (NPV) applicable to forest land when diverted for non-forestry purposes which calculates accruals in the future to the natural resource base, should be applicable to land being acquired from the STs for development projects. The difference in the cost of acquisition of the lands and the subsequent value of it in the zone of influence after implementation of the project is enormous. The value of the property goes up substantially due to direct/ indirect downstream benefits from the project. This encourages the tendency to acquire land in excess of the requirement. Mining companies in particular acquire land far in excess of requirements. This also explains the

cause of non-tribal encroachment on tribal land (see [tribal.gov.in](http://tribal.gov.in)).

Consequently, tribal communities witnessed their habitats and homelands fragmented, their cultures disrupted, their communities shattered, the monetary compensation which tribal communities are not equipped to handle slipping out of their hands, turning them from owners of the resources and well-knit contented communities to trapped in debt bondage or even bonded labourers (see [tribal.gov.in](http://tribal.gov.in)) at their own place or become individual wage earners in the urban agglomerates with uncertain futures and threatened existence.

Ironically, the existing definition of PAPs does not include the asset/landless class in the affected village; also it did not recognize those affected by the canals, colonies, sanctuaries, catchment area treatment, secondary displacement and displacement through subsidiary and ancillary projects as 'oustees', making the whole process as class biased and only in terms of cash economy. Even those figures of the narrowest definition of PAP are incomplete and vary widely. There is almost no case where proper surveys of submergence villages were done well in advance. In many cases the administration deal the displaced people as the mere numbers and try to reduce the numbers to reduce the cost of compensation as far as possible.

Pong dam is a classic case of inter-state projects involving a large number of people displaced from the sub-Himalayan hills 'resettled' in Rajasthan's desert, which is an entirely different agro-climatic region among a people of different culture. According to unofficial estimates, a total of 30,000 families were displaced. According to the HP Govt., 20,722 families were displaced, whereas the Govt. of Rajasthan (GOR), which had to resettle the people, accepted a figure of 16,100. Of these, only 9,200 were found eligible for land. The dam was completed in 1974. Land allotment on paper took place between 1972 and 1981. But by the end of 1981, only 2,622 allotments remained; the rest were cancelled by the GOR on one pretext or the other. Also the quality of land, medical facilities etc, needless to say, was very poor. More or less similar picture can be seen in other cases. (see Hemadri, 2000).

Fewer tribal oustees compared to non-tribals are able to access R&R. As Fernandes points out, 'studies have shown that in

Maharashtra only 15.18 per cent of the 10,147 tribal families eligible were granted land, compared to 31.4 per cent of the non-tribals (Fernandez 1990: 36). The data from Orissa (Mahapatra 1992) and other states (Fernandes 1993) confirm this picture of fewer tribals than non-tribals being resettled or getting the benefits of the project' [Fernandes 1995]. The vast majority of tribal people displaced by big projects are thus pushed inexorably into a vortex of increasing assetlessness, unemployment, debt-bondage and hunger. (cited in Patwardhan,2000)

The process of uninformed resettlement work begins from the beginning. Nothing is known about the people to be displaced, their socio-economic status, their culture, their skills, their own concept of development and their choices for resettlement at the time of designing a project. This continues much later into the project implementation stage and even would end up without having any information of the affected people but for the lending agencies, which require their paper work to be as voluminous as possible. There are also instances of scandals in payment of compensation especially to tribal people by siphoning away major chunk of the amount and many instances of exploitation by landowners, moneylenders, bank officials and lawyers (Reddy, 1993 and Pandey, 1998 cited in Pandey & Rout, 2004). In this situation, the position of an illiterate tribal woman is quiet imaginable.

Mehta & Srinivasan (1999) have noted that in the context of rehabilitation, one of the most glaring instances of gender disparity has been the issue of compensation. According to them as men are treated as heads of households, compensation, either cash or land, is invariably awarded to men. Women are not considered to be farmers or house owners. Single women, widowed women are particularly vulnerable in this situation. Similarly, R&R policy often gives land to major sons, but major daughters are excluded from such provisions. Thus, the women have no control over the cash compensation and even forfeit their traditional and customary rights over forestland together with male folk that the Government takes as 'encroached' by the tribals. (see Pandey & Rout,2004).

The recently formulated Draft National Policy Packages and Guidelines (2006) for R&R in the country, is a case of good practice

on two counts. Firstly, it has sought several consultations with NGOs in drafting the policy. Secondly, the policy has been far more gender inclusive than any other policy to date. e.g., the policy provides for compensation in cash or land, to be paid jointly to men and women. It also provides for special programmes designed for the health and educational needs of women (Mehta and Srinivasan 1999), cited in Pandey & Rout, 2004). However, the draft policy does have an overall thrust that seems to consider men as heads of households and displays the usual gender biases. This shows that even while a beginning has been made it will be a long time before the gender issue is fully integrated in policy.

### **The Political Dimension**

Coupled with the ongoing loss of poor vulnerable mass, the economic gigantism can be argued to be especially injurious to those engaged in traditional livelihoods—the tribals in particular. With respect to centrist economism and gigantism, the Indian government imitated its British counterpart so well that for all practical purposes there was no postcolonial period, but simply a domestic colonialism, which is habituated to design and implement plans from the top even without providing any information to them who might suffer from its implementation. Unfortunately, the real cost of the plans becomes heavy compared to the real gains; sometimes a few reap all the benefits at the cost of many, those who lose, they take a pause to realize magnitude of the loss, obviously in a crude (!) way. The discontent arise and a portion of losers start to protest.

Resistance to development-induced displacement and resettlement (DIDR) frequently becomes the lead issue for the expression of protest over a complex of issues. The same resettlement project may affect tribal people and peasants in different ways, eliciting varied responses of acceptance or resistance from each subgroups. The struggle against resettlement becomes a complex of struggles against losses of productive resources, against inadequate compensation, against changed relationships with the environment, against non-compliance with commitments made by project authorities, against violence from host populations, and against disrespect for local culture and knowledge etc. (Acsehrad and Da Silva 2000:11 cited in Oliver-Smith, 2002) <sup>21</sup>.

This explains why women, tribal women in particular, have played important roles in organizational leadership and in spearheading resistance movement activities. Often called upon to assume the high moral ground and question the morality of development, women have been in the forefront of voices condemning DIDR. For example, in the struggle against the Maheshwar Dam in India where 60 percent (see Table-1) of the ousted were tribals, women have laid down on the access roads, in relays, over months to prevent construction materials from arriving at the dam site (Black 2001: 16 cited in oliver-smith, 2002). Another significant development has been the recent revival of struggles by people displaced by dams completed years ago, such as on the Bargi (completed 1990), Koyna (1964), Tawa (1975) and Mahi- Kadana (1978)[CSE 1999 cited in Hemadri,2000] and their success in securing fishing rights for cooperative societies of oustees in the dam reservoirs at Bargi and Tawa (see Hemadri,2000). In India, tribal women (among others) almost always remain at the forefront- from Chipko to Sardar Sarovar Movement. These movements forced the developers to consider the impact of projects on the least powerful sectors of society. This has been one of many social changes that DIDR resistance has both gained from and furthered. The active role taken by many women is both the result of and a contributing factor to increasing changes in the status and roles of women in India.

Beside the Gandhian-type protest movements, the indifferent attitude of the government to cope with the problems often distances itself from the affected people, the tribals in particular, as they have historically been subjected to discrimination. As the gap increases, the frustrations rise any hope to the new lease of life looks gloomy, radical political parties come in to fill the vacuum. Along with other tribal movements, Naxalites (though with a different political dimension) have easily found support among those who feel stranded by India's surging modernisation<sup>22</sup>.

Each Maoist affected state has a slightly different story. There are cases where local tribes have reportedly been forcibly displaced by the state authorities because they were suspected of sympathising with the Naxalites (e.g., Orissa). On the other hand there are news where naxalites are supporting the tribal protests against forced eviction (e.g., Andhra Pradesh)<sup>23</sup>. There may have developed some

link between tribal belt and naxalite belt. "Naxalism" now affects some 170 districts—a "red corridor" down a swathe of central India from the border with Nepal in the north to Karnataka in the south and covering more than a quarter of India's land mass<sup>24</sup>. This is not to say that the naxalites identify themselves with the tribals, the point is that, the failure of the government created the space for the easy cultivation of naxalism.

So, it is important to assess the influence of these resistance movements, especially as it goes well beyond their local impact on specific projects and populations. Until the government becomes really accountable to the people for whom it stands, the people's protest would likely to continue, even if some politically radical parties exploit the situation.

### **Impact of Displacement and R&R Policies on Tribal Women**

Mainly four aspects concerning the tribal women are rarely attended to while discussing DIDR issues. Firstly, the natural resources from which development projects alienate them are the foundation of their economy, culture, social systems and their very identity. Secondly, they enjoy customary right and not legal right on the land. Thirdly, they are mainly dependent on CPRs, not individual property. Fourthly, most of the traditional tribal societies are patriarchal. As such women were not equal to men but had a higher status than their high caste counterparts did. Both their relatively high status and children's upbringing depended on abundant resources and the partial control they exercised over them. The fact that the woman controlled the family economy that was its sustenance is the main reason why her status depended on natural resources and why her dependence on them was more than that of the man. Her control over the family economy and the consequent relatively high status depended on her accesses to resource and this is sustainable as long as they had access to CPRs and they had access to forest. But, the DIDR tends to be more and more individual land ownership oriented and thus her access to resources become restricted, if not denied. Alienation from them results not merely in economic impoverishment but also in deprivation of social support, i.e., weakening of their community systems. Downward social mobility of tribal women follows from this process.

## Loss of shelter

Women's situation is aggravated not merely by the fact of displacement but also because rehabilitation of the DPs has been neglected. Table-2 shows that after displacement, only 25 percent of the tribals have been resettled. Government has hardly tracked the cases of multiple displacements and who had migrated to other areas or urban areas. Still, it can be inferred that those who had to resettle themselves have been confronted with many additional problems, and this is particularly true for women with children and aged members of the families.

## Access on Land Diminished

In tribal communities, where women enjoy user rights over land but not ownership rights, Governments do not provide these women with any compensation. So, they are left with little or no land for their livelihood. Data is absolutely not available in this respect. But, we may examine this indirectly from the available data.

**Table -3**  
**Land Holding Size During Pre & Post Displacement**

SI.No	Parameter Used	Status In The Pre-Displacement Stage	Status In The Post-Displacement Stage
1	Average Legal Land Holding Per Family	2.64 Acres	0.62 Acres
2	Average Encroached Forest/Govt. Land Per Family	About 1.5 Acres	Less Than 0.20 Acres
3	Percentage Of Families Landless (As Per The Government Definition Of Landless)	48.98%	85.25%

Source: Akhil B. Ota (2001)

An empirical study conducted on the DPs of a Major Hydro Electric and Irrigation Project named the Upper Indravati Multi-purpose Project, located in a very thickly concentrated tribal district of Orissa (Nawarangpur) after 7 years of the displacement occurred. The sample consists of 42 percent of tribals <sup>25</sup>.

The result is shown in the Table -3 which clearly shows that the land holding has drastically decreased and landlessness increased in the course of DIDR. For other cases, the trend should show similar result. The tribal women obviously find it difficult to enjoy their customary right over land at the post displacement period, this is more so, as the rehabilitation area is often at a distance from their original inhabitation. Again, with individual patta becoming the norm of land ownership after resettlement, power is transferred to the man and from him to his son. The tribal woman ceases to be the main decision maker in the family economy and becomes dependent on men <sup>26</sup>.

Table -4  
Access To Common Property Resources During  
Pre & Post Displacement

Sl. No	Parameter Used	Status In The Pre-Displacement Stage	Status In The Post-Displacement Stage
1	percent of Families Having Encroached Forest/Govt. Land	75.85percent	23percent
2	Average Encroached Land For Family	About 1.50 Acres	Less Than 0.20 Acres
3	Accessability to Forest for MFP & Fuel Wood	Easily Accessible	Accessability Has Been Restricted
4	percent of Families Whose Primary Source of Earning is MFP	34.65percent	14.20percent
5	percent of Families Having Access to Grazing Land	100percent	About 25percent
6	percent of Families Who Have Access to Burial Ground	100percent	26.66percent Have Earmarked Burial Space & Others Use Vacant Space As Burial Of The Dead.

Source: Akhil B. Ota (2001)

### Loss of common property resources

To the tribals and the assetless rural poor, who have traditionally sustained themselves on the CPRs, by rendering services to the village as a community, the first result of this neglect is economic impoverishment, followed by loss of social status. Since the CPRs mean the family's nutrition, they are the basis of its economy, of the woman's work outside her home and of her social relations. The aforesaid survey shows that the access to CPR for the people, mainly tribal has substantially decreased (see Table-4).

With the alienation of CPRs, the tribal women become further impoverished. The project that deprives them of these resources does not give them jobs. Thus, they are reduced to being housewives alone, unable to make an economic contribution to the family economy. Other researchers also provide similar results. For example, Modi writes that prior to their displacement, the tribals who were displaced due to Sardar Sarovar Project, they did not have landlessness, hunger or food insecurity in their subsistence but a self-sufficient economy, because of their access to riverine resources, forests products and a customary right to land. Thereby, women could supplement to their household economy through the sale of livestock, ghee, baskets, bamboo mats, ropes and pottery. Thus, women had greater economic independence and land rights in the egalitarian tribal set-up. However, dislocation has torn the people away from their source of sustenance or life itself (Modi, 2004).

### Loss Of Livelihood

The tribal women, deprived of the CPRs, the very source of their livelihood, are not replaced by R&R. The woman whose task it is to ensure regular supply of food, water and medicinal herbs to the family, organic manure to the fields and fodder to the cattle, is thus deprived of the resource she requires to fulfil her task and loses importance in her family.

Besides, the project rarely gives a job to the PAPs to replace the livelihood it acquires. When it does, it is almost invariably given to men, considered heads of families. Till 1986, industries and mines came under the T. N. Singh Formula 1967 that stipulated that the displacing public sector industry or mine should give a job to every family it displaced. It had many shortcomings. One of them was that it did not take women into consideration. For example, in the Jagannathpur mines of Talcher and the Piparwar mines of Palamau in Jharkhand, a family is entitled to a job for every three acres of land lost. At Piparwar it comes down to two acres in the case of matriculates (Sherman 1993). Some projects are ready to give technical training to the PAPs who have adequate educational qualifications. (Fernandes and Raj 1992: 141-142). Given high illiteracy, thus, tribal women can hope to get only unskilled jobs. However, many of them are not allowed to take them up because

men who are employed as peons or maintenance staffs in the project office refuse to allow their wives to take them up since it is "below the dignity of an office worker" to have his wife doing "menial work" (Menon 1995 cited in Fernandes).

So tribal women, in many places, are reduced to being housewives alone from their earlier role of being contributors to the family economy. However, the woman's role as caretaker of the family remains unchanged. She has to buy even the family's basic needs like food that it used to get earlier from its land and forests. Again, influenced by the outsiders who come to the project, men spend a substantial amount of their earnings on clothes, entertainment and other trivia, thus leaving a relatively small amount for the woman to run the household. Malnutrition is its consequence, particularly of girls and women <sup>27</sup>

Parasuraman (1993) in his study on impact of displacement on women in six projects has found that firstly, due to the loss of access to traditional sources of livelihood and the inability of the household to replace these sources, women get pushed into work in the most exploitative sectors. Secondly, large projects have made no attempt at enabling women to gain access to non-farm employment opportunities.

Thirdly, in some cases, women found work as agricultural labourers in projects only when men moved out to take employment in non-agricultural sector and women's earnings from agriculture enhanced the income level of most households that were landless or engaged in cultivation as sharecroppers prior to land loss. But, Renu Modi (2004) found that the tribal oustees especially the displaced women of the Sardar Sarovar Project were working as agricultural labourers, producing cash crops as irrigation has brought a change in cropping patterns & water-intensive crops gives more profit. But, profits from the cash crops do not lead to an improvement in living standards, food security, or gender equity. Production of cash crops led to reduced supply & increased prices of food crops. This led to a fall in the calorie intake among the relocates as their diet was devoid of milk, fish, eggs and coarse grains that they had access to earlier. To include increased costs and additional expenses on fuel, seeds and fertiliser family budget were readjusted and expenses on food were

reduced. Women and female children were the first victims of the budget revision.

Fourthly, when the land loss was compensated with land, women regained their status as workers on own land. In the case of Maharashtra II Irrigation and Sardar Sarovar Project the labour force participation rate after resettlement of women remained as high or increased after resettlement. (see pandey & Rout, 2004).

### **Compensation**

The tribals receive very low compensation, as much of what they live on is CPRs for which no compensation is paid since they are considered state property. Besides, for the little private land at the remote areas they own, they receive very low compensation because it is based on the "market price". For example, in AP in 1992 the predominantly middle and high caste PAPs of the Industrial Development Area, Kakinada received an average compensation of Rs 74,614.43 per acre. Most of their land was individually owned. The predominantly tribal and Dalit losers of land acquired for VUDA Housing in Vishakapatnam were paid an average of Rs 13,000 per acre of patta land in 1996. Dominant caste persons lost mostly patta land while most of what the Dalits and tribals lost was CPRs. In 1994 the Vasavi Steel Plant in Srikakulam district acquired many tribal CPRs without any compensation. For the little private land they owned, they received an average of Rs 4,151.41 per acre<sup>28</sup>. We have already shown that even when a law exists, discrimination continues against the marginalized. Tribal women even loose the indirect compensation from her family.

Tribal women often do not get compensation because of the dominant practice and this turns free tribal women into male dependent one. Again, it has been seen whenever there is unemployment arising out of displacement, i.e. jobs are scarce, and women are the first ones to lose. This is not only because they lack the skill, but also as they have to make way for the men. For example, Fernandes and Raj (1992) have found that there was a strong gender bias as jobs were offered mainly to the men and not to the women in NALCO. Similarly, displacement has resulted the exclusion of an increasing number of women from active participation in the productive process

that further decreases their bargaining power within households and communities<sup>30</sup>.

### **Fragmentation of Community Identity and Tribal Culture**

Displacement goes beyond change in land ownership and results in the family being alienated from its sustenance and very identity. Besides, the culture of community living is being shattered by the R & R measures, which typically reflects the mainstream idea of compensation and provides it to individual only. From the economic perspective it involves impoverishment. Besides, the idea of 'individual benefit' destroys community feeling. Work sharing, based on social reciprocity is a characteristic feature of most tribal communities. Detailed ethnographic studies of Bhil, Bhilala adivasis in Alirajpur region, illustrate this point (Baviskar, 1995 cited in Patwardhan, 2000). Collection of cash for bride price, collection of firewood for the funeral, gathering firewood, building a house, conflict resolution on a consensus basis are some of the important activities which are carried out within the community, jointly and except the panchayat, women take most active role in these collective works. As the tribal community had built its culture and identity around the resources, their alienation also results in: the weakening of the community support systems, the culture of sustainable development and mutual dependence based on it. To the woman it means the loss of the very foundation of her autonomy and relatively high status.

### **Internalizing Dominant Culture**

After displacement when resettled elsewhere, integration into the new community becomes a long and arduous process. If the host community belongs to a higher social caste/class, displaced people are likely to find the process of adjustment even more difficult. Tribals often have been co-opted by the more powerful culture into which they have been jettisoned. This leads inevitably into the destruction of the parent culture without it being replaced by a comfortable acceptance of new<sup>31</sup>. Baboo (1991) has observed that oustee status for people affected by the Hirakud Dam was a major social stigma. Tribal culture and way of life is often thought to be inferior and backward. Constantly confronted with that view, adivasi people start internalising the image of backwardness, regarding their own

language, culture, religious practices as inferiors. Even women are internalizing the idea that the dominant culture is to be followed (see Patwardhan). Thus, the activities, which gave tribal women higher status, get restricted, particularly those that are prohibited for upper caste women.

Compared to the mainstream society, tribes allow greater freedom to women. Bride price, instead of dowry, is one indication of the fact that women's labour is respected and sought after. Widow remarriage is allowed and women do not have as many social taboos (for example on smoking) as found in non-tribal societies. After displacement many of these things change. Tribal communities adopt customs and traditions of the dominant society and dowry tends to replace bride price, taboos are imposed on women, which do not exist in their own culture. Today, in many places bride price is substituted by dowry, and tribal widows are more often being seen. In a study, Anita Agnihotri (1996) found that the unmarried girls of the displaced villages of Languabeda and Sagadipal of the Rengali Irrigation Project in Orissa has revealed that marriage market has suddenly shrunk for them and dowry rates have gone up (see Pandey & Rout, 2004). Another research report (see ref 30) shows tribal widows at the productive age are not getting remarried.

Women themselves have started questioning the prevailing convention of treating their status within the community as egalitarian. Though still community-centered and reposing pride in their collective identity, they are now looking at their own position in the current period of transition, especially in inter-generational terms. Child marriages are increasingly taking place and witch hunting is now increasingly linked not only to women's property rights but also to bigamy. Women do not participate in the traditional decision making forums. A major area of neglect is tribal women's health (See GOVERNMENT OF INDIA, 2006)

## **Violence On Women**

Displacement increases anxiety and insecurity while mere monetary compensation of R&R policies multiply the same. Joblessness among men causes idleness and money of compensation slips out of their hands within a short period. As men face powerlessness,

frustration grows which results in increased alcoholism, wife beating and domestic violence. A number of cases of the rise in social disturbances reflected by alcoholism, gambling, theft and even prostitution have been noticed in earlier instances of displacement such as Ukai Dam, Hirakud Dam, and those affected by the Kutku Dam in Bihar (Thukral, 1996). At resettlement sites for the Sardar Sarovar Project and increased alcoholism & increased domestic violence have been observed. The study by Balaji Pandey (1998) on the impact of open cast coal mining on women also noted that the break up of families, weakening of kinship ties, and loss of the security and insurance as a fallout of displacement. In many cases women too have taken drinking and family in order to cope with leisure and loneliness during the day (Fernandes, 1996). This increase in social problem is bound to have affected directly the lives and status of women by way of violence inflicted on them (Thukral, 1996).

### **Vulnerability is Increasing**

The loss of livelihoods has led to tribal women's increasing dependence on migration. Their workload has increased with the loss of traditional rights. Again, the government of India has no policy for the displaced tribals who migrate to the cities. The development process initiated by the Government among the tribals has, on one hand, created situations for "restructuring" of the tribal society and on the other, given rise to some 'structural' problems. The migrant tribal women and girls could not be covered under the Tribal Development Projects because the same are being implemented in rural areas of tribal regions<sup>31</sup>. Neither they are covered under R&R packages as they are meant for command area/zone of influence.

In the absence of any measure for women in the R&R policies, ousted tribal women become mere destitute of development. When women migrate, they work as domestic workers, daily wage earners, etc. Their additional income is extremely important for the family, since it is often used to finance their children's education and health. They suffer great hardships in urban slums with regard to sanitation and privacy (Asif, Mehta and Mander, 2002). In urban slums, like the ones studied in Delhi, women's status was most adversely affected. More than 90 percent of the tribal people in those slums had migrated during the last fifteen years due to displacement by development

projects and drought caused by deforestation. While migration to an urban slum changed every one's life, it was the tribal women who suffered most in terms of deterioration of their social status<sup>32</sup>.

Uprooted women and children, through the policy and its implementation have become the worst victim among all. They are also subjected to sexual violence, exploitation and trafficking (GOVERNMENT OF INDIA, 2006). Medical practitioners warn that tribal women, given their high level of illiteracy, when go out to the mainstream society become more prone to HIV/AIDS and STDs, studies report<sup>33</sup>. Many indigenous tribal women were forced into sexual exploitation. According to the Indian Center for Indigenous and Tribal Peoples (ICITP), more than 40,000 tribal women, mainly from Orissa and Bihar, were forced into economic and sexual exploitation; many came from tribes that were driven off their land by national park schemes. Press reports indicated that children were routinely trafficked from Assam into Haryana and other North Indian states for sexual slavery under the pretext of entering into arranged marriages<sup>34</sup>. But government cannot do anything, as evicted tribal problem is typically a rural affair.

As mentioned earlier, research shows that children's nutritional status and general health is likely to suffer due to displacement. (Ramaiah, 1998). In 1999, Devarakonda was in the news because of infanticide and also selling of children among adivasis of Andhra Pradesh. It was reported that 90 % of child selling cases were reported from 11 villages and 60 hamlets where Nagarjunsagar oustees have been rehabilitated. Four decades after rehabilitation, the report noted that some hamlets were without electricity, roads, drinking water and other facilities. Half of them had no pattas for land. They were selling children to cope with poverty. (see Patwardhan)

## Conclusion and Policy Options

Women are the worst victims of development-induced displacement. Tribal women are more deprived as the social and economic status they used to enjoy, has got contracted surprisingly after the (multiple) displacements. Again, they are deprived of R&R packages as they did not receive equal status with men and have hardly any property rights on the land as the tribal life and culture is mainly based on

common property resources for which they are not entitled to compensation as per the present legislation. So, we suggest some of the policy options which needs rethinking—

### **Displacement cannot be taken for granted**

Displacement cannot be taken for granted as an inevitable price to pay for development. There are cases where the devastation of eviction could be avoided. The environmental cost, life and livelihood costs are to be included in the cost benefit analysis of these large projects. There is a need to invest time, energy and effort to exploit the potential of non-displacing ways of meeting our needs.

### **A uniform and holistic national policy needed**

The Draft National policy (2006) is to be properly examined with all its technical details and it should avoid its inherent gender bias both in the policy frame and its action plans.

### **Right to informed participation in decision making:**

Recognition of people's right to information, resources and participation is the basis on which tribal people can become partners rather than victims of development. A process of drawing up of national and regional development plans should be launched with institutional arrangements for participation of the people. People's organisations should be directly involved. Other institutions can be the gram sabhas, panchayats, and NGO's.

### **Rehabilitation must have a human face**

Rehabilitation cannot be treated as an appendage to the main project, and carried out as an over load of the project. It has to be handled with meticulous planning and execution. Consideration of displacement and rehabilitation has to be an integral part of the whole project. Equal treatment to women in the eligibility for R & R benefits, the women should be treated at par with their male counterparts. House or homestead land in the resettlement colonies must be allotted in joint names. Moreover for the tribal women the compensation rights on common property resources to be included in the development package.

## **Rehabilitation of Huge Backlog**

True, that a substantial portion of unrehabilitated people has gone away without any benefit. Serious efforts will have to be made to mitigate the damage done so that the people may start to believe in the good intension of state activities.

## **Rehabilitation places to be properly chosen**

Rural and tribal people should be resettled in the same agro-climatic area where the culture of the hosts is not much different from that of oustees and the host area is capable of absorbing the oustee population.

## **Land alienation to be minimized**

It is true that in some critical strategic cases, some displacement must be accepted. In those cases the displaced people can be taken as shareholder or partner of the project. As there land being used for the said project, they may be treated as partners who will invest by putting in their land. This will entitle them to share its benefits, rather than just costs. Implementation of this will require substantial modification in the present legal framework and the concept of eminent domain.

## **Project affected persons to be exhaustively defined**

People who are really affected by a project is theoretically underestimated because of the narrowness of definition of project affected persons. But, comprehensive base line studies have almost never been carried out with adequate seriousness. All the people who are adversely affected by a project need to be recognized as project affected and rehabilitation package must make provisions for all of them.

## **Customary rights of tribal people over natural resources to be ensured**

The suffering of tribal folk becomes endless when the very means of their sustenance of life, livelihood and culture i.e. natural resources, land, river, forest is snatched from them. There is a need to recognize their traditional rights by law and the protective legislation pertaining to schedule areas needs to be implemented seriously. Govt. should revise its NTFP

(non timber forest produces) related policies so that tribal women may collect NTFPs without hazard.

### **The inherent philosophy of tribal welfare measures to be dropped**

Different welfare plans of the government fails, among other things, due to its quest to mainstream the tribal people. Though the government apparently accepts the wisdom, knowledge and richness of culture, that 'regard' is not reflected in the policies (e.g. education and health care). Welfare policies to be properly planned so that tribal understands they were meant for them.

### **Creation of livelihood opportunities**

Skills of tribal women are to be properly explored and to be used in a planned manner for the real development of the nation. Besides, as the tribal women are mostly illiterate, the project/rehabilitation authorities should take necessary steps to provide them the required training before absorbing them in the jobs.

Unless we seriously consider the cost of psychc-social, economic and cultural aspects of the tribes that arise from crude development plans and inimical R&R measures, unless we provide them greater autonomy, empower them from within and go for a real inclusive development process, the continuous eviction of tribals would result in the uprootment of the culture we recognize as tribal today. If the process continues, a tribal descendant after a few decades would have to know about the lifestyle and culture of his ancestors from the museum archives. The key challenge we face today is not one of how tribes can be brought within the folds of mainstream society and culture, but one of more voluntary mutual interaction and effective reciprocity between tribes and mainstream society.

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# Women Empowerment: Are We Ready For?

B.Sanjay

*You can tell the condition of a nation by looking at the status of its women.*

- Jawaharlal Nehru

## Background

The Millennium Summit of the United Nations held at its Headquarters, New York in September 2000. It was the largest ever gathering of world leaders in the history well attained by 147 heads of States and Governments out of the 191 UN Member Countries. With their commitment for a new global partnership to reduce extreme poverty and setting out a series of time-bound targets, with a deadline of 2015, they unanimously adopted an eight points UN Millennium Declaration widely known as the Millennium Development Goals.

Out of these eight goals first (Eradicate Extreme Hunger and Poverty), second (Achieve Universal Primary Education), third (Promote Gender Equality and Empower Women), and fifth (Improve Maternal Health) are directly associated with women empowerment worldwide.

This 'women empowerment' is for attaining a very simple and obvious target i.e. gender equality and a prosperous, developed, happy global society in the near future. Today's entire development discourse, as articulated by governments, non-profit organizations, donors and the U.N., revolves around the term "empowerment."

## Indian Scenario

In India a lot has been done in this regard, of which, the most remarkable ones are the 73rd and 74th Constitutional Amendments passed by the Indian Parliament in 1992. These amendments started the process of

decentralization and democratization of grassroots governance in the country. One of the most striking features of these amendments was the provision for reserving not less than 33 per cent of seats for women at the local government level. According to the published statistics, an estimated 5 million women have entered local politics, directly or indirectly, within a decade due to this single move.

But the much awaited target of implementing the Women's Reservation Bill is still a far cry, which was first introduced on September 4, 1996 the 81st Constitutional Amendment Bill. Later it was referred to a Joint Parliamentary Committee chaired by the late MP Geeta Mukherjee. This JPC handed over its report to the Eleventh Lok Sabha on December 9, 1996. It was re-introduced in the 12th Lok Sabha as the 84th Constitutional Amendment Bill by the National Democratic Alliance Government on June 26, 1998. The same Vajpayee Government introduced it for the third time in the 13<sup>th</sup> Lok Sabha on November 22, 1999. The present UPA Government has also announced its intentions to pass the Women's Reservation Bill.

Starting from 1996 till date, during these ten years, no parties with a national stature has left without sharing power at the Centre. Under these circumstances the questions that crops-up in mind are:

Whether all the political parties are behaving hypocritically? Or,  
 Apart from all the technicalities involved in passing the bill, whether  
 Indian society itself is ready for providing a lead to the women folk?

For that matter, we need to study the prevailing attitude of those social institutions or organizations towards women empowerment, who proclaimed to be self-motivated for the cause of over all development of the society. Trade Unions/organizations can be treated as one of the most active, self-motivated organization of this kind.

India has a century old rich Trade Union history, which, acted upon as a most powerful pressure group for the political parties and many a time forced to change the policies of governance in the favor of the masses. According to the Chief Labor Commissioner (Central), India has a workforce of 31.479 crore (314.79million) which constitutes 37.3 percent of the total world workforce. Out of these 314.79 million Indian workforces, all the 12 trade unions (BMS, INTUC, CITU, HMS, AITUC, UTUC (LS), UTUC, NFITU, TUCC,

NLO, HMKP and IFFTU) affiliated to the Central Trade Union Organization; jointly claim to have a direct membership of 105.47 million of workforce.

Let us analyze the state of women leadership in those two trade union organizations who hold a 1st and 2nd position as per the strength of their membership is concerned.

## Analysis

### Indian National Trade Union Congress (INTUC)

INTUC was established on 3<sup>rd</sup> May 1947. As per its own constitution, INTUC, the trade wing of Indian National Congress, used to elect its National Executive Body once in every three years which includes National Office Bearers, Working Committee Members, Permanent Invitees, Special Invitees and Special Invitees (Substitute). Out of these, the power for Policy Framing and Decision Making lies only with the body comprising National Office Bearers and Working Committee Members.

Naturally talking about meaningful representations means ensuring a berth in this circle. Let us analyze the state of women's representation in INTUC after the year 2000.

Since the year 2000 till date INTUC has underwent twice through the process of National Executive Body formation once in the year 2004 and the other in the year 2006.

Year	No of NOB			No of WCM			No of PI			No of SI			Total Strength		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
2004	34	33	1	18	17	1	22	21	1	162	146	16	236	217	19
2007	41	40	1	13	12	1	47	43	4	256	236	20	357	331	26

Source: *Worker's Diary-2004, 2007*

NEC-National Executive Council/Committee

NOB-National Office Bearers

WCM-Working Committee Members

PI-Permanent Invitees

SI-Special Invitees

T-Total, M-Male, F-Female

In 2004 the total number of office bearers was 34 which reached to 41 in 2007 but in both terms women folk was allotted with a single berth only. In terms of percentage their representation came down to 2.439 per cent from 2.941 in the year 2004.

If the number of Working Committee Members is added with that of National Office Bearers, the strength of the top decision making body becomes 54 in the year 2007 which was 51 in the year 2004. The number of berth allotted to the women folk in this decision making body was 2 in the year 2004. It remains same in the year 2007. Here also a decline in women's representation is noticed. In 2004 the percentage of berth allotted to the women folk was 3.921 which came down to 3.703 in 2007.

If total strength of National Executive Body of INTUC is taken into account including permanent invitees and special invitees, it is 357 now which were 236 in the year 2004. The consecutive strength of women folk in the year 2004 was 19 which increased to 26 in the current term. But in terms of percentage here also the representation given to women labor leaders remained declined. In the year 2004 the percentage of women labor leaders in the National Executive body of INTUC was 8.050 which declined to 7.282 in the year 2007.

### **Bhartiya Mazdoor Sangh (BMS)**

BMS came into existence in the year 1955 on 23<sup>rd</sup> July. It claims itself to be a supreme body of nearly 4400 trade unions throughout the country affiliated to it with a nationwide membership of around 8.4 millions. According to the statistics published by the Labor Ministry, Government of India after membership verification drive, it has been declared as the largest labor organization of the country.

Let us analyze the trends of women representation given by this organization.

The time frame selected for this study begins with year 2000 till date. During past six years BMS underwent twice through the process of electing

its National Executive Body. The table below shows the respective data for these two terms,

Year	No of NOB			No of WCM			No of I			Total Strength		
	T	M	F	T	M	F	T	M	F	T	M	F
2004	21	19	2	61	53	8	9	9	0	91	81	10
2007	27	24	3	14	9	5	52	52	0	93	85	8

Source: *Bharatiya Mazdoor Sangh Diary-2005, 2007*

Following points can be deduced from the figures given in the table:

The number of National Office Bearers in the National Executive Body of BMS is 27 which were 21 in its previous term. There were two women National Office Bearers in the year 2004. In the present term the numbers of women labor leaders increased to three. The percentage representation given to the women labor leaders in the National Office Bearers team was 9.523 in the year 2004 which increased to 11.111 percent in the year 2007. So, a little increase of 1.588 per cent is noticed here.

If the number of national office bearers and working committee are taken together, the numbers of women leadership become 8 out of 41 in 2007. Earlier (2004) it was 10 out of 82. In terms of percentage the representation given to women leadership in 2004 was 12.195 which increased to 19.512 in 2007. An increase of 7.317 point is noticed here.

If the total strength of the National Executive Council of BMS is considered, it has 10 women leaders in its NEC with a total strength of 91 in 2004 which became 8 out of 93 in its present term. So, percentage wise we record a decline of 2.387 in the representation given to women leadership in its NEC which was 10.989 in 2004 and 8.602 in 2007.

## Conclusion

Women are less empowered even in trade union organizations.

The representation given to the women leadership in both the above organizations in their National Executive Body was always less than 12 percent.

In both the organizations, since their inception no women leader has held the position of its President or General Secretary.

Year 2000 onwards when Women Reservation Bill was discussed and debated on every level, the NEC of INTUC recorded a decline of .502 percent while BMS recorded an increase of nearly 1.588 per cent in the women representation.

## Recommendations

Apart from demanding immediate implementation of the Women Reservation Bill in the Parliament, all our socio-political, non governmental organizations, trade union organizations, student organizations also need to ensure a healthy representation to women folk. Otherwise, women's empowerment through reservation will merely help the men behind the scenes (as it happened in the case of the quasi-chief-ministership of Rabri Devi in Bihar).

Its very astonishing that the trade union organizations in the country at no level been made the part of promotion of literacy, specifically adult and continuing education. Endeavour should be made to ensure their participation in enhancing the rate literacy in the working class as well as in the field of adult and continuing education. Announcing the implementation of 33 percent reservation in its organizational setup by one of our national political parties definitely can be treated as a welcoming step in this regard.

# Farm Extension Booklets : How Readable Are They?

*D.Puthira Prathap  
K.A.Ponnusamy*

## **Abstract**

A study was conducted to assess the readability standards of farm extension booklets published by the scientists of Tamil Nadu Agricultural University. Oliver's readability index and Flesch's human-interest formulae were employed on sample booklets and it was found that their average sentence length was around 10. The syllables per 100 words were found to be more than 300. With regard to 'human interest', most of these farm publications belonged to the 'dull' category. The Seed science and technology publications were found to have more 'reading ease' and higher 'human – interest' compared to the publications of Farm school and Horticulture.

## **Introduction**

Rural literacy in India has been witnessing a phenomenal growth over the years. It is more than 56 per cent at present, a leap from 12 per cent in the nineteen fifties, because of which, there has been a spurt in farm publications in the recent past and over the years. Printed word has been an effective medium being used in all the extension programmes. Whatever useful information materials the publishers produce, unless the farmers are able to read them, the purpose for which they have been produced, becomes invalid. Problems of adults in comprehension of such information materials have been attributed mainly to the readability rather than the difficulty of the concepts (Bormuth, 1966; Swanson, 1974; Zmud, 1978 and Smith & Taffler, 1984). Readable materials can increase learning by the farmer, increase interest in the material and decrease the amount of time the reader needs to complete the material (Abram & Dowling, 1979). An important step in transfer of technology therefore, is to evaluate extension materials in the light of the needs of the specific target audience. Readability, one such evaluating tool, is an identifiable concept that can be measured based on

statistical analysis of the language used in writing. Readability formulae date back to 900 A.D (Abram, 1981), but modern interest can be traced back to the 1940s, when Flesch popularized his Reading Ease Formula (Flesch, 1943). Though there are literally hundreds of readability formulae proposed or used to predict text difficulty (Tekfi, 1987) most of them are in English and very few Indian languages (Hindi, Malayalam, Tamil and Kannada) have readability formulae. Assessing study material for readability using readability formulae has been in vogue in the field of teaching right from the 1920s. However, readability assessments are seldom carried out in the case of extension materials intended for the low-literate farming community. A few studies that have been conducted on extension materials have indicated that they are written at reading levels much higher than the farmers, though most people prefer reading at about three grades levels below their actual level completion (Lewis & Adams, 2002). Editors of such extension material need to take decisions on including or excluding a submitted article based on scientific evidence (such as readability assessment) rather than on subjective evaluation. Keeping these aspects in view, a study was designed to assess the readability standards of Tamil extension booklets with two specific objectives, *viz.*, to assess the reading ease of extension booklets and to find out the human-interest level of these booklets.

## Methodology

The extension booklets in Tamil language, of the Tamil Nadu Agricultural University authored by agricultural experts were purposively selected for the study. Those departments/disciplines that publish extension booklets were short-listed and among them three *viz.*, Horticulture, Seed science & Technology and Farm school on All India Radio were chosen at random. Five booklets were randomly selected from each group and fifteen booklets formed the sample. Oliver's Readability Index formula for Tamil language was used for assessing the 'reading ease'.

*Oliver's Readability Index formula:*

$$I = 1.027275/X_1 + 4.1110678/X_2 + 0.416117/X_3$$

Where,  $X_1$  = average sentence length,  $X_2$  is syllables per 100 words and  $X_3$  is percentage of compound words. The categories of reading ease ranged from 'Very hard' to 'Very easy'. Flesch's Human Interest formula, which has been tested and found suitable for Tamil language (Oliver, 1985) was employed to assess the human-interest component. The sum of the following two factors is the human-interest score.

1. Multiply the number of personal words per 100 words by 3.635
2. Multiply the number of personal sentences by 0.314

The human-interest categories ranged from 'dull' to 'dramatic'.

## Findings and Discussion

### i) Booklet-wise assessment of readability

The results of the booklet-wise assessment of readability standards for reading ease and human-interest are presented in Tables 1, 2 & 3.

**Table 1. Readability standards of Seed Science & Technology booklets**

Title	Author	Readability Index		Human Interest	
		Score	Description	Score	Description
Ribbed gourd	Vijayakumar	0.319023	Very Easy	3.949	Dull
Sunflower	Balamurugan	0.266452	Very Easy	3.949	Dull
Maize	Krishnaswamy	0.534235	Very Easy	26.701	Interesting
Green gram	Sivasubramanian	0.263012	Very Easy	0.000	Dull
Soybean	Sivasubramanian	0.255432	Very Easy	3.635	Dull

**Table 2. Readability standards of Horticultural booklets**

Title	Author	Readability Index		Human Interest	
		Score	Description	Score	Description
Tamarind	Vijayakumar	0.254423	Very Easy	0.0	Dull
Coconut	Subramanian	0.534645	Very Easy	0.0	Dull
Fruits & Vegetables	Jayalakshmi	0.527117	Very Easy	0.0	Dull
Moringa	Subramanian	0.543622	Very Easy	0.0	Dull
Cassava	Thamburaj	0.529852	Very Easy	0.0	Dull

**Table 3. Readability standards of Farm School booklets**

Title	Author/Editor	Readability Index		Human Interest	
		Score	Description	Score	Description
Weed management	TNAU	0.521822	Very Easy	0.00	Dull
Mushroom cultivation	Baskaran	0.518365	Very Easy	0.00	Dull
Integrated farming system	Rajagopal	0.509841	Very Easy	0.00	Dull
Groundnut cultivation	Dharmalingam	0.580756	Very Easy	0.00	Dull
Chemical fertilizers	Chandrakandn	0.555231	Very Easy	0.00	Dull

An assessment of the Seed science & technology booklets (Table 1) revealed that all the booklets came under the "Very easy" category of reading ease. With a score of 0.534235, the booklet on 'maize' had more 'reading ease' followed by 'ribbed gourd', 'sun flower', 'green gram' and 'soybean', in that order. As for the human interest, except for 'maize' all others belonged to the "dull" category.

With a score of 26.701, the booklet on 'maize' belonged to the "interesting" category and was the only booklet to be categorized as 'interesting' among all the sample booklets of the study.

An assessment of the horticultural booklets (Table.2) revealed that all the booklets came under the "very easy" category of reading ease. The booklet on 'moringa' had the highest 'reading ease' and the booklet on 'tamarind' had the lowest reading ease. However, all the horticultural booklets belonged to the "dull" category obtaining no human-interest score.

Table.3 reveals that all the Farm school booklets came under the "very easy" category of reading ease. The booklet on 'groundnut cultivation' had the highest score of reading ease (0.580756) and the booklet on 'integrated farming system' had the lowest score (0.509841). Similar to the horticultural booklets, the Farm school booklets too did not have any human-interest score to their credit with all of them falling under the 'dull' category.

## ii) Readability standards of extension booklets: a comparative analysis

An overall analysis of the booklets was taken up. The results are presented in Table.4.

**Table 4. Results of overall comparative analysis of booklets**

S.No	Booklet	Mechanical characteristics		Human Interest		Readability Index	
		Average sentence length	Syllables / 100 words	Score	Description	Score	Description
1.	Seed Science & Tech.	10.4	325.8	7.6458	Dull	0.3276 309	Very easy
2.	Horticulture	10.44	324.5	0.0	Dull	0.4779 318	Very easy
3.	Farm School	10.34	310.6	0.0	Dull	0.5372 030	Very easy

When compared, based on the average sentence length, Farm school booklets were found to have shorter sentences with 10.34 words followed by Seed science tech. and Horticulture, in that order. The general permissible length is 13-17, with Fox (1952) suggesting a cut-off length of 24 words, and Cowing(1961), Crump (1974) and Kaur (1978) cautioning not to use more than 17 words per sentence. Short sentences give clarity and emphasize an idea and all the sample booklets with an average sentence of < 11 had performed better in this aspect.

The fewer the syllables in a word, the easier it is to read and comprehend it. It was found that Farm school booklets had the lowest number of syllables (310.62) followed by horticulture and Seed science, in that order. The general permissible range is 270-290 syllables and writers such as Cowing (1961) suggest only 150-155 syllables.

The overall comparison of the human-interest of booklets revealed that (Table 4) all the three belonged to the "dull" category. As discussed in the previous section, only the Seed science publications had a human-interest score (7.6468). A high percentage of personal words and personal sentences is said to make reading easier for farmers (Kaur, 1978; Reddy, Reddy & Maraty, 1993). That the sample booklets of horticulture and Farm school did not have either personal words or personal sentences calls for serious

consideration. The more the words about people in a passage and more the sentences 'addressed to the audience' the more 'interesting' it will be to read it. The authors of the booklets under study might have considered booklets to be more 'technical' than farm magazines and hence the poor human-interest scores of the booklets. Analogous studies have found nutrition education books for adults to possess medium level of human-interest (Swanson & Birkliid, 1992), and the human interest of patient-oriented leaflets ranged from 'tedious' to 'interesting' (Zwaenepoel & Laekeman, 2003). A scientific journal may have a human-interest score of zero and a magazine like Reader's Digest may have a score of 40 (Herreid, 2002). However, extension publications that provide technical information for farmers need not be downright "dull" or "dramatic" but need to be somewhere in between. Dale and Chall (1948) however caution that flooding printed materials with personal references just for the sake of boosting the 'human interest' score will not help in ease of comprehension. Added to these, several factors such as the widening 'farmer to extension agent' ratio, have led to the decreased personal communication of the agents with the farmers. Hence, written sources need to be more personalized in their approach if they intend to solve this problem.

All the booklets under study belonged to the "very easy" category of readability index. The scores of 0.139735 and above are categorized as "very easy" and all these booklets had scores well above 0.32. Materials that readers cannot read easily contribute to ineffective communication (Geary, 2001). A few studies have found extension booklets to be having 'hard' and 'standard' reading ease (Rajan, 1982; Tirupataiah, 1983; Merrit, Gates & Skiba, 1993) while many have been found to be belonging to 'easy' or 'very easy' categories (Sawant et al, 1989; Muthazhagan, 1990 & Suresh, 1999). Oliver (1985) had reported that as the reading difficulty increased, the human interest score decreased. However, the Seed science and tech publications, which had the least score of 'reading ease', received the highest score when assessed for its human interest. Further research could be taken up in this connection, with a bigger sample size for clarifying this finding.

## **Conclusion**

If the goal of the extension booklets is to make easier reading for the farmers, this research would indicate that they are meeting the goals. Usage of readability formulae for assessing readability of these booklets has given

a general, if not precise, indication of readability. That all the booklets were classified under the "very easy" category of reading ease indicate that the materials used relatively simple language with less technical jargon. It has generally been accepted that materials for farmers are to be written at about fifth-standard level and it is appreciable that all the sample booklets have been written to that level. However, the finding that most of the booklets have been classified under the 'dull' category of human interest, needs immediate attention. Taking a cue from the results, writers need to be more vigilant in their future attempts to communicate effectively with the farm families. They need not 'dumb-down' or 'write to the formula'. Instead, they can write articles keeping in mind the adult low-literate learners, test them for their readability, and revise them accordingly.

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# **Women Entrepreneurs : A study of the Marketing Strategies Adopted by Women Entrepreneurs of Baroda City**

**Asha Patil  
Chaman Saini**

Entrepreneurship is a process that has been growing since centuries. It has acquired special significance in the changing socio-economic scenario. Continuous change in the economic health of the society had been encouraging entrepreneurship, which further became an epicenter of increased production and enhanced development. Underlining the continued entrepreneurial development in present day global scenario, focus on marketing is extremely important. With the expansion of enterprises marketing is coming in the focus. At the time of molding and training an entrepreneur, the strategies for marketing of the product is at the forefront. With a strong focus on marketing strategies much remains to be done for further improvement in the system.

With a vision towards women empowerment and development, there is a need to stimulate the process of self employment and entrepreneurship. Today more and more women are entering into entrepreneurship through either traditional or non-traditional enterprises. They have to face tough market competition for which various methods need to be adopted for the progress of their enterprises.

However, the Government of India and the state Governments have introduced various women oriented programmes with special emphasis on entrepreneurship. Also the Government has promoted many institutions for the development and empowerment of women entrepreneurs.

Today there is a global concern to improve the socio-economic status of women through entrepreneurship and making their efforts visible through vocational and academic trainings to be conducted at different levels for women entrepreneurs. In order to compete with the market forces in today's global scenario, women entrepreneurs must require sufficient know how of the market.

Although, quite a number of journals and books are published, seminars conducted on the subject of women entrepreneurship yet women entrepreneurs require information of marketing. Generally entrepreneurs are classified into three types, which are:

1. Production entrepreneurs
2. Trading entrepreneurs
3. Service entrepreneurs

Over the last few decades women have also entered into the field of entrepreneurship. The entrepreneur's goal is to achieve customer satisfaction through successful marketing strategies. Use of well planned marketing strategies by women entrepreneurs shall lead to increase in number of customer, more sales, progress of the enterprise and a boost to the entrepreneurial world. Marketing strategies are explained in four elements which are called four P's of Marketing. They are Promotion, Pricing, Placing and Production.

**The objectives of the present study were to:**

- a) to find out the overall level of adoption of marketing strategies by women entrepreneurs of Vadodara city.
- b) to find out the difference in the level of adoption of marketing strategies by women entrepreneurs of Vadodara city according to their enterprises-
  - Trading Enterprise
  - Service Enterprise
- c) to find out the difference in the level of adoption of marketing strategies by women entrepreneurs of Vadodara city with reference to the following variables –
  - Age
  - Education
  - Socio – Economic Status
  - Entrepreneurial Experience
  - Family Support
- d) to find out the problems faced by women entrepreneurs of Vadodara city in adopting marketing strategies.

The study deals with an issue of current importance and is in line with the efforts made towards development of women.

## **Methodology**

The population of the study comprised of the women entrepreneurs running service and trading enterprises in the Vadodara city. The sample of the study comprised of 80 women entrepreneurs, of which 40 each was running trading and service enterprises. It was found out that very few names and addresses of women entrepreneurs were available running production enterprises in Vadodara city, therefore it was decided to study only those women entrepreneurs who were running service and trading enterprises. The method used for selecting the sample was purposive accidental random sampling technique. An interview schedule was prepared as a tool for data collection. Variables of the study were age, education, socio-economic status, entrepreneurial experience and family support.

## **Major Findings of the Study**

### **Background Information**

1. More than fifty percent of the respondents belonged to older age group.
2. Majority of the respondents were more educated.
3. Little more than fifty percent of the respondents belonged to high socio-economic status group.
4. Equal percentage of the respondents had less and more entrepreneurial experience.
5. Majority of respondents received more family support in adopting marketing strategies.

### **Other Characteristics**

1. Almost all the respondents were found married and having children.
2. Little more than fifty percent of the respondents belonged to small family size (up to 4 family members).
3. Majority of the respondents had responded that they worked for more hours (6 hours or more).
4. All the respondents were sole proprietors of their enterprise.
5. All the respondents did marketing of the products/ services within the geographical area of the city.

6. None of the respondents had received any entrepreneurial training.
7. Almost one fourth of the trading entrepreneurs was in the trade of dress materials, gift articles and decorative items.
8. Little less than fifty percent of the respondents were offering services of beauty parlors.

### **Market Information**

1. Overall, one third of the respondents had collected market information about customers and their demands.
2. Majority of the respondents collected market information from regular customers.
3. Low percent of the respondents wrote market plan on paper.
4. Very high percent of the respondents introduced new product/ service in their enterprises by assessing the growth of their enterprise, profit and customers demand.
5. High percentage of the respondents set the objectives of marketing strategies to improve the image of their enterprise, use convenient and economical methods and make more profit.
6. Overall and enterprise wise high percentage of the respondents used warehouses to place their product/service.
7. Enterprise wise almost all the respondents used advertisements/ publicity and recruiting employees/ sales personnel as a method to promote their product/ service.
8. Majority of the respondents used Billboards for advertisement of their products/ services. However, more percent of the service entrepreneurs used billboards as compared to the trading entrepreneurs.

### **Marketing Problems**

1. Majority of the respondents had faced less marketing problems in adopting marketing strategies.
2. The respondents rarely/never faced familial, financial, market and gender-bias problems in adopting marketing strategies.

### **Marketing Strategies**

1. Majority of the respondents had low level of adoption of marketing strategies. However, no significant difference was found in the level of adoption of marketing strategies by the respondents according to their

- type of enterprise.
2. High percentage of the respondents used the production element for adopting marketing strategies. Higher percentage of the trading entrepreneurs used marketing strategies based on production, pricing and placing as compared to the service entrepreneurs.
  3. Overall and enterprise wise little less than hundred percent of the respondents considered quality of the product and the image of their enterprise before buying any product.
  4. Nearly two-third of the respondents provided credit and cash discounts to their customers, as a marketing strategy. A high percentage of the trading entrepreneurs provided credit and rebate of their customers where as, higher percentage of the service entrepreneurs provided cash discount to their customers.

Thus, it can be concluded from the present study that there was a low level of adoption of marketing strategies by women entrepreneurs. None of the respondents had obtained any entrepreneurial training. This might have resulted into not understanding and realizing the importance of adopting marketing strategies. However, it was found out that there was no significant difference in the level of adoption of marketing strategies by the respondents according to their type of enterprise. Though women entrepreneurs were receiving good family support in adopting marketing strategies yet there was low level of adoption of marketing strategies by women entrepreneurs. Women entrepreneurs were rarely facing the familial, financial, market and gender-biased problems in adopting different marketing strategies. It could be because they were adopting selected marketing strategies due to which the occurrence of marketing problems could have been less.

After going through the findings of the study, some suggestions are placed below for due consideration at levels deemed fit.

1. Awareness has to be generated among the women entrepreneurs about the entrepreneurial trainings conducted by various institutions at different levels.
2. Women entrepreneurs could be motivated to attend entrepreneurial training courses organized such as seminars, training sessions and workshops for imparting latest information and market environment.
3. Enough materials including research studies on marketing strategies could be made available to the women entrepreneurs in libraries of various institutions.

4. Strategic marketing and its aspects could be highlighted during the courses on marketing being conducted by educational institutions.
5. A great role could be played by various non-governmental organizations to inculcate marketing skills in women entrepreneurs and enable them to adopt different marketing strategies.

### Recommendations for further Studies

1. A similar study could be conducted in different cities and states of the country.
2. A similar study could be conducted with a larger sample size, including women entrepreneurs in production enterprises.
3. A similar study could be conducted with other variables like interest in entrepreneurship, age of enterprise and personality traits.
4. A comparative study could be conducted to find out the differences in the marketing strategies adopted by men and women.
5. A study could be conducted to find out the reasons for low level of adoption of marketing strategies by women entrepreneurs.

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# An Evaluation of TARA AKSHAR Literacy Programme

*Mushtaq Ahmed*

## **Background**

Mr. Victor Lyons, CEO, Readingwise made a statement at the Unesco Regional Conference in Support of Global Literacy held at Vigyan Bhawan, New Delhi on November 29-30, 2007 that, 'TARA AKSHAR Literacy Programme' teaches completely illiterate people how to read and write in 30 days.

TARA AKSHAR is developed and funded by Readingwise and TARA Haat Information and Marketing Services Ltd. TARA AKSHAR is managed in India by TARA Haat which promotes business, computer centres and training centres in villages of North India. It is a part of the Development Alternatives Group, a Delhi-based NGO.

They have been further funded by Telecentre.Org, a consortium of the Canadian and Swiss Governments Microsoft and Connect for Change in UK.

It has been informed that to make a woman literate the total cost is around US \$ 60 which includes Research and Development, management, cost of computers and their maintenance.

## **The evaluation process**

I was highly impressed by the statement of Mr. Lyons that TARA AKSHAR makes a completely illiterate person literate in just 30 days or in 30 hours while according to NLM norms it takes about 200 hours to make a person literate.

I immediately got in touch with Mr. Lyons who informed me that they are conducting Tara literacy centres in a village called Uleta in Gurgaon in cooperation with the Gurgaon Sehgal Foundation.

Myself and Mrs. Nishat Farooq (then Director, SRC, Jamia Millia Islamia) got in touch with Sehgal Foundation. We visited Uleta village along with Ms Anjali Makhija, the Group Leader of the literacy programmes on December 5, 2007. Uleta is in Mewat area and about 100 kms from Delhi. We found a class in session and observed their method of teaching.

## OBSERVATION

### Method of Teaching

Recorded lessons were on computer. Method of teaching was the same as the synthetic method of teaching taught everywhere i.e. picture-letter-association method. Efforts had been made to incorporate Laubach method as well i.e. shape of the letter resembling shape of an object as shown below :

Figure 1

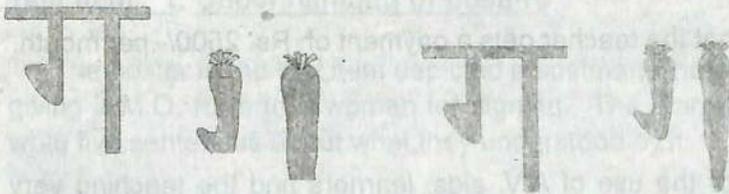
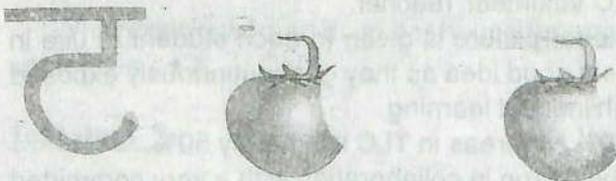


Figure 2



Computer teacher gave instructions which were followed by students. For example when students were learning ट in Hindi, they should think of

tomato. Students started to practice writing letters and reading the text from a printed primer following the instructions of the computer teacher.

### Syllabus

It was informed that all vowels and consonants are introduced in 18 days @ 5 symbols per day. Learning sessions are two hours per day.

### Total Period of Teaching

The batch of students we visited started attending the class on November 10, 2007. Examination was to be held on December 10, 2007. Thus the total period of teaching comes to about 50 hours and not 30 hours as claimed.

### Age group

The age group for students attending the classes was 8 to 50 years. But the emphasis, according to the organisers is on enrollment of younger group so that they can be mainstreamed later on. There were eight young girls on roll and all of them were present on the day of our visit. For effectiveness of teaching enrollment in each class is not more than eight.

It was learnt that the teacher gets a payment of Rs. 2500/- per month.

### **Strong Points**

1. Because of the use of A.V. aids, learners find the teaching very interesting. Teaching of the computer teacher was much better than that of the usual TLC Volunteer Teacher.
2. A calendar having letter-picture is given to each student to use in their homes. This is a good idea as they get continuously exposed to the letters through indirect learning.
3. Attendance was 100%, whereas in TLC it is hardly 50%.
4. The programme is being run in collaboration with a very committed and professionally well qualified staff of Sehgal Foundation,
5. The Supervisor (Razia) appointed by Sehgal Foundation is from the same area. She is well qualified with a master's degree in Sociology. We found her very committed and enthusiastic. She gets a salary of Rs 3600/- per month.

## Learning Outcome

- a. Reading speed was very good considering the duration of teaching
- b. Writing was legible and the letter formation was good.
- c. Reading was only mechanical and not reading with comprehension.
- d. Ability to express in writing was not being developed. Students could not write even a sentence of their own. They had only learnt copying the text.

## **Testing Graduates of TARA AKSHAR**

From Uleta we proceeded to Karaura Village, a few miles away from Uleta where a number of graduates of TARA AKSHAR programme had assembled.

## **FINDINGS**

Seven girls between 15 to 20 years and a woman of 35 years were present. They were given NLM Post literacy level test paper, which consisted of the following 3 test items only whereas the NLM Test Paper consists of 14 main test items with a large number of sub items.

### **Test item 1. Understanding of posters**

The poster in the test item depicted a postman who came on a bicycle, giving a M.O. form to a woman for signing. The learners were asked to write five sentences about what they understood by it.

### **Test item 2.**

What does a woman do in her house from morning till evening. Write 5 sentences on it.

### **Test item 3.**

Write ten sentences on a festival or about some incident, which has happened in your village.

## Learning Out Come

### Conclusion

1. Out of eight students tested only five were totally illiterate. None of the eight students had become literate according to the NLM definition of literacy.

■ In the NLM system one should qualify in Reading with comprehension, Writing and Arithmetic by obtaining following marks;

■ Reading has 40 marks. Minimum qualifying mark is 20

■ Writing has 30 marks. Minimum qualifying mark is 15

■ Arithmetic has 30 marks. Minimum qualifying mark is 15

■ But the aggregate total should be 70 and not 50 and it is necessary to qualify in each ability.

■ Those not fulfilling the above conditions are not regarded among literate.

2. To claim that TARA graduates become literate in 30-50 hours of instruction was not found to be correct. Unless TARA has developed its own concept and definition of literacy.

3. However it seems to us that the system has good potentials, specially if managed by efficient collaborating partners. But TARA should not be in a hurry to make people literate in just 30 hours. Such quick systems have been tried even before and none of them had been able to impart literacy to the non-literate persons, which may prove helpful to them in their day-to-day life. If TARA extends the system to about 100 hours, we think it will be able to make people literate in the real sense of the term and to the level NLM perscribed. Basic arithmetic teaching must be included in the syllabus of TARA and much more emphasis should be given to reading with comprehension on the ability to express oneself in writing and the ability to write a letter or application should be part of the syllabus.

#### 4. Limitation of the study

No firm conclusion can be drawn about the claim of TARA AKSHAR as the number of learners tested was too small. But since we saw good potentials in the method which have some strong points. We were keen to test a larger number of TARA Graduates so that firm conclusions could be drawn about it.

Mr. Lyons had written to me that they have made a large number of persons literate in New Delhi. I have written to Mr. Lyons several times to let me have the names and addresses of the contact persons, so that I could test the New Delhi based TARA graduates as well. But so far I have not been favoured with a reply. Similarly Mr. Lyons wrote to me that TARA AKSHAR programme was being conducted in Hardoi, Uttar Pradesh also in collaboration with Sarvodaya Ashram. But when we got in touch with the Ashram and suggested that we would like to meet and test some of TARA AKSHAR graduates, they said that they have no such instructions from above and did not give us the names and addresses of the illiterates whom they had made literates.

And there the matter rests.

Name of Neo Literate Tested	Test Item 1	Test Item 2	Test Item 3
Rehana 20 Had studied upto class V in childhood	Was able to write 3 sentences correctly	Was able to write 5 sentences correctly and ligibly	Was able to write 3 sentneces correctly
Sajida 19 Had studied upto class IV in childhood	Could not write even one sentence	wrote olny 5 words only	wrote 3 illigibity sentences
Amena 35	Could not write even one sentence	Could not write even one sentence	left it blank
Sahrona 18 Had studied upto class IV in childhood	Wrote onle 4 words	Could not write even one sentence	wrote 3 incorrect sentences
Razia 15	Wrote only one word	Could not write even one sentence	wrote a few incorrect sentences
Raunaq 15	Could not write even one sentence	Could not write even one sentence correctly	Could not write anyting left it blank
Sakina 18	Could not write even one sentence	Could not write even one sentence	Left it blank
Rena 15	Only copied the instruction Could not write even one sentence	Could not write even one sentence	Left it blank

# Assessment of Training Needs of Progressive Farmers (Pragatisheel Krishak) in Rohilkhand region of Uttar Pradesh

*Sariput Landge*

*Hema Tripathi*

## **Abstract**

Need based training is essential to perform wide spectrum of diversified roles efficiently, to keep abreast with the latest innovations and to maximize the productivity. Rural development depends upon the successful adoption of the innovation by the farming communities. The progressive farmers are the innovators in the rural areas and facilitate the diffusion, adoption and process of the latest innovations. Keeping in view, sixty progressive farmers from the selected three blocks namely Baheri, Nawabganj and Faridpur were personally interviewed for assessing the perceived training needs in dairy development through structured interview schedule on three point continuum; as most needed, needed and least needed. Mean scores were estimated to rank the different areas of agriculture and animal husbandry. The study revealed that the major areas in the field of agriculture and rural development were; vegetable cultivation, conventional crop farming, farm equipment management, dairy farming and organic farming. In the area of animal husbandry majority of the farmers reported feeding followed by health management, financial management, breeding, feed conservation and processing of dairy products in descending order as most needed training areas. In agriculture, the most needed training areas were; land preparation, seed treatment water management, and sowing techniques.

Progressive farmers play a key role in augmenting the agricultural productivity and in the diffusion & adoption process in the rural social system. By virtue of being the innovators, they act as the gate keepers for the innovations to percolate down to the other farmers. Hence, any attempt to further development in the rural areas necessarily passes through the progressive farmers. State department of Agricultural run many rural development programmes for educating these farmers through various

capacity building trainings with the help of the KVKs operating in the rural areas. Need based training is essential to perform wide spectrum of diversified roles efficiently, to keep them abreast with the latest innovations and to maximize the productivity in order to bridge the enormous gap between 'what is' and 'what should be' (Shreeshailaja and Veerbhadrappa, 1994). Hence before developing any training programme for these farmers, the need assessment is imperative and it is nothing but a process of systematic identification of needs and problems of a specific target group (Smith et al. 1991). Keeping this in view the present study was planned to ascertain the training needs of the progressive farmers hailing from Bareilly district of the Rohilkhand region of Uttar Pradesh.

### **Research Methodology**

The study was conducted in the Bareilly district of Rohilkhand region of Uttar Pradesh comprising 15 community development blocks. Sixty progressive farmers were selected based on their innovativeness and the socio economic considerations from the three randomly selected blocks namely; Baheri, Nawabganj and Faridpur. A total of twenty five broad areas were identified and further minor areas in the field of agriculture and animal husbandry were taken considering the agro-ecological parameters of the district.

Data were gathered through a personal interview schedule on training needs/gaps perceived by them on a three point continuum viz. most needed, needed and least needed with the scores of 3, 2 and 1, respectively. Percentage, mean scores and average mean scores were analyzed for easy interpretation and presentation of data. The specific area having its mean greater was considered as most important and lesser than average mean score value as least important areas for the training perceived by progressive farmers.

### **Results and discussion**

The training needs of the progressive farmers in the various areas of rural development are presented in the Table 1. These areas are classified as most needed, needed and least needed on the basis of their frequency, percent and mean scores including each sub areas among the 25 selected broad areas.

Table 1: Training needs perceived by progressive farmers N=60

Sl. No	Areas of Training	Most Needed		Needed		Least Needed		Mean Score
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	
1	Conventional crops	50	83.3	6	10.0	4	6.7	2.76
2	Dairy Farming	31	51.7	18	30.0	11	18.3	2.38
3	Poultry	15	25.0	12	20.0	33	55.0	1.66
4	Sheep Farming	4	6.7	15	25.0	41	68.3	1.47
5	Goat Farming	14	23.3	17	28.3	29	48.3	1.80
6	Fishery	15	25.0	15	25.0	30	50.0	1.76
7	Bee Keeping	11	18.3	20	33.3	29	48.3	1.71
8	Mushroom production	10	16.7	14	23.3	36	60.0	1.76
9	Pomology	20	33.3	12	20.0	28	46.7	1.90
10	Floriculture	11	18.3	20	33.3	29	48.3	1.90
11	Organic Farming	35	58.3	15	25.0	10	16.7	2.38
12	Vegetable cultivation	40	66.7	16	26.7	4	6.7	2.80
13	Soil conservation	27	45.0	17	28.3	16	26.7	2.0
14	Forestry conservation	13	21.7	20	33.3	27	45.0	1.66
15	Handicraft	16	26.7	15	25.0	29	48.3	1.52
16	Weaving	4	6.7	19	31.7	37	61.7	1.38
17	Pottery	3	5.0	9	15.0	48	80.0	1.23
18	Financial management	18	30.0	15	25.0	27	45.0	1.47
19	Public health	40	66.7	10	16.7	10	16.7	2.38
20	Vermicomposting	26	43.3	12	20.0	22	36.7	1.95
21	Farm equipment management	35	58.3	15	25.0	10	16.7	2.57
22	Horticulture	27	45.0	14	23.3	19	31.7	2.23
23	Medicinal plant cultivation	21	35.0	19	31.7	20	33.3	1.90
24	Cash crop production	23	38.3	23	38.3	14	23.3	2.04
25	Seed production technology	34	56.7	15	25.0	11	18.3	2.23

The findings clearly pointed out that the progressive farmers perceived vegetable cultivation (2.80), conventional crops (2.76), farm equipment management (2.57), dairy farming, organic farming and public health (2.38), horticulture and seed production technology, cash crops (2.04), soil conservation (2.00), and vermicomposting (1.95) as the mostly needed training areas followed by pomology, floriculture and cultivation of medicinal plant (1.90), goat farming (1.80), fishery and mushroom production (1.76), bee keeping (1.71), poultry, forest conservation (1.66), handicraft (1.52), sheep farming, financial management (1.47), weaving (1.38) and pottery (1.23). The studies conducted earlier by Joney Prasad and Santha Govind (2001) in Kerala and Landge and Tripathi (2006) in Uttar Pradesh state also indicated near similar results with respect to the training areas for the extension functionaries. The areas like the vegetable cultivation, dairy farming, organic farming and horticulture showed a balanced trend of inclination towards the diversification along with the readily marketable items. This not only ensures a safety valve against the seasonal odd of crop failure but also assure a year round flow of cash to be utilized by the farming communities.

### Training needs of progressive farmers in animal husbandry

Training needs of the progressive farmers in the area of animal husbandry sector are presented in Table 2. Animal husbandry is an important subsidiary venture which ensures the optimum utilization of the agricultural material for the better remunerative gains along with financial and nutritive support for the rural households.

**Table 2: Training needs of progressive farmers in animal husbandry**

Sl. No	Areas of Training	Most Needed		Needed		Least Needed		Mean Score
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	
1	Feeding of animals	46	76.7	11	18.3	3	5.0	2.80
2	Breeding	35	58.3	18	30.0	7	11.7	2.47
3	Routine Management	20	33.3	28	46.7	12	20.0	1.95
4	Health Management	33	55.0	18	30.0	9	15.0	2.66

5	Processing of livestock products	32	53.3	18	30.0	10	16.7	2.28
6	Marketing	22	36.7	21	35.0	17	28.3	2.00
7	Financial management	39	65.0	10	16.7	11	18.3	2.57
8	Feed conservation	36	60.0	14	23.3	10	16.7	2.47
9	Urea treatment	22	36.7	23	38.3	15	25.0	2.19
10	Artificial Insemination	27	45.0	21	35.0	12	20.0	2.09
11	Paravet Training	13	21.7	26	43.3	21	35.0	1.57
Average mean score							2.26	

The findings revealed the most needed areas for training perceived by the progressive farmers were; feeding of animals (2.80), health management (2.66), financial management (2.57), breeding and feed conservation (2.47) and processing of dairy products (2.28). These findings are in consonance with the findings of Prasad (1992). However Nishi (1996) reported breeding as the least needed areas of training for the farmers in Lucknow district of same state.

Since feeding, breeding, management and marketing are considered as the four pillars of the successful dairy venture, it is also reflected in the preferences of the progressive farmers in the study area. However a clear concern over the health management reflects the need for educating the farmers regarding the prevention of the diseases in the dairy animals and their control through the efficient herd health management practices. Further the farmers indicated the necessity of training in the areas like urea treatment (2.19), artificial insemination (2.09), marketing (2.00), routine management (1.95) and training on paraveterinary (1.57). These findings are closely related with those findings revealed by Show (1998). However the areas like the paravet training and the marketing showed considerably least needed areas by the progressive farmers.

### Training needs of progressive farmers in agriculture

The training needs of the progressive farmers in the field of agriculture are depicted in the Table 3. With the advancement in the methods of farming, it is imperative for the farmers to catch up with the latest practices in the

field of agriculture which contribute in increasing the production and productivity to meet the requirement of the ever increasing population.

**Table 3: Training needs of progressive farmers in agriculture**

Sr. No	Area of Training	Most Needed		Needed		Least Needed		Mean Score
		Frequency	Percent	Frequency	Percent	Frequency	Percent	
1	Land Preparation	48	80.0	9	15.0	3	5.0	2.80
2	Seed treatment	36	60.0	18	30.0	6	10.0	2.33
3	Sowing technique	28	46.7	18	30.0	14	23.3	2.23
4	Irrigation	37	61.7	17	28.3	6	10.0	2.47
5	Fertilizer	26	43.3	23	38.3	11	18.3	2.14
6	Integrated Pest Management	26	43.3	17	28.3	17	28.3	2.04
7	Integrated Weed management	24	40.0	11	18.3	25	41.7	1.80
8	Storage Management	23	38.3	22	36.7	15	25.0	2.14
9	Marketing	25	41.7	23	38.3	12	20.0	2.14
10	Financial Management	22	36.7	26	43.3	12	20.0	2.00
Average mean score							2.21	

The progressive farmers indicated their preferences under the most needed areas for the land preparation (2.80), irrigation (2.47), seed treatment (2.33), and sowing techniques (2.23). The less needed training areas perceived by them were; fertilizer management, storage and marketing management, Integrated Pest Management (IPM), financial management and Integrated Weed Management (IWM).

These observations are in conformity with the findings of the Kumar et. al. (1998) and Kirar et. al. (2004). Surprisingly the areas like the IWM, IPM and storage management were also reported as least needed area by about 42%, 28% and 25 % respondents. It clearly indicated the lack of apprehension toward the damage done by these factors in terms of the losses incurred to the crop and thus directly influence to the productivity and the profitability of the crops.

## Preferences of progressive farmers regarding various interventions for organizing the training program

Suitable training interventions for providing technical knowledge in the preferred area of the progressive farmers will also be needed for better result oriented impact in their farming. Hence their opinion about their duration, time and place of training was taken.

### (i) Duration, Time and Place of Training:

The perceived training duration, time of training and place of training gives an insight in the selection of venue and other features for arranging the effective future training programs for them. It is of ut most importance to give consideration to these factors as it affects the very aim of organizing the training and proves to be vital for the success of training.

**Table 4: Duration, Time and Place of Training perceived by the respondents**

Sl. No	Area of Training	Frequency	Percentage
<b>Training Duration</b>			
1	1-3 days	31	51.68
2	4-7 days	13	21.66
3	7-15 days	09	15.00
4	>15 days	07	11.66
<b>Time of Training</b>			
1	Rabi	23	38.33
2	Kharif	30	50.00
3	Jayad	07	11.66
<b>Place of Training</b>			
1	BDO Office	13	21.66
2	Vikas Bhavan	03	05.00
3	KVK/ Training Institute	34	56.66
4	State capital	00	00.00
5	State research farm	10	16.66

## Duration of Training

It is evident from the Table 4 that majority of the progressive farmers (51.66 Per cent) were in the opinion for receiving the short during training i.e. 1-3 days followed by 21.66 per cent and 15.00 per cent who showed their willingness for 4-7 and 7-15 days, respectively. This could be due to the fact that being progressive farmers; they hardly get enough spare time out of farm and other rural development activities. Similar results were also reported by Shreeshailaja and Veeabhadraiah (1993), Om Prakash (1988) and Sawant and Dalvi (1989) revealed that most of the respondents preferred training for a short duration of 3 -4 days. Eleven per cent respondents however, desired to have training even for more than 15 days in their preferred area in the present study. Desai et al (1996) suggested 1-5 days duration of training is much more beneficial with provision of workshop before the peak agricultural season. Landge and Tripathi (2006) also revealed that even the kisan mitra of Bareilly district needed training only of 1-3 days duration in Kharif season in a research Institute or at KVK. Basunathe et al. (2007) however, found that livestock owners were having medium level of knowledge and needed training in the pre monsoon season through participatory mode. Gupta and Tripathi (2006) in their study on rural women revealed that 73% of the respondents preferred 1-5 days duration of training in dairy farming.

## Time of Training

Table 4 further indicates that 50.00 per cent of the farmers preferred Kharif season for attending the training followed by Rabi (38.33%) and Jayad (11.66 ). Availability of some leisure time after the sowing the Kharif crops may be the reason for giving their preference before the next farm operations to begin. Roy (1972) and Om Prakash (1988) also reported the similar timings and reasons for organizing the training program.

## Place of Training

With respect to the place of training, most of the respondents (56.66%) revealed their preference for Krishi Vigyan Kendras followed by BDO Office (21.66 Per cent), State Research Farm (16.66 Per cent). Only 05.00 per cent of the respondents preferred Vikas Bhavan and none at the state capital. It clearly indicates their vital conviction with respect to the technical proficiency and availability infrastructural amenities and result demonstrations at KVK, in receiving training as against the village based training preferences reported

by authors like Roy (1972), Malik (1990), Mathiyalagan (1996) and Shailaja and Reddy (1997).

## Conclusions

On the basis of the revelation of the progressive farmers under the study, the top five major areas for the trainings in the field of agriculture and rural development were; vegetable cultivation, conventional crops, farm equipment management, dairy farming and organic farming. Similarly with respect to the animal husbandry they reported feeding, health management, financial management, breeding, feed conservation and processing of dairy products as the most needed areas for training in descending order. In agriculture, the most needed training areas perceived by them were; land preparation, irrigation, seed treatment, and sowing techniques. With respect of training dimensions like duration, time and place, majority had opted for short term training of 1-3 days at KVK during the Kharif season. Hence for an all round developmental strategy for the rural transformation, these areas should be considered as precedence areas for imparting the trainings for the progressive farmers and furnish them with newest technologies for swift and proficient diffusion among the rural social system.

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# The Need for Vocational Education : Changing Economic and Labour Market Scenario

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Through the ages man has worked for his livelihood, has learned through accumulated experiences how to face and control natural forces and how to live within the limited physical resources for the good of all. All this mass of rich experience achieved through work has stimulated man to seek means and methods of increasing his efficiency in work. As a result, the method of learning through organized experiences has come into use. Apprenticeship or training under guild organization originated during ancient times and continued during the middle ages was among the first forms of organized learning. The vocational institute or school, which is relatively of recent origin, is a modern example of institutionalized learning to work through consciously organized instruction.

Since the beginning of time occupational knowledge and manual skill have, in one form or another, been transmitted from man to man and from generation to generation. This transmitting process, whatever its forms of organization, has developed into the educational process that has now given rise to expansions and developments of what may be termed as vocational education. The diffusion of the occupational knowledge and the transmittal of the manipulative skill, underlying occupations and callings of man, may be interpreted as the forerunners of the various concepts of vocational education. In this broad sense, vocational education becomes that part of the total experience whereby man learns to carry on a gainful occupation proficiently and efficiently. The term "Vocational Education" as used in this broad sense is meant to cover both unorganized and organized methods of transmitting knowledge, skills and competencies.

The age-old method of learning on the job with no or little assistance and supervision is the unorganized form, while specific vocational education through the institutionalized process is the organized form. In a strictly utilitarian sense, "vocational education or training implies a series of organized and controlled learning experiences used to educate or train any person or persons for a given employment".

Through the ages, however there has been but one way for the unskilled worker to learn to do his work, namely the "pick up" method, in which observation, imitation and individual initiative constitute the sole means of training. It is only in the recent years that any serious attention is given to the training of the unskilled worker to do his tasks efficiently. The unprecedented developments in science and technology have tended to expand vocational areas for which organized education or training is required. Vocational education and training has thus become both a consequence and a cause of progress.

Traditional educational programmes have failed to prepare the right products for entry into the employment market. The courses are very much divorced from actual needs. The prevailing academic preparation is very theoretical and disregards the utility aspects. Nevertheless, there is such a charm for university education that more and more individuals seek admission into higher education, and more and more colleges are opened every year. Whosoever leaves school (after passing the secondary and upper secondary education), irrespective of his/her level of performance at the school level, aspires of entering the university, and thereby passes a few most precious years of his/her youth till the realization dawns that the effort will not lead him/her to any fruitful employment situation. On the other hand, the vocational education is likely to bridge the gap between the educational courses and the requirements of industrialization. The underlining fact is that if the vocational education programmes are given greater emphasis at the school leaving stage, a great many number and a good proportion of the young genre may be directed directly to the world of work instead of its futile channelization through higher education.

Vocational education has, therefore, been thought of as a 'wise business investment' both for the nation and the individual. Vocational education in its broadest sense pertains to all occupation and all people. In a world where science and technology are opening new dimensions and extending the horizons, it is logical to think that if the human potential is to be fully explored and utilized, it requires the people to be educated properly with the employable skills, motivation and the spirit to enquire further so as to make effective partners, because the leaders can always be very few in any society while the number of partners and participants in even a single venture can be unlimited. Moreover, the impact of technology on occupations, the tendency of employers to set higher educational requirements, and the need for employees with specialized training have made vocational preparation imperative.

## Vocational Education vs Vocational Training

The dualism involving education versus training is highly-complex and often controversial. It is difficult to find a country in which these terms are employed as exact synonyms in referring to industrial and vocational activities involving instruction. Yet it is equally difficult to find a country where the two different terms are not used to describe identical education and/ or training activities. The dualism exists, therefore, as a differentiation scheme which is more or less unrelated to processes or purposes; it is more closely related to organization, governance, and the institutional framework identified with the education or training.

Traditionally, education has been more closely identified with intellectual activities occurring in a school setting whereas training has been more closely identified with manual activities in a non-school instructional setting. Since all forms of vocational preparation for work roles involve the shifting of the burden of humans from their backs to their minds, these additional separations have lost validity. Nevertheless, the dualism persists and it is an important element of the conceptual and environmental setting of vocational education. This dualism exists with varying intensity in different countries or with varying intensity among different groups within the same country. Nevertheless, the expressions in terms of 'vocational education and training', 'vocational and industrial education', and 'vocational and technical education' are also in practice to take up the field of knowledge and skill in a broader perspective and to avoid any sort of ambiguity.

The purpose of mentioning all this here is to illustrate existence of types of diversities which are common in vocational education and the effects of these diversities. It is also to illustrate the extent to which the field can be more fully illuminated and understood by inquiring into the existence of such dualism and, further, by questioning the basis for the premises or the assumptions which support the dualism. However, throughout this book the terms 'vocational education' and 'vocational training' are used interchangeably with no intention to make a distinction or any special reference.

### Vocational education: concepts and meanings

There are several differing concepts and meanings of vocational education or training. Most of these have arisen from traditional practices

and the meaning of terms used and their implications. An examination of these will reveal the basic differences for certain practices and relationships in vocational or occupational education, which are fundamental in nature and in programmes.

One such concept is that vocational education is the education or training of workers. Its origin may be traced to the early apprenticeship training practices. This concept implies that any kind of education or training in which a worker participates is vocational education. It also suggests that humans have dissimilar abilities and the persons having neither the capacity nor the desire to study the traditional curriculum be prevailed upon to opt for vocational trades more adapted to their taste and abilities. Implicit in the concept is the meaning that working class children be trained for factory work simply because that is their destiny. This kind of thinking does not fit in with the principle of equal educational opportunity.

Another concept is that vocational education is the education for manual work. This concept centers on the ideas of ability to work with hands rather than mind - with a curriculum of certain manual activities like leather work, wood work, metal work, drawing work, for example. The knowledge and skills learned from such education or training just underlie mental activities relevant to the curriculum but without relevance to specific occupational competence. This concept has resulted in the present-day practice of placing drop-outs, physically handicapped and socially disadvantaged young people in vocational courses without considering learners' interest and ability. A sizeable proportion of vocational institutions (other than I.T.Is) in our country may perhaps be described as manual training institutions.

Yet another concept is that vocational education is education in certain specified subjects, which may be of vocational or technical nature, generally confined to secondary stage of education. This concept implies that a specified part of the curriculum is vocational or technical, the remaining part falling under general or liberal education coverage. Here vocational education is not designed to take the place of general education but to supplement it.

The essential merit of the idea is that the total education imparted has both cultural and utility values fitting an individual for progressing in his chosen field of activity with inbuilt opportunity for vertical mobility. Technical high school type of education in our country is the example.

One more concept is that vocational education is that education which is craft-oriented. The major objective of craft-oriented education or training is to aid learners in greatest work efficiency possible in earning their living by providing special instruction in single crafts or trades. The education or training given in this manner lacks academic or cultural aspects of education. Educators, therefore, feel that any craft or trade-centered system of education or training is a divisioning process, segregating vocational education from general education mainstream. The learners that are unable to profit from the traditional academic learning generally opt for this sort of industrial training, as is given in our I.T.Is. Although the institutions are equipped to offer practical preparations for most of the recognized trades, the courses are not in accord with the objectives of a mass system of common or comprehensive schools as in vogue in U.K., U.S.A. and Japan.

Finally, there is the concept that vocational education is education for productive purposes or socially useful productive work. When the object is a product or a service for consumer use, the work involved is termed as productive work or socially useful productive work. Implicit in this modern concept is the meaning that as the individual seeks and finds new and improved ways of working through education or training, he increases his vocational efficiency. Gainful pursuits, regular occupations or vocations are becoming increasingly important in our industrialized society. Vocational education for productive work basically provides learning experience of a vocational nature, training learners to fit the requirements of a hierarchical work force. This concept is in accord with the present-day movement of "education for individual needs", education with the purpose "to prepare persons who would contribute to industrial, agricultural and commercial efficiency". This concept also leads to the theme that "all education, when considered in relation to the great masses of the people of a country, must be measured finally by the single test of usefulness and utility". Education imparted in this manner should aim at the development of proficient workers as well as good-citizens.

However, according to US President's advisory committee on education, "vocational education is a very inclusive term and, viewed broadly may cover all those experiences whereby and individual learns to carry on successfully any useful occupation. These experiences may be organized and institutionalized or unorganized and more or less haphazard. In a narrower sense, vocational education may be defined as a series of controlled and organized experiences arranged to prepare a person for socially useful employment."

## **Vocational Education in Five Year Plans**

The Indian Constitution places education in the concurrent list, conferring responsibility of providing education to the citizens on both the central and state governments. However, for convenience the constitution has defined the spheres of responsibility of the central and state governments.

So far eleven Five Year Plans have been formulated by the Planning Commission. They are first plan (1951-56), second plan (1956-61), third plan (1961-66), fourth plan (1969-74), fifth plan (1974-79), sixth plan (1980-85), seventh plan (1985-90), eighth plan (1992-97), ninth plan (1997-2002), tenth plan (2002-07) and eleventh plan (2007-12).

### **Vocational Education in First Five Year Plan (1951-56)**

Right from the beginning of the First Five Year Plan, the purposeful availability of vocational education at different levels of education had been an important policy consideration, and the trend continues till now.

The Plan set a clear-cut guideline for the administrators that, "Vocational and technical training will be emphasized in all the stages of the educational programme. Training facilities will be provided for imparting improved techniques to existing artisans and technicians, both in urban and rural areas. Training centres which already exist in any area, will be strengthened and developed, and new ones established to meet the requirements of the project area." Under the Central Government programmes the Plan made a provision that, "At least one multilateral high school will be opened as a pilot institution in each State, if necessary with suitable Central aid. These schools will have not only sections for liberal arts and sciences but also sections for technical education, commerce, agriculture, etc. Occupational schools, particularly for children between the ages of 14-18 will also be established, where possible, for experimental purposes. Grants will be given on a non-recurring basis to such experimental schools conducted by the States if they satisfy the necessary conditions. Research bureaus devoted to the study of problems of secondary education will be established at secondary training colleges or universities. Merit scholarships will be provided in existing public schools to enable able but poor students to obtain the benefits of these institutions." Under the programmes of State Governments, "Schemes of technical and vocational education include those for encouraging technical and vocational educational at all levels. At lower levels there are schemes for opening craft schools, converting craft schools into junior technical high schools, for survey and opening of junior polytechnics, for

organizing technical and vocational education in middle schools, for conversion of secondary schools into technical high schools for organization of diploma courses, for opening industrial schools and agriculture bias schools, etc." In 1950-51, there existed 260 technical and vocational schools (excluding industrial schools) training 26,702 students and 365 industrial schools training 14,750 and the First Five Year Plan projected it to increase to a level of 407 technical and vocational schools with 43,603 students and 456 industrial schools with 21,797 students in 1955-56 with an absolute increase of 57 percent and 25 percent respectively in terms of number of institutions, and 63 percent and 48 percent respectively in terms of students.

A sum of Rs. 2145.4 lakhs (990.4 lakhs for States and 1155.0 lakhs for Central Government) was allocated for technical and vocational education which was 14.2 percent of the total allocation on education of the First Five Year Plan.

### **Vocational Education in Second Five Year Plan (1956-61)**

The principle objective of the Second Five Year Plan was 'rapid industrialisation with particular emphasis on the development of basic and heavy industries' and with that 'a large expansion of employment opportunities'. Hence, the impetus of the Plan with regard to the educational development was mainly on technical, engineering and management education.

With regard to the Craftsmen training, the Second Five Year Plan was of the view that, "It is not enough to plan for training only at higher levels. The running of establishments public or private requires support at all levels of skill and experience. The training of craftsmen, therefore, becomes equally important. But there are some inherent difficulties in assessing the supply and demand for craftsmen. These difficulties exist in respect of estimation of supply because it is impossible to get the magnitude of training in crafts imparted within families from father to son, brother to brother and so on. On the demand side, difficulties arise because the requirements usually lack precision though trade definitions are specific. The best that can be done, therefore, is to list facilities provided for institutional training, to indicate possible supplies and to continue efforts to improve the assessment of demand.

Stipends for vocational and industrial education had also been included in schemes sponsored by the Labour and Industries Departments in the States and by the Ministry of Labour at the Centre.

With regard to the vocational education of girls, the Plan realized the fact that, at the secondary stage, the education of girls lagged seriously behind. And therefore, planners felt the need for special encouragement to be made in this regard and recommended for special scholarship schemes to enable girls to take up careers for which openings exist and are likely to increase (such as gram sevikas, nurses, health visitors, teachers, etc.)

With a view to prepare the adolescents for entering the world of work and training of the existing workers, the Second Plan made wide ranging arrangements of development programmes, some of which are mentioned hereunder:

- The Plan proposed to expand training facilities of craftsmen so as to provide 19,700 new seats in addition to 10,300 seats available at that time. It is also proposed to increase the period of training and, in general, to improve its quality.
- A National Council for Vocational Training was expected to be set up shortly.
- Under the apprenticeship scheme for training of skilled craftsmen, the scope and coverage was to be expanded gradually from 450 apprentices in the first year to 5,000 in the final year of Plan.
- Nearly 20,000 workers already serving in industry were to be trained for higher posts by organizing evening classes for them either in the institutions being run by the Government or in training centres to be established in the undertakings themselves.
- To meet the existing shortage of competent instructors a new training institute similar to the institute at Koni in Madhya Pradesh was proposed to be set up. It was also intended to move the existing centre to a suitable industrial area and to attach to it a training centre for craftsmen.

The Second Plan devoted a sum of about Rs. 50 crores to the expansion of facilities for technical education for producing engineers, supervisors, overseers and other categories of personnel. Among the programmes included – development of various technical courses relating to printing technology, town and regional planning, architecture, strengthening of existing

technical institutions, establishment of higher technical institutions, expansion of Indian School of Mines and Applied Geology, organization of refresher courses for serving engineers and so on.

With regard to the technical and vocational education, the Second Plan made a provision of Rs. 48 crores (15.6 percent of the total allocation for education) as against Rs. 23 crores (13.6 percent) of the First Plan.

### **Vocational Education in Third Five Year Plan (1961-66)**

Approach of the Third Plan was more of the continuation of the Second Plan (with regard to education and training), than to devise/start new schemes for educational re-organization. However, the Plan laid more emphasis on technical, vocational and secondary education that that was in the Second Plan.

The planners realized that developments of the past decade had created a momentum for economic growth; yet, there were large deficiencies in the sphere of education, which must be removed speedily if progress is to be sustained and enduring. In view of the planners this was one of major aims of the Third Plan to expand and intensify the educational effort and to bring every home within its fold, so that from thereon, in all branches of national life, education could become the focal point of planned development.

During the first two Plans 2115 multipurpose schools were established. These offered one or more practical courses in Technology, Agriculture, Commerce, Home Science and Fine Arts in addition to humanities and science.

Although the concept of the multipurpose school had been readily accepted and the scheme expanded rapidly, certain difficulties were encountered, such as the lack of teachers trained to teach the practical subjects, insufficient teaching material, especially text-books and handbooks, limited range of elective courses and inadequacy of educational and vocational guidance facilities. During the Third Plan, therefore, it was proposed to concentrate on the consolidation of the scheme by strengthening the institutions already established, the programme of expansion being limited to about 331 new schools. An integrated teacher training programme was also to be undertaken, and for this purpose four regional training colleges were intended to establish which would prepare teachers for the multipurpose

schools through in-service and pre-service training programmes both in the practical and scientific subjects. Steps were also to be taken to stimulate greater experimental work in multipurpose schools for providing courses of study suited to different levels of ability, including special programmes of education for gifted students.

During the Second Plan, in addition to setting up of a Central Bureau of Educational and Vocational Guidance, State Bureaux of Educational and Vocational Guidance were established in 12 States. Bureaux carried out programmes of training of career masters and counselors, test construction and guidance services to schools. The guidance movement, however, did not make a significant impact on secondary schools. It was, therefore, proposed "to carry the guidance programme farther into the field and also to ensure a minimum programme of career information service in as many secondary schools as possible."

The Third Plan provided to increase the number of Industrial Training Institutes and Centres from existing 167 in 1960-61 with a further addition of 151 during the plan period so as to increase the intake correspondingly to 1,00,000 from 42,000 at the end of the Second Plan.

The National Apprenticeship Training Scheme, which was to be implemented by industry on a voluntary basis with a measure of support from Government, did not make much progress during the Second Plan. Therefore, the Third Plan provided for making arrangements for training of about 12,000 persons with introducing legislation for placing apprenticeship on a compulsory basis.

The programme for evening classes for industrial workers was also to be expanded from about 2,000 at that time to over 11,000 seats.

### **Vocational Education in Fourth Five Year Plan (1969-74)**

The Craftsmen Training and Employment Service programmes, which were treated as Centrally Sponsored Schemes up to 1968-69, were transferred to the States under the Fourth Plan and the Directorate General of Employment and Training was made responsible for the overall coordination of the programme in States and Union Territories. The Directorate was entrusted with the responsibility of laying down standard for training and syllabus and for the control of technical quality. It would also

have to conduct the training for highly skilled craftsmen, the apprenticeship programme in Central establishments and the training programme for instructors in the Central Training Institute.

Only a marginal expansion of the seating capacity of the industrial training institutes from 1,47,000 to 1,50,000 to cover new trades such as tool and die making, electronics and chemicals, was envisaged in the Fourth Plan as it was considered adequate to meet the likely requirements of craftsmen. In view of this, large additional capital investment was not felt to be required. It was proposed to diversify the existing seating capacity by reducing certain trades where there was inadequate demand, introducing more popular trades and consolidating the facilities in the existing institutes.

### **Vocational Education in Fifth Five Year Plan (1974-79)**

A major upheaval on the international economic scene distorted the financial and physical magnitudes of the Plan. Escalation in costs, higher outlays on public consumption and non-development expenditure in the early 1970s affected the planned structure of the Indian economy. The Fifth Plan document was, in fact, a mid term review of the Plan, as it was submitted in 1976 while the plan period ranged from 1974 to 1979. However, the Government declined to admit that there was a Plan holiday.

The emphasis of the Fifth plan was actually on checking inflationary tendencies and giving the economic situation a promising turn and very short reference is made to education. In fact it is a most compendious document till date as regard the Five Year Plans.

For craftsman training and Labour Welfare, the Plan pledged to cover (during the two year period 1977-79), in the Central sector:

- (i) the requirements of the major on-going training institutions such as the Central Staff Training and Research Institute, the Foreman Training Institute and the Central Training Institutes for instructors;
- (ii) the strengthening/extension of the Advanced Training Institute;
- (iii) the expansion of the Apprenticeship Training Programme;
- (iv) Vocational Training in Women's occupations; and
- (v) Schemes relating to research, surveys and studies to be undertaken by various institutes.

And in the States/UTs sector:

- (i) the requirements of the industrial training institutes;
- (ii) the expansion of the Apprenticeship Training Programmes in the establishments;
- (iii) the strengthening of the employment service organizations;
- (iv) the setting up of labour welfare centres, and promoting safety measures, and
- (v) the Employee's State Insurance Scheme.

### **Vocational Education in Sixth Five Year Plan (1980-1985)**

The Sixth Plan basically emphasized on universalization of primary education. Primary education even featured as No. 1 item in the Minimum Needs Programme, Developmental programmes for vocational were more or less neglected by the Planning Commission while finalizing the Sixth Plan. However, some ideological underpinnings are still found in favour of vocationalisation of education in the Sixth Plan document.

"Secondary and higher education are important terminal stages in the system of general education and provide a first stage for linking education with the world of work. It is at this point that options are exercised by the youth to enter the world of employment or to go for technical training or to pursue higher education. With the expansion of the based of education at the elementary stage, increasing number of students, including a large number of first generation learners, would reach secondary education. Facilities have to be provided for their education since such education is the only means of social mobility and economic independence, particularly among the socially disadvantaged. Care has to be taken to ensure that secondary education also prepares them for a long-term career as part of the stock of national manpower. Keeping these in view, facilities for secondary education would have to be extended to rural and backward areas and access provided to the weaker and more backward sections of the people, particularly the first generation learners."

"The importance of secondary education to prepare manpower for economic development would stress the need to pay special attention to the quality of education at this stage. This would cover, apart from improving the internal efficiency of the system and enhancing the employability of its products, updating the curriculum and syllabus, production of better textbooks

and instructional material and creating in the young generation an awareness of the emerging development perspective and associated in fields such as, energy conservation, population stabilisation and environment protection. At the same time, they should not be alienated emotionally or culturally from the society.”

“One of the important links between education and development is provided by manpower development through vocationalisation of secondary education related to employment. This has to be carefully designed, based on detailed surveys of existing and potential work opportunities and of available educational and training facilities. It should also keep in view the specific roles and responsibilities of the different agencies and ensure coordination at the operational level between the developmental programmes and the educational system. Such a differentiation would normally commence after the secondary stage and may cover varying periods depending upon the vocational area, groups of occupations and the nature and level of skills needed. It envisages deepening of practical bias in the school education to be supplemented by appropriate apprenticeship in actual field, farm or factory situations. It is not necessary to follow a rigid sequence in the order of acquiring the several skills and it should be possible to supplement exclusive vocational training courses with necessary educational component. In this way, suitable linkages need to be established within a system for occupational mobility and career development over one's employment/working life. For the provision of relevant practical skills, agencies like Krishi Udyog and Van Vikas Kendras and other vocational training centres would be utilized, particularly for learning by doing. Similarly, experienced craftsmen and practitioners of the arts would be used for imparting operational skills without undue insistence on pedagogic certificates. Wherever new facilities are to be created, they would be located, to the maximum extent possible, in the rural areas.”

“Opportunities for integrated education, vocational training and economic rehabilitation would be created in order to integrate the disabled with the main stream of socio-economic life. The schemes of scholarships, both at the Centre and the States, would be expanded further to offer financial support to the students pursuing educational and vocational pursuits. The Apprenticeship Training Scheme would be extended to all categories of disabled to substantially expand and develop in-plant training. The Vocational Rehabilitation Centres (VRCs) are presently undertaking evaluation and adjustment training for rehabilitation of the physically handicapped, primarily

for the orthopedically handicapped. The scheme is proposed to be expanded in scope by imparting 'skill training' to the physically handicapped and 'providing job oriented experience' in close collaboration with local industry to promote employability of the disabled."

"The existing ITI training which is mostly oriented for the service sector will be revamped to make it self-employment and production oriented. The areas having potential for self-employment for ITI trainees will be identified, orientation courses organized, project profiles prepared and credit needs tied up. The training programmes in ITIs and other institutions will be enlarged to include project formulation as an essential part of the curriculum along with management, accounting and marketing."

"The National Scheme of Training Rural Youth for Self-Employment (TRYSEM) will provide short training courses to the rural youth and give them incentives to set up their own ventures. Other training facilities available through different Boards like the Handicraft Board, Dairy Development Board etc. would be expanded. Post-training tie-up would also be provided through a package of assistance for promoting self-employment. Linkages will be maintained between the trainees and training institutions until the trainees become self-reliant."

"The various innovative educational programmes which are intended to aid developmental activities would require close coordination and joint action between the educational system and the developmental departments and sectors. For example, the work experience programme would require the secondment of students to places of work which come within the purview of agencies other than educational. The vocationalisation programmes at the higher secondary stage require coordinated action of all educational and training facilities and the services of developmental agencies for suitable placement for apprenticeship and/or employment of students."

### **Vocational Education in Seventh Five Year Plan (1985-90)**

In view of the growing importance of linking education with productivity or in other words, linking the world of knowledge with the world of work, it had been imperative for a massive policy-guided, plan-based effort in this direction; and it was the first time, in a real sense, when a major impetus for vocationalisation of education was given in the five year plan.

The Seventh Plan recommended for diversification of facilities for vocational education to cover a large number of occupational areas in agriculture, industry, commerce and services.

The Seventh Plan laid emphasis on upgradation of quality of training and provided for modernization of it. For development of village and small industries also, the Seventh Plan emphasized the importance of training. Work oriented education for women was given special attention.

### **Vocational Education in Eighth Five Year Plan (1992-97)**

In the field of secondary education the thrust in the Plan was mainly on consolidation and improvement of the existing structure. Employment perspective, once again, found place as the basic inherent feature in the Eighth Plan for furthering vocational education at all levels.

The Eighth Plan itself said that universalisation of elementary education, eradication of illiteracy in the age group of 15 to 35 and strengthening of vocational education (VE) so as to relate it to the emerging needs in the urban and rural settings were the major thrust areas of the Eighth Plan in the Education Sector.

In 1996, the contemplation of transferring the vocationalisation scheme to State sector had started, however the Ministry of Human Resource Development sent its proposals to the Planning Commission considering that the Scheme will continue during the IX Plan.

### **Vocational Education in Ninth Five Year Plan (1997-2002)**

The preparatory work towards the Ninth Five Year Plan was started by the Congress Government, developed in a large measure by the United Front Government, and brought to finalisation by NDA (National Democratic Alliance) Government. Though the Government had an option to declare the duration of 1997-99 as Plan Holiday, it deliberately chose to go against this proposition and the linkage of the Plan was maintained with that of the Eighth Plan.

"The Ninth Plan treats education as the most crucial investment in human development"; with these specially highlighted words, the Ninth Plan laid emphasis on the investment in training and industrial skills.

The concerns for mismatch between the skills requirements of employment opportunities and the skill base of the job seekers appeared once again.

### **Vocational Education in Tenth Five Year Plan (2002-07)**

The Tenth Plan lays emphasis on vocational education to the extent that it devotes a separate chapter, for the first time, in the Plan document, on vocational education. The importance of the vocational education in view of the Tenth Plan emanates from its own words, "Assertion of the dignity of labour and Vocationalisation of curricula are essential to ensure that a dysjunction does not take place between the educational system and the work place."

Keeping in view the growing problem of unemployment, the Planning Commission constituted a separate Working Group on Vocational Education for the Tenth Plan in 2000. In line with the recommendations for the working group, the Commission proposed to recast the centrally sponsored scheme in the Tenth Plan with the following features:

- The vocational courses in schools should be competency-based and in modular form with a credit transfer system and provisions for multi-point entry/exit.
- There is a need to establish linkage between vocational courses at the +2 level and courses at the university level. The present admission criteria for entry into vocational courses at the graduation level also need to be changed.
- The existing scheme should be strengthened by involving industries through memorandums of understanding, in designing of the course, development of the curriculum, training of faculty/students and certification of the courses.
- In order to sustain the scheme, schools may consider charging fees and the courses may be designed on a self-financing basis.
- The apprenticeship training facility needs to be utilized fully and made compulsory. To achieve this, the placement of those who have completed vocational studies for apprenticeship and training should

be decided by the Board of Apprenticeship training immediately after the results of the +2 examinations are declared.

- Before vocational courses are started in schools, local business and industry should be closely involved in studying the need and for conducting district vocational surveys.
- Facilities for running vocational courses should become mandatory for the Kendriya Vidyalaya and Navodaya Vidyalaya school systems.
- Persons with disabilities should be given special treatment while designing vocational courses and their needs and integration into courses should receive appropriate attention.
- Financial assistance may be provided under the scheme for creating testing and certification system in states in co-operation with user bodies and professional associations.
- The All India Council for Technical Education's (AICTE) vocational education board needs to be reactivated for providing technical support to the school system and for establishing linkages with other technical institutions.

The growing problem of unemployment among the youth requires a recasting of the entire vocational education scheme. Hence, the Tenth Plan pledged that, the future policies on vocational courses must resolve around the following issues:

- There is a need to sensitize state governments and Union Territory Administrations on the importance of skill training/vocational education in the context of the problem of unemployment.
- There is an urgent need to cater to the Class VIII pass-outs whose numbers will swell with success of the Universalisation of Elementary Education and Sarva Shiksha Abhiyan initiatives.
- There is need for careful assessment of the stage at which the trades of Fitter, Turner, Blacksmithy, as also courses like Accountancy, Typing, Book-keeping and Secretarial practices are to be introduced.

- The duration of various vocational courses also needs to be carefully assessed.
- There is also a need for vertical mobility in the vocational stream. Students who complete +2 in a particular stream should be able to specialize and obtain diplomas and degree certificates so as to get value-added jobs and better employment opportunities.
- The vocational courses should be demand and need-based, keeping in mind the constantly changing requirements of technologies/ industries. Vocational courses must have an in-built flexibility to allow students to switch courses with changes in demand patterns.
- The existing scheme should be strengthened by involving industries through MoUs in the designing and certification of courses and training of students and faculty.
- At present, most of the vocational courses are in the manufacturing sector. Given the slow growth in this sector and the exploding opportunities in the services sector, vocational courses should concentrate more on the latter.
- There should be focus on convergence of schemes like the Sarva Shiksha Abhiyan, Adult Education, and Vocational Education Programme at schools, ITIs, polytechnics, community colleges etc.
- There is a need to have a re-look at the vocational education scheme given the fact that a number of districts in Uttar Pradesh, Bihar, Haryana, Rajasthan and Madhya Pradesh have a poor industrial base.
- The syllabi of vocational subjects should be updated on a regular basis to keep pace with changes in technology. This is specially relevant in trades like food processing, dairy technology, leather and tanning technology, etc.
- Vocational institutes should also be networked with professional institutes like the Central Food and Technology Research Institute (CFTRI), Mysore; Central Leather Research Institute (CLRI), Chennai etc. to keep abreast with technological developments.

- The vocational education scheme should focus on the capacity of the local industry to absorb students of a particular trade. Excess supply of students of a particular trade needs to be avoided. In this context, there is a need for diversification even within a trade.
- Urgent attention needs to be given to training vocational education teachers.
- There should be regular exchange of ideas/skills among vocational education teachers, master craftsmen and trainees.
- The apex industry association like the Federation of Indian Chambers of Commerce and Industry (FICCI), Associated Chambers of Commerce and Industry (ASSOCHAM) and Confederation of Indian Industry (CII) need to be involved to a greater extent in the implementation of vocational education programmes and imparting of skills.

### **Prime Minister on the need for strengthening vocational education**

The Prime Minister, Dr. Manmohan Singh, the architect of globalization in India for the first time stressed the need for strengthening vocational education in his address to the nation from the Red Fort on the Independence Day 2006. He again repeated the importance of vocational education for skill development and also the need to have a separate Mission for Vocational Education and Training in his Independence Day address in 2007.

Under the Mission a large number of vocational training institutions are to be opened which will increase the number of trained manpower.

### **Globalization and Liberalization**

It will be a misnomer if economic liberalization is taken as an easy path or a shortcut to development process. Usually economic growth is neither spontaneous nor instant nor can it be achieved without hard work, perseverance and determination on a national scale. The only significant thing is that the process of economic liberalization affords a significant opportunity to come forward to learn from the experiences of others, to

interact on a global scale, to build up the country's own strength, to become world players and to excel.

After independence, India adopted Nehruvian model of economic development and preferred import substitution in place of export motivation for industrialization of Indian economy. So the planners of modern India preferred to build a wall around India and isolated her from the global economy including in the period when Mrs. Indira Gandhi was in power. But, the winds of change which were blowing across the globe and transformed many economies from planned economy to market economy, from protection to integration with the international markets and from regulation to liberalization started sweeping across Indian economic scene since mid-eighties when Rajiv Gandhi took over as the Prime Minister in 1985 and gave the dream of launching the country into the 21<sup>st</sup> century. The long term fiscal policy, measures to augment all round productivity of the economy, rationalization and simplification of the plethora of controls were the major thrust areas to accelerate the growth momentum of the country.

The biggest metamorphosis in our economic climate came in June 1991 with the 'Rao-Singh' combination and with the enunciation of the new economic policy 'Raonomics' in July 1991. This alignment made Herculean efforts to embark the country on the roads to globalization, through privatization and liberalization, and since then India has been making a major shift in its developmental programmes – from command economy to market economy.

Economic liberalization has created an environment conducive to an enterprise, investment and innovation with an anticipated revival of the economy. New Industrial policy has boosted India's efforts at accelerated industrialization to improve international competitiveness and integrate with the global economy. Indian companies are attracting foreign portfolio investments or equity participation in new ventures and the government is committed to make foreign players feel at ease to invest directly and bring with it new technology and marketing skills. In this situation, it is but natural that MNCs are rising steeply and creating marketing and production alignments to leverage their strengths in Indian market through acquiring the existing concerns, franchise arrangements and formation of new organizations. In this situation to compete with increasing MNCs, at macro-level, our Captains of the industry are bound to actively modernize their production base, diversify into related/unrelated fields or to go for collaboration

arrangements. These collaborations of international alignments are likely to benefit the country in the long-run as there is a concerted move on the part of western countries to shift their production activities to the east on cost considerations and large potential markets, like ours.

## Conclusion

To conclude vocational education leads to economic progress. A vocation is a social institution. Men are identified in society chiefly by the vocation to which they "belong." A common question is "What is he?" The answer is, "He is a salesman," "He is an insurance agent", "He is a carpenter," etc. Men are thus thought of, classified, and dealt with in social and economic intercourse. That this has been the case through the ages is indicated by such names as Smith, Cooper, Fowler, Wright, Carpenter, Mason, Carver, Hunter, Cook, Shepherd, Farmer, Merchant and Carter. It is the sum of the vocations that constitutes the economic fabric of civilized communities, rather than the sum of the individual persons belonging to the community. A person is not significant in economic life except as a member of a vocation, and his status is determined chiefly by such membership. The traditional class distinctions of nobility, peasantry, bourgeoisie, proletariat, capitalist, and labourer are, at base, occupational distinctions. For centuries men have organized themselves in occupational groups for the purpose of promoting the welfare of the vocations in the general competition among groups. Society continually legislates with reference to such vocational groups and, by dealing with the individuals as members of the group concerned, recognizes the vocations as social institutions.

Since organized society is, in the main, the coordination of the vocations and of organized groups of vocations, social progress depends, in large measure, upon the progress of the vocations. Progress in the industries is the result of the increased skill and efficiency of engineering, the mechanical trades, salesmanship, management, and other industrial vocations. Business develops as the merchants, bankers, advertisers, and others become expert. And so it is throughout economic life. Economic progress is but the total of the advances made by the various vocations.

India is a vast country with a large human power. The agrarian economy of the country over the years is slowly transforming into an industrial economy not only due to globalization and liberalization but also due to non-profitability of the agriculture sector. Over the years a large number of technical training institutions have been

opened both in Government and private sectors but still there exists a wide gap. There is also a gap in between the skilled manpower needed and the training provided to the workers. The mismatch has made still employment a rare commodity to many of the trained workers. Hence, there is an urgent need to pluck these so that the vocational education/ vocational training given is directly in relation to demand in the industries/factories/production houses that helps all get full employment and training undergone does not go waste.

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# Communication Skills in Higher Education

*Saba Khan*

A society can neither exist without communication nor a social structure can survive without it. The multifaceted development of humanistic goals – (economic, social, political and cultural) have further asserted the importance of communication in human life. Successful communication is key to all relationships and environments- personal or professional.

Communication is a continuous activity. It is the two-way process. It comes from the word “communis” which means common. It is an act of sharing knowledge, feelings, ideas, informations with the use of words, facial expressions, gestures, body movement and often silence, that takes its meaning from the situation.

Various sociologists, educationists and psychologists have defined communication in different ways and according to the disciplines to which they belong. According to Leagans- communication is an act of getting a sender and a receiver tuned together for a particular message or series of messages. Schramm says, it occurs between two corresponding systems accompanied through one or more non-corresponding systems, resulting in an identical status to establish commonness.

Others like Howland, Warren Weaver, Gist, Loomis and Beegles etc. have define communication in their respective ways, but one can conclude that it is a social interaction, that transfers the thoughts or ideas from one person or group to another person or group so that it could be understood and acted upon. The more homogenous a group the effective the communication. A communication process includes following elements:

- A sender is a communicator, speaker or a source.
- A Message is the information package.
- Treatment is the way in which the Message is handled.

- A channels is the avenue of communication.
- A receiver may be a single person or a group.

Some sociologists, educationists and psychologists have described the process through various models e.g. Aristotle's model, Shammon-weaver model, Westley and Machean model, Leagan's Model, Berlo model. Their usefulness lies in the manner in which they are used.

Education comes from the Latin word "Educatun", means to train Etymologically "E" means from inside, "duca" means to draw out i.e. education is the process that draws out from within. Its narrow meaning emphasizes on the mental development of the children entering school. In the wider sense it is the total development of the child's personality that includes knowledge and information.

Actually in the broader perspective it is that dynamic process which brings change in the behaviour of the pupil and develops him intellectually, socially, culturally and spiritually in such a way that the society and the individual touches the peak of progress.

The formal system of education refers to

Primary school	–	up to class V
Secondary school	–	class VI to class X
Senior secondary school	–	class XI, XII.
Higher education	–	includes, graduation, post-graduation, Doctorate, research, and other professional and job oriented courses.

It is not only for creating enlightened and creative citizenary but also to make education a potential instrument of social and national re-construction. Being at the apex stage Higher Education must cater to the needs and aspirations of the society and must gear to reach national goals through adequate expansion as well as quality improvement of education at all levels.

Higher education has three components – Students, teachers and non-teaching staff (which includes Education Minister, Vice-Chancellor, Principals, Clerks, Administrative Officer etc.) Together they aim at achieving value and job orientation.

## Role of Communication Skills in Higher Education:

When we talk of communication skills in the field of Higher education, it not only points at the provider, supplier or teachers but also it is equally important to develop this art among the recipients or the students. Quest of knowledge, search of truth, urge of understanding have resulted in identifying communication skills as the ultimate factor in making Higher Education effective. Intra and inter-communication are must between various components of higher education.

Effective communication skill is the foundation of any successful organization that includes Higher education too. Higher Education needs multilateral communication i.e. along with the use of modern and advanced technology of computers, power points and web based teaching there should be a proportionate inclusion of traditional method of talk and chalk. Lectures and information sharing should be accompanied by more exposure to real life situation, experimentation, feel of the field in all disciplines taught.

The Process of Higher Education includes facts that become knowledge when share with students, provides wisdom to the receiver and facilitates in creating a vision.

- Facts are information.

- Communication is sharing.

- Knowledge is the shared information.

- Vision is the perception of the situation based on wisdom achieved through knowledgeable communication of facts.

The result is the awaking of vision in the field of Job or value based orientation.

Communication is an art and if used scientifically in Higher Education can create wonders. Facts or information are neutral but imparting information (education) is an emotional exercise. At university level one of the important objectives should lay emphasis on communication skill development, which includes explanation, extrapolation, analysis, synthesis and discovery. Focus on both upward and downward communication is equally essential in the hierarchy of Higher Education. Exercise of feedback fulfills the role of communication in making higher education effective.

Lectures, seminars, conferences, field visits, experimentation etc. should be encouraged. More inductive approach should be adopted for teaching. Emphasis on acceptable grammar, pronunciation and vocabulary is an equally important aspect of communication skill. Expressing through writing, consolidating thoughts with facts, documenting experience with vision could be a good communication facilitator for higher education.

Today India is developing fast vertically in the field of higher education but if the efforts are put at individual level in the area of communication skills whether interpersonal or intrapersonal, the horizontal development in terms of quality could be also achieved at the desirable rate.

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The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education, which it visualizes as a continuous and lifelong process. It directs its efforts towards accelerating adult education as a process, a programme and a movement.

The Association co-ordinates activities of various agencies – governmental and voluntary, national and international – engaged in similar pursuits. It organizes conferences and seminars and undertakes surveys and research projects; it endeavors to update and sharpen the awareness of its members by bringing to them from all over the world expert views on and experiences in adult education. In pursuit of the policy, the Association has instituted the Nehru Literacy Award and Tagore Literacy Award for outstanding contribution to the promotion of Adult Education and Women's Literacy in the country respectively. It has also instituted Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of eminence.

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

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

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

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# Indian Journal of Adult Education



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## INDIAN JOURNAL OF ADULT EDUCATION

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### Indian Adult Education Association, 1939

*Indian Journal of Adult Education* first published as a monthly in 1939 is now brought out as a quarterly by the Indian Adult Education Association. The journal has special interest in the theory and practice of Non-formal Education with special reference to the relationship between Adult Education and Development 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 2500 words; in exceptional cases, longer articles can also be accepted. Mimeographed, zeroxed or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2" margin on A4 size paper. Footnotes and references should come at the end and not on every page. Authors are requested to submit one typed copy along with the floppy disc (MS Word). Articles can be sent by E-mail: [iaea\\_india@yahoo.com](mailto:iaea_india@yahoo.com), [iaea@vsnl.com](mailto:iaea@vsnl.com)

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# INDIAN JOURNAL OF ADULT EDUCATION

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## Education for Development

Education is the basic human right which enables development of human potential. It is also a process of increasing knowledge and providing opportunities for people to take the path of progress. Education opens the vista of knowledge which goes beyond the culture and territory. It also assists the development of a new generation who can understand the value of the global communities. Education and service are essential to a person's ability to realize his or her potential and to develop an appreciation for the human community

This issue of Indian Journal of Adult Education has nine articles out of which two are papers presented in different International Seminars and a book review.

In her article Soubam Kiran Singh focuses on status of women in Manipur. Although, the female literacy rate is quite low in Manipur but slow and steady progress made in the literacy front will lead Manipur one day in the forefront.

Article of Dr. V. Mohankumar says that training of functionaries is very important for achieving the desired results in any organization. Hence, there is an urgent need to create institutional framework on a regular basis for organizing the training programmes.

Dr. Rajesh and V.K. Dixit say that the focus of extension and community outreach should be designed in such a manner that the role of the university system is identified and can provide a lot of service to the community.

Your valuable suggestions for improving the quality of this Journal will be appreciated.

Dr. V. Mohankumar  
Guest Editor

## Stories for building Life skills of Neo-literates

*Mridula Seth*

Is storytelling an inborn quality or a skill that can be acquired? What makes us remember some storytellers and stories for a long time? Can storytelling motivate people to read stories and even write their own stories? How can we build on the experiences of listeners to make them enjoy the stories and motivate them to read and create a learning environment?

The mythological stories that we all grew up on are part of civilizations or at least a few centuries old. Storytelling has been used to pass on value systems from one generation to the other for several years. Storytelling as an activity is well recognized within the school system for building self-confidence and communication skills of the students. However, for those who are school dropouts and out of the school system, the need and relevance of storytelling and related activities like story listening, story reading and story writing need the attention of people involved in non-formal education.

Neo-literates are persons who can read and write but are not competent to use the literacy skills with comprehension. They slowly slip back into illiteracy because they do not practice their newfound knowledge and skills in their everyday life due to lack of opportunities. I will highlight why its important to focus on neo-literates, relevance of storytelling and related activities not only for strengthening literacy skills but also building life skills for enabling neo-literates to make informed and responsible decisions inlife.

### **Need for providing opportunities to Neo-literates for experiential learning**

Literacy programmes are important components in many countries' development agenda because in a broader perspective, literacy entails

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Paper presented at the International Storytelling Conference organized by Association of Writers and Illustrators for Children (AWIC) in New Delhi, 17-19 September 2007

Indian Journal of Adult Education, Vol. 69, No. 4, October-December 2008, pp. 3-15

transformative qualities that extend far beyond reading, writing and numeracy. Literacy is an important ingredient in government plans because it is expected to improve the individuals' quality of life and facilitate participation in national development. At the individual level, it is expected that literacy improves life style, enhances assimilation of technical training ideas and eases out constraints in using entrepreneurial skills for maximizing income-generating opportunities.

New definitions of literacy practices or behaviors that are socially constructed and locally embedded approach orality and literacy as dynamic, interactive, and mutually supportive components. Ideally, skill instruction should occur in an integrated environment where literacy is conceptualized as communication that involves the four functions of language: speaking, listening, reading, and writing. Holistic approaches and materials build on the two oral components (which are a strength of traditional cultures) to provide a context for the technologies of reading and writing. (Knuth, 1998)

Two forms of literacies have been identified as conventional and transformative literacy (Maruatona, 2002).

Conventional literacy refers to a situation where providers (such as government) of the literacy programme assume that the individual participants can be shaped to fit in the government development agenda. It is assumed that conventional literacy helps the overall personal growth in terms of mobility, social progress and cognitive development. Transformative literacy, on the other hand, is intended for critical thinking and problem solving. It assumes that literacy should empower and transform learners to increase their awareness and help them to take control of their lives within their broader socio-economic and cultural context.

Usually, a "Neo-Literate" in the Indian context means any one who did not or could not make use of the available educational opportunities on time, and who at a later stage acquired the skills of literacy through formal or non-formal approaches. Majority of the neo-literates are economically poor, living in poor surroundings and engaged in non-technical work. In today's world of knowledge economy, literacy is the most effective tool for making information accessible to the underprivileged and upgrading their knowledge and skills. Literacy is a fundamental human right and need. In the context of Right to Information Act 2005, the right as well as the need for functional literacy has

become urgent and imperative. Acquisition, retention and application of literacy for the disadvantaged groups is needed to strengthen the Sarva Shaiksha Abhiyan, Post literacy and Continuing Education programmes for neo-literates. Affirmative action is needed to provide opportunities to the underprivileged for enhancing their cognitive, affective and psychomotor skills associated with literacy.

In India, even though school enrolment has improved in the last decade, the dropout rate continues to be high in rural, tribal areas and urban slum especially among the SC, ST and minority groups and girls. According to a recent report of the Comptroller and Auditor General (CAG, 2007), the gap between general category students and Scheduled Caste (SC) & Scheduled Tribe (ST) students in schools is increasing despite various Government schemes and projects. The CAG report had analyzed seven schemes of the Social Justice Ministry for SCs, eight schemes of the tribal affairs ministry for STs. It has reported that the gap in the gross dropout rate (GDR) between general-category candidates and SC/ST candidates, which was 6.7 per cent and 15.1 per cent in 2001-02, deteriorated to 10.4 per cent and 16.6 per cent in 2003-04 respectively. This implies a large population comprising the neo-literates in the country.

Close to 1.4 crore children are still out of school. What is more disturbing is the fact that even those who are going to school are not functionally literate. In a national survey, the ability of children to read a simple paragraph or story was tested. Almost 60% children in the 7-14 age group could not read a simple story (grade 2 level difficulty). Even children in private schools could not read grade one level paragraphs (PRATHAM, 2006). Thus, there is an urgent need to promote activities for strengthening functional literacy skills and the desire for self-learning among school going as well as dropouts, many of whom are neo-literates.

### **Building life skills of Neo-literates**

The World Health Organization defines 'Life skills' as the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and changes of everyday life (WHO, 2003). Life skills empower individuals through information, education and services that enable them to make informed choices in their personal and public life, thus promoting creative and responsible behaviour for their personal growth and national development.

The three broad areas of life skills are – thinking skills, social skills and self-management or negotiation skills (Seth, 2007). Thinking skills are related to the thought process and include self-awareness, critical thinking, problem solving, decision-making, planning or goal setting. Social skills are related to interacting with others and do not necessarily depend on logical thinking. Interpersonal relationship skills, effective communication, empathy, cooperation and teamwork are social skills that help individuals to adjust in their social environment. A combination of thinking and social skills lead to self-management and negotiation skills, which not only help in making rational decisions but also in being able to make others agree to one's point of view. Managing feelings and emotions are important. Refusal skills include saying 'no' to family and peer pressure based on rational thinking and effective communication.

Neo-literates are not motivated to sharpen their literacy skills in the absence of reading materials in the local language relevant to their needs and interests. Libraries run by NGOs in rural areas face several challenges. Even in urban slums, where neo-literates are first generation learners, there are not many dedicated workers or librarians to motivate the disadvantaged to enjoy books for pleasure and gaining knowledge.

Eduainment or education with entertainment and entertainment with education can be an effective strategy for building the self-esteem and self-confidence of the disadvantaged groups while motivating them to strengthen their literacy skills. Interactive programmes for creating interest are effective for promoting the library programme (Ananthakrishnan, 2007).

### **Storytelling for building life skills**

Most dictionaries define a story as a narrative account of a real or imagined event or events. A story is more generally agreed to be a specific structure of narrative with a specific style and set of characters that includes a sense of completeness. We use stories to pass on accumulated wisdom, beliefs, and values. Stories are the building blocks of knowledge, the foundation of memory and learning. Following are some characteristics of storytelling (National Storytelling Association, 1997).

*Storytelling is an interactive performance art form* - direct interaction between the teller and audience is an essential element of the storytelling experience. An audience responds to the teller's words and actions. The

teller uses feedback to adjust the tones, wording, and pace of the story to better meet the needs of the audience.

· *Storytelling is, by design, a co-creative process-* storytelling audience does not passively receive a story from the teller, as a viewer receives and records the content of a television programme. Listeners create these images based on the performer's telling and on their own experiences and beliefs.

· *Storytelling is, by its nature, personal, interpretive, and uniquely human.* Storytelling passes on the essence of who we are. Stories are a prime vehicle for assessing and interpreting events, experiences, and concepts from minor moments of daily life to the grand nature of the human condition. More than any other form of communication, the telling of stories in an integral and essential part of the human experience.

· *Storytelling is a process, a medium for sharing, interpreting, offering the content and meaning of a story to an audience -* because storytelling is spontaneous and experiential, and thus a dynamic interaction between teller and listener, it is far more difficult to describe than is the script and camera directions of a movie, or the lines and stage direction notes of a play. Storytelling emerges from the interaction and cooperative, coordinated efforts of teller and audience.

Storytelling is the live, person-to-person, oral and physical presentation of a story to an audience. Storytelling is an interdisciplinary field of study (Eric and Millie, 2006). It involves direct contact between the teller and listener. For a neo-literate, the role as a storyteller and story listener is enriching. If storytelling motivates the person to read and write, it further improves literacy competencies while enhancing life skills in the process.

Storytelling can improve the quality of non-formal education of neo-literates in several ways:

- a) Increasing vocabulary – the world of words is limited for the neo-literates, many of whom are first generation learners and do not have a stimulating environment. Pronunciation is improved when sight words are spoken and become alive.
- b) Motivation for reading – listening to a story can create a desire among

the neo-literates to read the story. Reading practice leads to better reading speed and enjoyment especially if the story is relevant and presented in an interesting manner.

c) Facilitation for group discussion and action – a story can be an entry point for meaningful group discussion in the community. The storyteller can focus on specific issues emerging from the story.

d) Building self-confidence and self-esteem – effective communication enhances the self-confidence of the neo literates.

e) Storytelling motivates some persons to write their own stories thus promoting writing skills.

### **A. Neo-literates as Story listeners**

Listening is a very important aspect of communication and storytelling. The listener's role is to actively create the vivid, multi-sensory images, actions, characters, and events of the story in their mind based on the performance of the teller. Past experiences, beliefs, and understandings of the listener influence the process that is unique and personal for each individual. For neo-literates, to develop their "love of learning", it is important for them to listen to stories that are appropriate to their age, interests and level of comprehension.

Real listening is an active process that has three basic steps: Hearing, Understanding, and Judging. While 'hearing' just means listening enough to catch what the speaker is saying, 'judging' involves the person thinking about the content of what is being said and whether it makes sense or not. When a neo-literate is actively listening to a story, several life skills are enhanced:

· Hearing – involves capturing what the speaker is saying and focusing mind on the story. Social skills especially empathy is enhanced. Creative thinking and imagination can be blossomed when listening attentively to a good storyteller.

· Understanding – asking questions for clarity, internalizing the messages, and interpreting the meaning of what is being related improves effective communication, critical thinking and problem solving skills.

Judging – involves contextualizing the meanings and reviewing its relevance. Critical thinking and decision-making skills are enhanced in the process.

Providing opportunities to neo-literates to listen to stories requires the programme implementers to plan activities on a regular basis wherein an environment is created for the listeners to give undivided attention to the storyteller, freedom to interact and ask questions based on the interest generated as a result of listening to the story.

### Action points

- Create an environment for story listening
- Select relevant stories for the group
- Present interestingly
- Highlight and explain meaningful words for improving vocabulary, pronunciation
- Encourage listening of stories for and by the neo-literates
- Raise aspirations through exposure and building imagination

### B. Neo-literates as Story Readers

Effective storytelling can motivate neo-literates for reading simple, interesting and relevant stories and other reading materials. Reading practice will lead to improvement in reading speed, retention and comprehension. This in turn will further motivate the person to read. Thus, storytelling can influence reading skills and promote reading habits among them. The more a person is engaged in the act of 'active reading', the more the scope for becoming independent self-learners.

Some people use Story reading as a social activity. Reading stories is different from—and, generally, much easier than—*telling* stories. Story readings frequently end with people sitting around and talking after everything has been read that's going to be read (Hartman, 2007).

Planning the reading involves scheduling and preparing the environment conducive to reading. Preparing to read before the event involves choosing stories, practicing ways to read aloud and being aware of social factors. Thinking skills such as critical thinking and decision-making are

improved when planning the activity. Planning and time management improves when the constraint of resources is taken into account.

- Reading the story in front of others builds confidence and self-esteem of the neo-literate. Punctuation, voice modulation, and non-verbal communication improve the effectiveness of story reading.

- Review of performance as a story reader builds critical thinking and self-analysis. Accepting critical appraisal from others requires objectivity that enhances life skills.

Material that retains an oral style makes the communicative nature of reading explicitly clear, and thus encourages "literacy experiences"-collaborative encounters around the printed word. When reading stories from the oral tradition, neo-literates would proceed from the known to the unknown and would realize that their oral traditions are honoured, rather than abandoned. The goal of contemporary materials development is not to simply restore traditional culture, but to create relevant programmes and materials that reflect the complexity of local cultures and serve as bridges between oral traditions and literacy (Knuth, 1998).

### **Action points**

- Encourage reading in front of others – builds self-confidence, empathy
- Provide positive feedback
- Make reading materials easily accessible according to level of comprehension & interest

### **C. Neo-literates as Storytellers**

Storytelling skills do not necessarily depend on literacy level. Neo-literates can become effective storytellers to strengthen community programmes. The storyteller's role is to prepare and present the necessary language, vocalization, and physicality to effectively and efficiently communicate the images of a story. The planning, telling and reviewing process of storytelling can improve the life skills of neo-literate as storytellers:

- Planning phase - involves selecting an appropriate story keeping in mind the audience profile and interests; reviewing the resources available for storytelling such as facilities, infrastructure, time etc. Critical thinking,

problem solving, decision-making and goal setting are enhanced in this process.

Storytelling phase – includes introducing the story and relating the story through verbal and non-verbal communication. Body language plays an important role in communication. Establishing relationships, empathy, effective communication, and critical thinking are enhanced in the process of telling a story.

Review phase - includes assessing effectiveness of the story through feedback from listeners and self-reflection. Self-awareness, critical thinking, planning and goal setting are enhanced through the review process.

Sharing stories of common interest can create a bond among the storytellers and listeners. Storytelling clubs can bring people together. It can be an effective way to generate a positive environment for sharing and creating awareness on issues of common concern. Many NGOs have alumni groups that meet frequently. Storytelling can become a planned participatory activity that can contribute to the sustainability of these groups.

### Action points

- Provide a forum for storytelling
- Enhance storytelling skills through training
- Encourage motivational stories based on case studies
- Follow up with dialogue, discussion and action
- Make reading materials accessible

### D. Neo-literates as Story Writers

Oral tradition is of paramount importance to neo-literates. They should be encouraged to write stories from oral tradition. The ultimate goal is a literate and culturally rich environment. Inspired to persevere by their ability to read the heritage of their culture in its own literature, they would eventually be free to exploit their potential as individuals in a wider world. Neo-literates would be familiar with such stories, and text should ideally not go beyond the language and knowledge of the reader. It is very easy for neo-literates to associate with books if they are written in their vernacular language. Material used by this group of people must be interesting, enjoyable, informative and

purposeful so that it can encourage a reading habit as effectively as possible. (Dumezweni. 2001).

Given the need to build on local traditions, the bottom-up creation of basic materials can be fruitful. The process of creating these written materials legitimizes the acquired literacy skills of local authors while expanding on this base. An Indian literacy campaign in the 1990s developed a prototype "people's" literacy programme, which incorporated environment-building through local cultural forms—art, folk music, drama, oral narratives, etc. (Rampal, -1994).

With limited literacy skills, neo-literates can be nurtured to write stories based on their experiences and imagination. They will need considerable handholding and training for story writing. The process can be very enriching:

- Planning – questions related to what to write will help them explore their environment and their own experiences. Their imagination and aspirations can be triggered. Efforts to find out who will be the readers or listeners of what they write will enable them to identify others with similar interests and promote empathy. Exploring why they want to write will promote the need for sharing issues of concern. To be a good writer could motivate them for reading.

- Story writing – to be focused, they will need to conceptualize and prioritize their thoughts. This will enhance critical thinking, decision-making, planning and goal setting. Realization for the need to build vocabulary and effective expression will improve literacy skills.

- Review – sharing story written with peer group will promote acceptance of healthy criticism and promote tolerance, understanding and appreciation of others' views.

Story writing and sharing can become meaningful experiences among various groups. Success stories of community projects and individuals can become source of process documentation and valuable inputs for grassroots organizations. Research studies have explored options for the development of basic reading materials that support and validate the cultural practices of individual communities, help students to construct literacy out of local knowledge, facilitate the transition from oral to written culture, and promote a literate environment (Knuth 1998). Stories developed by members of non-

formal education groups through participatory processes can become interesting activities for edutainment.

### Action points

- Motivate neo-literates to write life experiences
- Enhance story writing skills through training
- Give recognition to individuals and groups
- Provide opportunity for storywriters to interact with others
- Promote story writing among peer educators
- Encourage story writing by group members using participatory processes

### Research questions

The following research questions deserve to be probed for a better understanding of promoting storytelling as an educational tool for the underprivileged:

- What kind of stories do neo-literates like to hear or read?
- How can storytelling lead to story reading?
- How does story reading improve literacy skills?
- What is the role of media in promoting storytelling and story reading for neo-literates?
- How can we generate stories by the neo-literates for the neo-literates?
- Can storytelling and story reading clubs be promoted as part of the programmes for neo-literates?
- How has migration and life style in urban slums influenced traditional storytelling practices?

Stories based on live experiences have a special relevance for people belonging to the lower income groups. They can be used as effective tools for meaningful discussion on socially relevant issues. Stories generated by the people capture social realities and offer tremendous scope for initiating social action. The scope of stories as edutainment tools for the programmes for neo-literates needs to be expanded in our country.

*Let us endeavour to make literate societies*

*Neo-literates demanding books of different varieties....*

*Learning and sharing, expanding the forces  
Reading and writing, creating resources...*

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Table-1 Comparative literacy rates by age group 1981-2001

Age Group	1981	1991	2001	Increase in literacy rates 1981-2001
0-4	0.0	0.0	0.0	0.0
5-9	0.0	0.0	0.0	0.0
10-14	0.0	0.0	0.0	0.0
15-19	0.0	0.0	0.0	0.0
20-24	0.0	0.0	0.0	0.0
25-29	0.0	0.0	0.0	0.0
30-34	0.0	0.0	0.0	0.0
35-39	0.0	0.0	0.0	0.0
40-44	0.0	0.0	0.0	0.0
45-49	0.0	0.0	0.0	0.0
50-54	0.0	0.0	0.0	0.0
55-59	0.0	0.0	0.0	0.0
60-64	0.0	0.0	0.0	0.0
65-69	0.0	0.0	0.0	0.0
70-74	0.0	0.0	0.0	0.0
75-79	0.0	0.0	0.0	0.0
80-84	0.0	0.0	0.0	0.0
85-89	0.0	0.0	0.0	0.0
90-94	0.0	0.0	0.0	0.0
95-99	0.0	0.0	0.0	0.0
Total	0.0	0.0	0.0	0.0

# Growth of Literacy in India 1981-2001 and its Projection for 2011

*Prem Chand*

According to census definition, a person is treated as literate if he or she can read and write with understanding in any language. Literacy rates for population aged 7 years and above have been computed in India for census years 1981 onwards. Children of age group 0-6 are not classified as literate or illiterate. The literacy rates are affected by the size of population growth and educational efforts made through primary education (formal as well as non-formal) and adult literacy programmes. If the size of population remains the same the educational effort is the only deciding factor in the growth of literacy. Increase in population depresses the literacy rate and decrease in population helps in the growth of literacy rate. The declining of population of lower age-groups has started in India but its impact in case of higher age groups will be felt only in the long run. Primary education in the short run contributes to increase of literacy of children up to the age of 14 years. In the long run it contributes to the increase in literacy rate of the higher age-groups also through the progression of lower age groups to higher age groups over a period of time. Adult literacy programmes which provide literacy skills to adults also contribute increase in the literacy rates of adult population.

**Table-1 Comparative literacy rates by age groups 1981-2001**

Age group	1981	1991	2001	Increase in literacy rates	
				1981-1991	1991-2001
7-9	43.5	56.9	71.0	13.4	14.1
10-14	56.4	68.8	81.7	12.4	12.9
15-19	55.4	65.8	79.3	10.4	13.5
20-24	52.0	57.8	73.2	5.8	15.4
25-34	45.1	50.8	64.5	5.7	13.7
35 and above	30.3	39.2	50.0	8.9	10.8
<b>7 years and above</b>	<b>43.5</b>	<b>52.2</b>	<b>64.8</b>	<b>8.7</b>	<b>12.6</b>
<b>15 years and above</b>	<b>40.8</b>	<b>48.5</b>	<b>61.0</b>	<b>7.7</b>	<b>12.5</b>

## Status of literacy 1981-2001

A comparative statement of literacy rates for different age-groups since 1981 indicates how the literacy rates at lower levels are improving faster and are affecting over a period of time, the literacy rates of higher age groups also.

The above data indicates that increase in the literacy rates of age groups 7-9, 10-14 and 15-19 was over 10 percentage points during both the decades but it was much lower in case of the higher age groups in the first decade. In the second decade impact of adult literacy programmes besides that of primary education is also visible. It is also evidently clear that the literacy effort during the second decade was much more as compared to that of the first decade. Increase in literacy rate of 12.6 percentage points as compared to that of 8.7 in the earlier decade is an outstanding achievement of the decade 1991-2001.

The following table indicates how the number of literates was determined by the literacy efforts made through primary education and adult literacy programmes during 1981-91 and 1991-2001.

**Table-2 Comparative number of literates of different age groups 1981-2001**

(in millions)

Age group	1981	1991	2001	Increase in Numbers	
				1981-1991	1991-2001
7-9	23.1	36.0	53.2	12.9	17.2
10-14	48.4	67.9	102.0	19.5	34.1
15-19	35.7	52.0	79.5	16.3	27.5
20-24	29.8	43.0	65.7	13.2	22.7
25-34	42.0	64.8	101.8	22.8	37.0
35 and above	56.7	95.6	158.5	38.9	62.9
<b>7 years and above</b>	<b>235.7</b>	<b>359.3</b>	<b>560.7</b>	<b>123.6</b>	<b>201.4</b>
<b>15 years and above</b>	<b>164.2</b>	<b>255.4</b>	<b>405.5</b>	<b>91.2</b>	<b>150.1</b>

The above data indicates that the decadal increase in the number of literates was substantial in case of each age group during 1991-2001 as compared to that of 1981-1991. During 1991-2001 average annual increase

in the number of literates was by about 20.1 million as compared to only about 12.4 million during 1981-1991.

As a result of combined efforts on education front and a slightly declining trend in growth of population of younger age groups, number of non-literates started declining in case of these age groups as may be seen from the following table.

**Table-3. Comparative number of non-literates of different age groups 1981-2001**

(in millions)

Age group	1981	1991	2001	Increase (+) / Decrease (-)	
				1981-1991	1991-2001
7-9	29.9	27.2	21.7	(-) 2.7	(-) 5.5
10-14	37.5	30.8	22.8	(-) 6.7	(-) 8.0
15-19	28.5	27.1	20.8	(-) 1.4	(-) 6.3
20-24	27.5	31.4	24.0	(+) 3.9	(-) 7.4
25-34	51.1	62.8	56.0	(+) 11.7	(-) 6.8
35 and above	130.6	149.5	158.8	(+) 18.9	(+) 9.3
7 years and above	305.1	328.8	304.1	(+) 23.7	(-) 24.7
15 years and above	237.7	270.8	259.6	(+) 33.1	(-) 11.2

The above data indicates that during 1981-1991, a decrease was observed in the number of non-literates in case of young age groups of 7-9, 10-14 and 15-19 only. In higher age groups number of non-literates continued to increase. During 1991-2001, decline in the number of non-literates was observed up to 34 years of age population. While during the first decade there was an absolute increase of about 24 million non-literates, during the second decade there was a decline of about 25 million despite of the fact that the number of non-literates in the age group of 35 and over continued to increase.

### Estimate of literacy situation for 2011

We need to project the likely number of literates in the years 2006 and 2011 and size of population of the corresponding age groups for these years.

#### (a) Number of literates

Number of literates of age group 7 and over in 2001 was 560.7 million. Using the survival rate of about 985 out of 1000 for 7 years and above

population over 2001-2006, number of literates who are expected to survive by 2006 out of 560 million in 2001 comes to about 552 million. On the basis of the past trend of increase in the number of literates viz 20 million per year observed during 1991-2001, total number of literates in 2006 works out to 652.

However taking into account additional efforts made during 2001-2006 by Sarva Siksha Abhiyan to achieve the goal of universal elementary education, we may look into this aspect from a different angle. Enrolment in Grade IV in 2001 was 19.69 million indicating a minimum level of about 20 million per year output of literates from primary education including some contribution of non- formal primary education system. An analysis of the transition of lower age group from 10-14 in 2001 to 15-19 in 2006 and so on has shown that the increase in the number of literates of the age group 15 and over during 2001-2006 as a process of higher literacy rate age groups reaching the next quinquennial age group during 2001-2006 will be of the order of 83 million from 405 million in 2001 to 488.4 million in 2006. Additional contribution of age group 7-14 and that of adult literacy programmes implemented during 2001-2006 needs to be added to this. With additional contribution of about 51 million during 1991-2001, literacy rate of age group 7-14 reached a level of 77.6 percent. Literacy rate of this age group is estimated to move up to 85 percent by 2006, thereby adding about 11 million additional literates during this period. Adult literacy programmes implemented during 2001-2006 would have also contributed to the increase in the number of adult literates.

Number of persons made literate during 2001-06 as per monitoring reports of NLM comes to about 25 million. But the external evaluation reports have indicated that not more than 60-70 percent of them are found to be retaining their literacy skills. We may take the contribution of adult literacy programmes for the period 2001-2006 as about 18 million. Thus the increase in the number of literates during 2001-2006 for the age group 7 and over works out to 112 million (83 million + 11 million + 18 million). By adding this to the estimated 552 million existing literates of 2001 being alive in 2006, total number of literates for 2006 comes to 664 million.

Of the 664 million literates of age group 7 and over estimated for 2006, about 656 million are estimated to survive by 2011. Enrolment in Grade IV increased to about 24 million in 2006 giving an indication that contribution of primary education in terms of persons made literate per year was about 24

million. At this rate number of literates in 2011 should go up to about 776 million (656million +120million).By using the progression method\* , we observe that the increase in the number of literates of the age group 15 and over during 2006- 2011 comes to 85 million . To this we can add the additional contribution of age group 7- 14 and adult literacy programmes of the period 2006-2011.

On the basis of trend analysis literacy rate of age group 7-14 is expected to move up to 92 percent in 2011 thereby adding another about 10 million literates of this age group. Contribution of literacy programmes during 2006-2011 will depend on the type and size of adult literacy programmes taken up during this period. The NSSO survey of 2004-5 indicated the adult literacy rate of only 61.7 percent in 2004-5 as compared to 61.0 percent of 2001 census. Increase in the overall literacy rate (7 years and above) was also low (from 64.8 in 2001 to 67.3 in 2004-5).National Family Health Survey of 2005-6 also indicated lower increase in literacy rate.

It indicated a literacy rate of 67.6 percent for age group 6 and over. Assuming that more attention is now being paid to programmes of residual adult literacy particularly in the low literacy areas and for low literacy sections of the society, an achievement of about 25 million adult persons to be made literate during 2006-11 is being considered. Thus the increase in the number of literates during 2006-2011 comes to 120 million (85million+10million+25million). By adding this to the estimated 656 million existing literates of 2006 remaining alive in 2011, total number of literates for 2011 comes to 776 million.

### **(b) Population projections for age group 7 and over**

Total population of the country increased by 23.86 percent during the decade 1981-91. It increased by 21.54 percent during 1991-2001. For the decade 2001-2011 it has been projected by the expert group on population projections that the total population is likely to grow by 15.93 percent from 1028.6 million in 2001 to 1192.5 million in 2011. Population of the age group 0-6 which formed 15.9 percent of the total population in 2001 is expected to come down to about 13 percent of the total population.

Population of the age group 7and over for 2006 and 2011 has been estimated at 950 and 1035 millions respectively. Population of age group 7 and over in 2001 was 864.8 million. Population of this age group is thus

likely to increase by about 85 million during 2001-06 and by about 170 million during 2001-2011. Decadal growth rate for this age group for 2001-11 works out to 19.6 percent despite of the projected increase of 15.93 percent in case of total population of all age groups.

### (c) Literacy rates for age group 7 years and over

Literacy rate of age group 7 and over population in 2001 was 64.8. With the estimated number of this age group at 664 million and the corresponding population at 950 million, literacy rate for the year 2006 works out to 70 percent. For 2011, the estimated number of literate persons is 776 million and the corresponding population for 2011 is 1035 million. Literacy rate for 2011 works out to 75 percent. Number of literates during 2001-11 has been estimated to increase by over 215 million as compared to 203 million during 1991-2001 but the estimated increase of about 170 million in the population of this age group is lowering the achievement in terms of literacy percentage.

### Implications

Comparative literacy situation of different age groups for 2001 and that estimated for 2011 has been attempted in the following table:

**Table 4. Comparative literacy situation of different age groups for 2001 and 2011**

Age Group	2001			2011		
	Population	Literates	Literacy Rate	Population	Literates	Literacy Rate
7-14	199.8	155.2	77.6	190	175	92
15-19	100.2	79.5	79.3	121	108	89
20-24	89.8	65.7	73.2	118	100	85
25-34	157.7	101.8	64.5	191	153	80
35 years and above	317.3	158.5	50.0	415	240	58
<b>7 years and above</b>	<b>864.8</b>	<b>560.7</b>	<b>64.8</b>	<b>1035</b>	<b>776</b>	<b>75</b>

The above data implies that after reaching an overall literacy rate of 75 percent, there will still be about 260 million non-literates in the country in 2011 as compared to 304 million in 2001.

Most of the non-literates will fall in the category of adult non-literates as only 15 million of them will be in the age group below 15 years (7-14years).

Assuming that elementary education achieves its target of enrolling and retaining all children of age group 6-14 during the Eleventh Five Year Plan (2007-12) and thereby adds another 15 million literates of the age group 7-14, the overall literacy rate will increase by another 1.5 percentage point and will go up to 76.5 in 2011 and taking into account another one percent increase in literacy rate in a year, it may reach 77.5 in 2012.

13 million non-literates of age group 15-19 and 18 million non-literates of age group 20-24 who are likely to be missed and are mainly located in the 9 low literacy states of Bihar, Jharkhand, Uttar Pradesh, Jammu & Kashmir, Andhra Pradesh, Rajasthan, Assam, Madhya Pradesh and Orissa need to be given priority in the adult literacy programmes. If our additional efforts are able to cover a part of these left over by 2012, the overall literacy rate may reach around 79-80percent.

Increase in population of age group 7 and over has been estimated to be about 170 million during 2001-2011 despite of the fact that the impact of the declining birth rate will be felt up to the age of 14 years. Infact increase in higher age groups will continue unabated as a result of low death rates and longer life span. If the population had grown at a slower rate as compared to the projected one, it would have been easier to reach the literacy target of 80 percent by 2012.

To achieve the 80 percent literacy target of the XI Plan or to raise the literacy beyond 80 percent in the short run, special effort are needed to reach out to the adult non-literates of the age groups 25-34 and 35 years and over failing which these over 200 million adult non-literates (35 million of 25-34 age group and 175 million of 35 years and above age group) will continue to depress the overall literacy rate as well as the adult literacy rate of the country for a long time to come as is being projected by UNESCO in its Education For All- Global Monitoring Reports.

# Extension and Field Outreach in the Higher Education System: A Critical Analysis

*Rajesh  
V. K. Dixit*

## Introduction

The term extension was first introduced in United States of America in the first decade of 20<sup>th</sup> century in relation to transfer of agricultural knowledge to farmers to increase the farm output. In India, the terms community development and extension education became more popular with the launching of community development projects in 1952. It was regarded as a means of all round development of community. Extension education is an applied behavioral science, the knowledge of which is applied to bring about desirable change. It has now developed as a full-fledged discipline with its own philosophy, objectives, principles, methods and techniques.

University Education in India is identified with the preparation of people for professional work. The scientific and technological growth in India, and the resolve to upgrade level of living in our rural areas and urban slums have necessitated the extension of knowledge and skills available in the universities. The present scheme of the University Grants Commission under continuing and extension programme offers an excellent opportunity to institutions of higher learning to extend their physical and technical to all the segments of the community.

In its policy frame work declared in 1977, the University Grants Commission accepted extension as a third dimension equal in status to teaching and research to benefit both the community and the higher education system. In 1960, Kothari Commission for the first time articulated the concept of Extension and the Trinity of Teaching, Research and Extension. The idea of Kothari Commission was to make education relevant to real life situation and to prevent alienation of education from society.

The third dimension was to aim a meaningful and sustained rapport between the universities and the community.

## Efforts of the UGC

The opportunity to introduce Extension as third Dimension in the Universities was undertaken when the National Adult Education Programme (NAEP) was announced by the Govt. of India in 1978. This resulted in setting up of Centres/Departments of Adult and Continuing Education in universities. Thereafter, the Adult Education programme as point 16 of the 20 point programme of the Govt. of India was introduced (1983-89) followed by the Area Based Approach Programme (1989-92) and finally the Total Literacy Campaign (1992-97) of the National Literacy Mission.

In all the earlier programmes introduced by the UGC the main focus was on Adult Literacy, Post Literacy and field outreach programmes. For the first time in the Ninth Five Year Plan attention was given to Adult and Continuing Education for University groups, groups that had passed out of university system but felt the need to return and to those groups which never had access to the university system.

## The University System

The Extension and Field Outreach activities are being undertaken in the university system through various Departments/Centres such as Adult, Continuing Education, Education Faculty, Social-Work, NSS, NCC, Environment Clubs, Gandhi Study Centres and by several other centres/units. The focus of the extension and field outreach often vary from centre to centre or they might undertake similar programmes for example, eradication of illiteracy, training of teachers and evaluation of literacy programmes are pursued by the Education Department, Linguistic Department, Social Work and by the NSS unit of the university.

The Agriculture Universities and Home Science Departments have their extension units suited to their programmes.

The various Departments/Centres undertake extension and field outreach either separately or in collaboration with the voluntary organizations.

## Phasing out of the Centre Based programmes

In the beginning, University Grants Commission assigned the role of eradication of illiteracy to the Departments/Centres of Adult and Continuing

Education through Centre Based Approach. The Centre Based Approach was phased out and the Government of India started the Mission Based Approach in 1988 by setting the National Literacy Mission.

The Departments/Centres accredited themselves for the evaluation of Total Literacy Campaign (TLC) and Post Literacy Programme (PLP). The Department of Education, Linguistics and Social Work, in addition to outside agencies are also involved in the evaluation of TLC/PLP programmes.

### **Changing Role of the University System**

The Departments/Centres of Adult, Continuing Education and Extension receive grant for extension activities and Continuing Education programmes under various plans of UGC. The Departments/Centres also arrange funds through collaborative effort and networking with government and the non-government organizations.

The organizations which are always willing to collaborate with the University Department of Adult and Continuing Education are Association of Indian Universities (AIU), New Delhi, Indian Council of Social Science Research (ICSSR), Ministry of Human Resource Development (MHRD) and Ministry of Social Justice and Empowerment etc.

In view of the trained and qualified manpower available with the university system, the extension and field outreach can be taken up in a systematic and meaningful way. It is undesirable to conduct these activities in a haphazard manner. The Department of Adult and Continuing Education should act as an umbrella and all the other Departments, traditionally engaged in extension activities should plan and executive in synergy.

Other Departments like Science, Law and Management should also be roped in to formulate useful extension activities to the community. The role of the university system as per our analysis should be in the following directions under the extension and field outreach.

#### **(i) Learning Material Development**

The university system has trained and qualified manpower. They should be involved in developing teaching-learning materials for various target groups of the communities.

The scholars and experts should be involved to translate relevant documents, writings, papers etc. available in different local languages for the use of communities. For example, Dr. Aruna Sitiesh, Principal of I.P. College, Delhi University translated some of the landmark judgments of Supreme Court pertaining to legal issues of women in Hindi.

The document was published by the Department as 'Bhartiya Nari Nayaya Ke Dwar Per Dastak'. This booklet is meant for college students and teachers and is highly appreciated. There is a need to encourage such efforts to sensitize and inform the society on issues concerning everybody whether they are legal, social, economic, political or environmental.

### **(ii) Training**

The university system should play a major role by undertaking training programmes on various social development themes. The different units/departments should be involved in developing 'Training-Kits' and designing training curricula.

### **(iii) Curriculum Development**

The university system has a crucial role to play in designing, revising and upgrading curriculum by making them extension and field outreach. For example, the Department of Social Work has designed curriculum even for the non-credit courses and for the communities.

The Social Work Department, Delhi University, has been successfully implementing extension and community outreach programme through the students of Master Degree in Social Work.

### **(iv) Research**

The university system has to play a key role in identifying researchable areas, preparing research designs and undertake field based action researches. This exclusive and critical role is the sole prerogative of the university system.

The evaluation of various social welfare programmes and their monitoring should also be considered by the university system.

### **(v) Documentation and Dissemination**

The process documentation of success stories, constraints and case studies and dissemination of these findings are also the pivotal role of the university system. This will provide input to the policy makers and programme implementers to modify and adjust their programmes.

### **(vi) Identifying and Designing Continuing Education Courses**

The Departments/Centres are implementing Continuing Education courses as per the need of students and community at large. They have to identify new courses, design curriculum and conduct such courses. The Course Bank development by the university system will be helpful for other organizations as well. The courses should be designed in a participatory manner. The learner should be involved from planning to implementation and finally to evaluation level also.

### **(vii) Networking and Partnership Building**

The University Departments of Adult and Continuing Education can establish networking with other institutions to provide a lot of service to the community.

### **Conclusion**

Thus, the university system has multiple roles to play in the field of extension and community outreach. Hence, Prof. Ashish Bose, a leading demographer said that the students of the system will use the community as a laboratory for research. The focus of extension and community outreach should be designed in such a manner that the role of the university system is identified.

The target groups which need greater attention are less privileged and under privileged sections, women of rural and slum areas, scheduled castes and scheduled tribes, drop-outs and out of school children and unemployed youths. The university should be sensitized to the learning needs of the groups mentioned above.

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# Freirean Concept of Education for Liberation in the Third World context

*Madan Singh*

At the very outset I would like to thank the organizers of this seminar for providing me an opportunity to share my views with all of you on a topic, which needs to be discussed and debated not only by scholars in the fields of education, political science or economics but by all those social activists who are endeavoring hard to change the troubled conditions of the third world countries.

## **Emergence and Clarification of the term Third World**

Since, the central theme revolves around the term Third World, it would be appropriate to clarify the said term first. There are various views about the term – 'Third World'; for example, one which emerged at the Bandung Conference (1955), which established the Non-Aligned Movement, one given by China's Chairman Mao in 1972, one given by the World Bank, one by French demographer Alfred Sauvy, etc. Of these, two views need special mention - one by the World Bank and other by Alfred Sauvy.

The World Bank, for all operational and analytical purposes, has classified all the economies of present world (a total of 209 including all 185 World Bank member- countries and other economies with populations of more than 30,000) on the basis of the Gross National Income (GNI) of the respective countries. They are classified into three different groups – 'low income', 'middle income' (sub-divided into 'lower middle' and 'upper middle') and 'high income' countries. Countries having GNI per capita US \$935 or less are called 'low income' countries. Those having GNI per capita US \$936 - 3,705 are called 'lower middle income' and GNI per capita having US \$3,706 - 11,455 are 'upper middle income' countries. Countries having GNI per capita US \$11,456 or more are classified as 'high income' countries.

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According to this classification there are 49 'low income' countries<sup>1</sup> 54 'lower middle income' economies<sup>2</sup>, 41 upper 'middle income' economies<sup>3</sup> and 65 'high-income' economies<sup>4</sup> in the world today.

The French expression "tiers monde<sup>2</sup>" was coined by French demographer Alfred Sauvy in 1952 by analogy with the "third estate," the commoners of France before and during the French Revolution—as opposed to priests and nobles, comprising the first and second estates respectively. Sauvy used this term to indicate towards underdeveloped countries of Asia, Africa, Oceania, and Latin America, which, as an entity, have certain common characteristics, such as poverty, high birth-rate and economic dependence on the advanced countries.

Like the third estate, wrote Sauvy, the 'third world' is nothing, and it "wants to be something." The term, therefore, implies that the third world is exploited, much as the third estate was exploited, and that, like the third estate its destiny is a revolutionary one.

I believe only a positive, progressive and qualitative growth of existing human resource can bring about this desired revolution. Education, as a tool of liberation, can pave the way for this change.<sup>3</sup> It is at this point that Paulo Freire comes into picture.

### **Paulo Freire's Association with the Third World**

Born in Recife, Brazil on September 19, 1921 to a middle class family, Paulo Freire became familiar with poverty and hunger during the 1929 Great Depression. His childhood experience led him to struggle for the liberation of the poorest of the poor and the marginalised classes who constitute the 'culture of silence' in many lands. Freire although was admitted to the legal profession in Recife, he never actually practised law. Instead, he worked as a teacher in secondary schools, teaching Portuguese. Freire was feeling very uneasy and uncomfortable in pursuing law as a profession. As he had himself recalled, 'Once, I had to collect my professional fee. After talking to my client, a young shy, frightened dentist, I decided not to charge him. He was happy because I was this kind of lawyer, and I was happy when I stopped being one'.

Once Paulo Freire told his wife Elza, 'You know that, I'm not going to be a lawyer.' Elza said, 'I was hoping for that. You're an Educator'.<sup>4</sup>

From here onwards Freire kept on working as an Educator for the cause of literacy, education and above all for the liberation of mankind from the shackles of poverty, illiteracy, tyranny and oppression.

Working continuously, he devised a detailed instrument to translate his thoughts into action. The accumulated thoughts of Paulo Freire acquired the shape of a philosophy which is an immense contribution to the world of pedagogy. The core concern of his educational philosophy propounded by him was 'liberation or freedom' which he minutely deciphered from his own experiences and realisation. Referring to important Brazilian authors of his time, he stated, 'I read them a lot. And they also remade me as a young teacher of grammar due to the aesthetic creativity of their language. Today I remember how I changed my teaching of syntax when I was about twenty. The important thing was, at that time, not just to deny the rules. When I was young, I learned that beauty and creativity couldn't be slave of grammatical correctness. This taught me that creativity needed freedom. So, as a young teacher, I changed my teaching and gave greater value to creativity. This was also a basis for me to understand later that creativity in teaching is linked to the creativity in politics. Authoritarian teaching, or an authoritarian political regime, doesn't allow the freedom necessary for creativity. Creativity is necessary in order to learn.'<sup>5</sup>

Paulo Freire delved deep in order to conceptualize such methodologies for literacy where this creativity remained alive. He wanted the neo-learners not only to learn the basic skills of literacy but to make out those traditional practices, socio-cultural, political or economic which had become barriers in the way of their natural progress and to get rid of them.

But, before we analyze his interventions for the liberation of the masses through his pedagogy, let us underline the poverty phenomenon in our present world.

### **Poverty, the People and Region Classified**

As per the standard classification of the World Bank, there exists three different degrees of poverty: extreme (or absolute) poverty, moderate poverty and relative poverty. Extreme poverty stands for those households that cannot meet basic needs for survival. They are chronically hungry, unable to access health care, lack the amenities of safe drinking water and sanitation, cannot afford education for their children, and perhaps lack even a rudimentary shelter-a roof to keep the rain out of the hut, a chimney to remove the smoke

from the cooking stove and basic articles of clothing. Families having an income of US \$1 per day per person, measured at purchasing power parity come under this category. Unlike moderate and relative poverty, extreme poverty occurs only in developing countries.

Moderate poverty generally refers to conditions of life in which basic needs are met, but just barely. Families having an income US \$1 - 2 per day can be enlisted under moderate poverty.

Relative poverty is generally construed as a household income level below a given proportion of average national income. The relatively poor reside in high-income countries. They lack access to cultural goods, entertainment, recreation and to quality health care, education and other prerequisites for upward social mobility.

Roughly 1.1 billion people of the world were living in extreme poverty in 2001. The overwhelming share of the world's extremely poor, 93 percent in 2001, lived in three regions: East Asia, South Asia, and sub-Saharan Africa.

So far as moderate poverty is concerned, East Asia, South Asia and Sub-Saharan Africa continue to dominate the picture, with 87 percent of the world's 1.6 billion moderately poor residing there. The numbers of moderate poor in East Asia and South Asia have also risen as the poorest households have improved their circumstances from extreme poverty to moderate poverty. Some 15 percent of Latin Americans live in moderate poverty, a rate that has been fairly constant since 1981.<sup>6</sup> The World Bank's latest estimates on global poverty have also vindicated this poverty scenario.<sup>7</sup>

### **Conditions of the Third World**

Freire's words, time and again remind us his close association with the disturbing conditions of the Third World'. He says, 'I wanted very much to study, but couldn't as our economic condition didn't allow me. I tried to read and pay attention in the classroom, but I didn't understand anything because of my hunger. I wasn't dumb. It was not lack of interest.

My social condition didn't allow me to have an education. Experience showed me once again the relationship between social class and knowledge. So, because of my problems, my elder brother began to work and to help us, and I began to eat a little better. At that time, I was in the second or third

year of high school, and I always had problems. When I began to eat better, I began to understand better what I was reading'<sup>8</sup> Who doesn't know that economic deprivation, hunger, social condition and social class/segregation and prevalent illiteracy are still the problems which millions of dwellers of the 'third world' are compelled to live with?

Jeffrey D. Sachs, who was special advisor to the former UN Secretary General Kofi Annan, said, while commenting on the 'third world', 'Today we use the term third world simply to mean poor.'<sup>9</sup>

Commenting on the gross status of the third world countries, eminent educationist Dr. Rajani R. Shirur says, 'The Third World consists of more than hundred countries situated around the world in the Tropics varying in size, population density, economic and natural resources and political structures. Most of these countries, however, share certain common features like poverty, over-population, illiteracy, low technology and so on. On the surface one observes scores of complex problems like rural-urban migration, unemployment and under-employment, malnutrition, poor health and hygiene, lack of essential resources, multilinguism and political instability. Most of these problems are intricately connected to each other, one problem leading to or causing another. The traditional system of beliefs, attitudes and values held by the people that reflect on their socio-economic and personal practices to further complicate and deteriorate the situation in these countries.

Mostly Third World Countries are agriculture-based, utilising low technology that results in poor productivity and in consequence a large number of peasants living at low levels of subsistence; they also lack proper transportation and communication facilities. There is a strong urge to attain rapid transition from the traditional to the modern and scientific mode of living. Nevertheless, the countries require, per se, proper pre-requisites for bringing about desirable changes.<sup>10</sup>

### **Paulo's Intervention**

Paulo had an unchallenged understanding of the sufferings of these people. Consequently, literacy in his philosophical paradigm moved far beyond its generic meaning. He talked about 'ideological literacy' and 'critical literacy'. To him, literacy must above all arouse in the individual a critical awareness of social reality and to enable him/her to understand, master

and transform his/her destiny. Ideological literacy as well as critical literacy is capable of bringing about such changes, he emphasised.

According to him literacy is one of the most important factors which define the frame work of any society. He says, 'Literacy is what society does with literacy and society is what literacy brings to it. By the 'ideological view of literacy' he meant to focus attention on the nature and function of literacy on a social system. To him literacy is an integral part of social system and a medium for interpreting the world.

As an advocate of 'critical literacy' he emphasizes the empowering role that literacy can and should play in reshaping the world in which one lives and works. He says, reading is understanding the real world, comprehending is constructing or reconstructing the world and changing or redefining one's world is doing literacy. Here Freire gives his famous slogan 'Read the Word and the World'.

Through literacy he wanted to break the existing matrix of repression in the contemporary societies. Freirean concept of education says, 'Education is to be the path to permanent liberation and it is to be constituted of two stages. The first stage is that by which people become aware (conscientized) of their oppression and through praxis they transform that state. The second stage builds upon the first and is a permanent process of liberating cultural action.'<sup>11</sup>

Conscientization is a word that is used by Paulo Freire (and distorted by many people) to show the relationship that should exist between thinking and acting. It refers to learning to perceive social, political and economic conditions, and to take action against the oppressive elements of reality. A person (or better, a group of people) who becomes conscientized (without forgetting that no one conscientizes anyone else, but that people are conscientized mutually through their daily work) is able to discover the reason why things are the way they are. This discovery should be accompanied by a transforming action.

Conscientization is an ongoing process by which a learner moves towards critical consciousness. This process is the heart of liberatory education. It differs from 'consciousness raising'; in that the latter frequently involves 'banking education' - the transmission of pre-selected knowledge. Conscientization means breaking through prevailing mythologies to reach new levels of awareness - in particular, awareness of oppression, being an

“object” in a world where only “subjects” have power. The process of conscientization involves identifying contradictions in experience through dialogue and becoming a “subject” with other oppressed subjects – that is, becoming part of the process of changing the world.<sup>2</sup>

Praxis, according to Paulo, is the unity that should exist between what one does and what one thinks about what one does (theory). It is a complex activity by which individuals create culture and society, and become critically conscious human beings. Praxis comprises a cycle of action-reflection-action which is central to liberatory education. Characteristics of praxis include self-determination (as opposed to reaction), creativity (as opposed to homogeneity), and rationality (as opposed to chance). The philosophy of praxis designates the reaction of a person to his/her real conditions of existence, his/her capacity to insert himself/herself in production (productive praxis) and in the transformation of society (revolutionary praxis)

Apart from these two concepts Paulo Freire used a series of concepts like codification and decodification, collegiality, critical consciousness, cultural circle, empowerment, liberatory education, participatory research, problematization. All these concepts together form ‘Freirean Philosophy’.

Liberatory education, as explained in ‘Freirean Philosophy’, is a mutually supported learning for empowerment. Irrespective of its formal structure or precise purpose, such education is a component of a liberatory praxis which seeks to transform the social order.

To conclude, I must thank the organizers for inviting me to this seminar and providing me an opportunity to present my views before the august gathering. I also salute your enthusiasm. Friends, with all sincerity, I realize, irrespective of his massive contributions to the field of educational pedagogy, Paulo Freire has not been accorded his due place which he deserves even today. History will never forget him as a fighter for the good cause and voice of the oppressed and unheard. I am sure handful of people with enthusiasm raise their voice here and there and that will be heard with all keenness by all one day.

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# Status of Female Literacy in Manipur

*Soubam Kiran Singh*

The National Policy Document on Education (1986) proposed to lay special emphasis on the removal of disparities and to equal educational opportunities for men and women both. Literacy will be used as an agent of basic change in the status of women. The removal of women illiteracy and obstacles inhabiting their access to and retention in Elementary Education will receive over-riding priority through Universalisation of Primary Education, Adult Education, provision of special support services, setting of targets and effective monitoring.

## Introduction

Literacy is the basic need and condition for improving the capabilities and empowering an individual to be efficient in various fields. It is a potential instrument of individual well-being as well as social development. It is closely related with productivity and quality of life. It enables an individual to realize himself/herself to achieve his/her worth, to know and discharge his/her rights and responsibilities properly. Due to want of literacy, therefore, the individual is deprived of the minimum of facilities and subjected to a number of discriminations and disabilities. Literacy therefore provides the basic knowledge and skills for effective citizenship and for leading a meaningful life.

Literacy is now regarded as 'basic' or 'fundamental' education and as the beginning of education. It may be the first rung in the ladder to go ahead and reach higher and higher altitudes in life. It is rather training for proper production and consumption of knowledge, understanding and skills in Reading, Writing and Arithmetic. Literacy is thus broadened and its scope has been "widening horizons". As the first Education Minister of free India **Abul Kalam Azad** told, "**Adult Education will give him literacy so that knowledge of the world may become accessible to him**". In short,

Literacy and adult education campaign have actively promoted gender equity and have sought to empower women with regard to decision-making, understand themselves properly, their families and their communities. This has played a significant role in improving the status of women within their own families.

## Literacy Status

The Status of Women in Manipur is in no way different from the rest of India. Women lag behind in many areas not because they are not capable but because they are denied the opportunities. They become victims of unhealthy social practices like female infanticide, illiteracy and other such social evils. These are the main conditions which hampered their progress in the field of education and consequently in public life also.

In the late nineteenth century, a number of social reform programmes especially for women was organized in Manipur to give them awareness about their rights in the society. As a result there is upward movement of women in the society which has made them to enter into all walks of public life. Families have started to send their children to schools. In spite of all these, the rate of female literacy appears to be quite low and miserable in Manipur.

According to the census figures of 1951 and 2001, alongwith the increase in the size of population, the number of literate persons also has increased. The number of literate person according to 1951 was 65,895, out of which 58,933 were males and 6962 were females. The percentage of literacy for all the population was only 11.41.

The percentage of male literacy was 20.77 and female literacy was 2.38. According to the Census 2001, the number of literate persons was 13,10,534 out of which 7,53,466 were males and 5,57,068 were females. The percentage of literacy of the state was 70.50. The percentage of male literacy was 80.30 and female literacy was 60.50. The Table-1 gives a clear picture of the literary trend in Manipur in the last six decades.

The literacy rate amongst the females had gradually increased over the decades. For instance, in 1951 only 6962 females were literate which has increased to 5,57,068 in 2001 which is not a small achievement. This is an indication of the speed in which women progressed in the field of education.

**Table-1: Trends of Literacy alongwith its percentage in Manipur from 1951-2001**

Year	Literates			Percentage of Literacy		
	Total	Male	Female	Total	Male	Female
1951	65895	58933	6962	11.41	20.77	2.38
1961	237276	174656	62620	30.42	45.12	15.93
1971	353090	249383	103707	32.91	46.04	19.53
1981	587618	384231	203387	41.35	53.29	29.06
1991	916692	560884	355808	59.89	71.63	47.60
2001	1310534	753466	557068	70.50	80.30	60.50

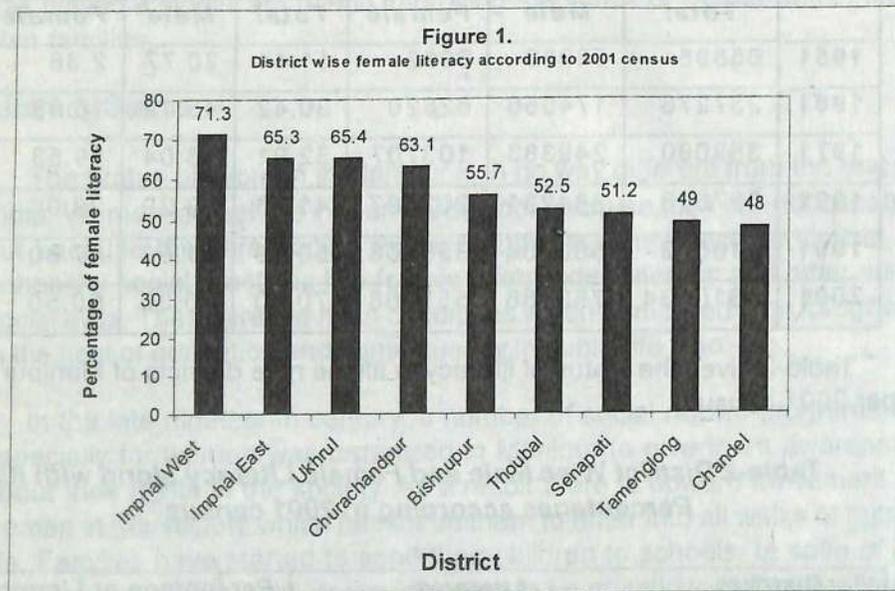
Table-2 gives the status of literacy in all the nine districts of Manipur as per 2001 census.

**Table-2 District Wise Male and Female Literacy along with its Percentages according to 2001 census**

Districts	Literates			Percentage of Literacy		
	Total	Male	Female	Total	Male	Female
Imphal West	311238	171996	139242	80.20	89.20	71.30
Imphal East	255956	145377	110579	75.40	85.50	65.30
Ukhrul	87549	50208	37341	73.10	80.10	65.40
Churachandpur	139080	78871	60209	70.60	77.70	63.10
Bishnupur	119823	70507	49316	67.60	79.60	55.70
Thoubal	202102	122109	79993	66.40	80.40	52.50
Senapati	80507	46922	33585	59.80	67.90	51.20
Tamenglong	56819	34329	22490	59.20	68.70	49.00
Chandel	57460	33147	24313	56.20	64.30	48.00

From the table it is clear that Imphal West has the highest literacy rate (80.20 percent) with male literacy 89.20 percent and and female literacy 71.30 percent. The lowest literacy district is Chandel (56.20 percent) with male literacy 64.30 percent and female literacy 48.00 percent.

The district wise female literacy rate according to 2001 census is listed in the diagram given below:



From the diagram it is clear that the highest female literacy (71.3 percent) was in Imphal West district. This district also has the highest male literacy rate. Imphal West is followed by Imphal East (65.30 percent), Ukhrul (65.40 percent), Churachandpur (63.10 percent), Bishnupur (55.70 percent), Thoubal (52.50 percent), Senapati (51.20 percent), Tamenglong (49.0 percent) and at the last Chandel (48.0 percent).

### Male- Female Differential

There has always been a wide gap between the rate of literacy among males and females in Manipur. Historically, a variety of factors have been found to be responsible for poor female literacy rate which included gender based inequality, social discrimination and economic exploitation, engagement of girl children in domestic work and low enrolment of girl children in schools. The male and female differential in literacy rate has adequately been reflected in the census figures as given on next page:

**Table-3: Male-Female Differential in different Census**

Year	Percentage of Literacy			
	Total	Male	Female	Differential
1951	11.41	20.77	2.38	18.39
1961	30.42	45.12	15.93	29.19
1971	32.91	46.04	19.53	26.51
1981	41.35	53.29	29.06	24.23
1991	59.89	71.63	47.60	24.03
2001*	70.50	80.30	60.50	19.8

\* Excluding Mao, Maram, Paomata & Purul sub-divisions of Senapati District

As shown in the table, the overall literacy rate in the state had increased from 11.41 percent in 1951 to 70.50 percent in 2001. The female literacy rate has also increased from 2.38 percent in 1951 to 60.50 percent in 2001. The rate of increase of female literacy during the period 1991-2001 was 12.9 percent whereas male literacy rate increased only by 8.67 percent. This is an appreciable trend keeping in view the remoteness of the state.

### **Strategies adopted by the Government to improve female literacy**

The main strategies adopted by the Government of Manipur for improving female literacy include:

- i. Adult Education Programme (AEP)
- ii. Non Formal Education (NFE)
- iii. Sarva Shiksha Abhiyan (SSA)

### **Impact of Literacy Programmes on Women's empowerment**

- i. Heightened social awareness
- ii. Increased school enrollment
- iii. Increase in self confidence and personality development
- iv. Gender equity and women's empowerment
- v. Status in the family
- vi. Educational equality
- vii. Women as entrepreneurs
- viii. Household savings and access to credit
- ix. Health and hygiene

## Conclusion

Literacy is now regarded not only as a basic necessity of progress, but also as an essential means of removing oppression and deprivation from all sections as well as from all levels of the society. It helps the learners to improve their standard of living through enhancement of productivity and participation in developmental programmes. Status is proportional to the influential sense of gender equality of the society in general and parents in particular.

Despite the considerable progress in the number of literate persons in absolute terms, Manipur is still not a leading literate state in India like Mizoram in North-East or Kerala in South. However, slow and steady progress made in the literacy front will lead Manipur one day in the forefront for which the state needs to take suitable action to reduce the male – female gap and strengthen elementary education.

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## Factors Associated with the Knowledge of Environmental Issues Among Continuing Education Preraks

*D. Uma Devi*

India is a vast country with numerous hills, hillocks, watersheds and waterfalls and number of varieties of plant and animal species, with a potential for immense industrial development for the people of this country. During the last few decades, especially during the post- Independence, the natural resources depleted mainly due to industrial growth. The facts recorded in "The State of India's Environment - 1982, a "citizen's report", present a clear picture of the environmental problems of India. In a National level discussion, Prof. D.S. Kothari, at INSA spoke on the environmental problems and he pointed out that environmental enrichment is mainly among elites and inmates of higher centres of learning except a few places where mass awakening has taken place.

Awareness among the people and organizations to achieve this goal cannot be possible, unless the communication process existing among people is utilized for the purpose. In higher education today, there is no provision for in-terdisciplinary communication among the elites which is a basic requirement of environmental education.

The specialist in environmental education will be required to be a jack of all trades and master of envi-ronmental education. A conference of the Vice-Chancellors organized at Delhi during 1981 decided alternate syllabi in Science and Humanities for higher education which can be quite suitable for contents of Environmental Education but these have not been implemented by planners of higher education. As a matter of our experience in the field of envi-ronmental conservation, the difference between the achievements of Governmental and non-Governmental organizations is clear. We agree that *in* India, the activities of non--Governmental organizations are better. Realizing these differences as a fact, many states and Central Govern-ment have started supporting non-Governmental

organizations in their activity. For better communication, efforts to bring Government and non-Government Organizations together, through seminars, workshops, conferences and various forums of mass communication have been designed. Many people working actively in the field of environmental conservation have agreed that an integration of activities of various groups can bring about a change. Fourth Five Year Plan (1969-74) mentioned "It is an obligation for each generation to maintain the capacities of land, air, water and wild life in a protective manner which leaves its successors some choice to the creation of healthy environment". An environmental information system (ENVIS) for collection, processing and dissemination of the information to aid planners, decision-makers and researchers has been proposed in the Sixth Five Year Plan. Apart from this, the Lok Sabha passed Environment Protection Bill as promised by the Government in the wake of the Bhopal Gas Tragedy to cover all aspects of environment safety. A Central authority is also likely to be set up to assume the *lead* role for studying, planning and implementing long-term requirements of environmental safety. The review of our experiences in environmental conservation and enrichment in India suggests the need for implementing a meaningful environmental education programme to cover the students, out of school youth, the villagers, the urbanites and women particularly. Further, the educational institutions should have to play an important role in arousing civic consciousness for abatement of environmental pollution by ensuring that every citizen is knowledgeable enough about the environment to take a keen interest in pollution problems. Hence, it should be made an essential part of the curriculum in educational system. Researchers should be encouraged and sponsored by the educational institutions and the government. Environmental education should also be a part of adult education. The Continuing Education is intended to promote skills and abilities among the people to lead a better quality of life. Improvement in the quality of environment will provide an opportunity to the man to lead a better qualitative life. Hence, a study was undertaken with the major objective to find out the knowledge of Preraks who are not only the organizers of the centres and also teach the neoliterates about many issues related to their day-to-day events.

### **Objectives of the Study**

The specific objectives of the study are as follows:

1. To assess the socio-economic and demographic characteristics of the sample Continuing Education Preraks
2. To find out the knowledge about environmental issues among the Continuing Education Preraks.

3. To find out the association of the personal characteristics like age, sex, caste, income, marital status, educational level, and occupation on the knowledge of environmental issues among the Preraks.

## **Methodology**

### **a. Locale of the Study**

The State of Andhra Pradesh has three clear-cut geographical areas viz., Coastal, Rayalaseema and Telangana. For the purpose of the study, one district from each region was selected. Thus, the state of Andhra Pradesh has constituted as locale of the study.

### **b. Sample of the Study**

For the purpose of selection of the sample, a Multi Stage Sampling method was adopted. In the first stage, one district from each region was selected randomly. In the second stage, one Mandal from each revenue division from the selected districts was chosen randomly. In the third stage, four villages from each Mandal were selected. Finally from the selected villages, 25 Preraks each were selected randomly and depending upon their availability. Thus the total sample of the study constitutes 1200 Preraks.

### **d. Tools**

For the purpose of the present study, the following tools were prepared

1. A schedule consisting of socio – demographic issues of the Preraks
2. A schedule to identify the knowledge of the Preraks on environmental issues.

### **e. Data Collection**

The tools thus developed were administered to the Preraks to collect the necessary information from them. Before collecting the information, the Preraks were explained about the purpose of the study and the ways and means for responding towards the tools.

### **Analysis of the Data**

The collected data was pooled together and analyzed keeping in view of the objectives of the study by using appropriate techniques like Mean, SD, ANOVA, Chi – Square etc.,

## Findings of the Study

The findings of the study were presented in three sections. The section one deals with the profile of Preraks, section two deals with the knowledge of Preraks in environmental issues and section three deals with the factors associated with the environmental knowledge of the Preraks.

### Section one

#### Profile of the Preraks

In order to identify the socio-economic and demographic background of the Preraks, they were classified into different groups based on their personal characteristics and presented as per the following:

From the table, the gender-wise classification of the sample shows that participation of men is more (53%) than the women (47%). This is a clear indication of the male domination in the participation of Continuing Education Centres' activities. Hence, there is a need to motivate women for their larger participation in the societal activities as they constitute about half of the population. The programme administrators need to keep this in view and priority must be given to women while selecting the stakeholders in any development endeavour.

**Table No. 1**  
**Profile of the continuing education Preraks**

S. No.	Character	Group	Frequency	Percent
1	Gender	Men	636	53.00
		Women	564	47.00
2	Caste	OC	660	55.00
		BC	372	31.00
		SC/ST	168	14.00
3	Age	< 20 years	216	18.00
		21-30	360	30.00
		31-40	228	19.00
		41 and >	396	33.00
4	Education	< 10 <sup>th</sup>	204	17.00
		10 <sup>th</sup> class	348	29.00
		Inter	264	22.00
		Degree & >	384	32.00

5	Occupation	Agriculture labourers	264	22.00
		Labourers	324	27.00
		Agriculture	360	30.00
		Others	252	21.00
6	Monthly income	Low	288	24.00
		Moderate	804	67.00
		High	108	9.00
7	Marital status	Married	984	82.00
		Unmarried	216	18.00
8	No. of children	1 child	168	39.02
		2 children	216	0.00
		3 & above	600	60.98
9	Experience in adult education	< 4 years	708	59.00
		5-6 years	264	22.00
		7 & >	228	19.00
10	Residence	Rural	1020	85.00
		Urban	180	15.00
11	Use of mass media	TV	660	55.00
		Radio	24	2.00
		Newspaper	300	25.00
		All	216	18.00
12	Use of mass media in enhancing knowledge	Yes	996	83.00
		No	204	17.00
13	Usefulness of mass media in centres activities	Not at all useful	360	30.00
		Moderate	96	8.00
		Useful	288	24.00
		Highly useful	456	38.00

The caste wise distribution of the sample shows that more than half of the Preraks (55%) belongs to forward castes followed by backward castes (31%) and SC / STs (14%). The classification is an indication for the backwardness of the backward classes and communal disparities in the society. Hence, steps should be taken to attract these groups and improve their participation in the developmental programmes through creating awareness about their duties, responsibilities, rights etc., and to claim their rightful share.

The age-wise distribution of the sample shows that about one third of the Preraks belongs to above 41 years followed by 21-30 years of age group (30%), 31-40 years of age group (19%) and less than 20 years of age group is 18 percent. From this it is clear that participation of the elder age group is high and their experience in terms of age, elderliness will be useful to the neo-literates to shape their future and also in getting control over the functioning of the centres without any prejudices.

From education point of view, nearly one third of the Preraks (32%) possess the qualification degree and above, 29 percent have passed 10<sup>th</sup> class, 22 percent studied upto intermediate and 17 percent upto 10<sup>th</sup> class. It is heartening to note that majority of the Preraks are well educated.

Occupational background of the Preraks shows that majority of them (52%) are from agricultural background including agriculture labourers, 27 percent belong to other labour class and 21 percent belongs to other categories of occupation such as petty business, business etc., 67% percent of the Preraks have moderate monthly income followed by 24 percent with low-income. Only 9 percent belongs to high income group.

The marital status of the Preraks reveal that majority (82%) are married. Further study revealed that nearly 61 percent of the Preraks have three and more children and the remaining 39 percent has one child. As far as the work experience of the Preraks in adult education programmes is concerned it is found that 59 percent possess less than 4 years of experience, 22 percent possess 5-6 years of field exposure and 19 percent have more than 7 years of experience. Majority of the Preraks (85%) are from rural background.

The study reveals that almost all the Preraks in one way or the other have been exposed to mass-media (print and electronic) regularly. Further probe reveals that majority was of the opinion that the exposure to mass media will enhance the knowledge.

### **Sum – up**

As a whole, the profile of the Preraks reveals that majority of them are men, forward caste, elderly, belongs to agriculture families, well qualified, moderate income group, married with children, experience in Adult Education Programmes, rural background and exposed to the mass media.

## Section two

### Knowledge of the Preraks in environmental issues

In order to find out the knowledge of Preraks in different aspects of environment, a test was conducted. The obtained results were pooled together and their mean values were calculated. Then the knowledge levels were categorized into three - low, medium and high by adopting the  $\pm \frac{1}{2}$  SD and the obtained results were presented in the following table:

**Table No. 2**  
**Knowledge of Preraks in environmental aspects**

S. No.	Environmental aspects	Low			Medium			High			F Values
		N	Mean	SD	N	Mean	SD	N	Mean	SD	
1	Air pollution	432	4.39	0.79	240	6.05	0.22	528	7.48	0.54	251.91**
2	Water pollution	360	6.23	2.02	348	8.00	0.00	492	9.46	0.49	217.16**
3	Noise pollution	252	3.86	1.24	516	6.49	0.50	432	8.42	0.59	239.83**
4	Energy issues	528	6.57	1.39	288	10.33	0.85	384	13.59	1.22	299.81**
5	Mines & dams	300	0.44	0.49	528	2.00	0.00	372	3.45	0.56	385.25**
6	Forests	408	1.82	1.01	300	4.00	0.00	492	5.54	0.63	243.42**
7	Land pollution	324	1.26	0.79	420	3.00	0.00	456	4.16	0.36	289.35**
8	Population explosion	240	3.95	2.39	600	8.10	0.81	360	10.46	0.49	159.96**
9	Environmental sanitation	216	1.56	0.83	600	3.70	0.00	384	4.44	1.69	46.34**
10	Food issues	252	3.14	1.86	660	6.56	0.49	288	8.00	0.00	158.41**
11	Environmental legislation and education	420	3.03	2.69	492	11.81	2.42	396	22.36	5.40	219.70**
12	Total areas	312	48.42	11.96	492	69.80	4.39	396	84.22	5.84	160.95**

\*\* Significant at 0.01 level

The above table discloses that in the area of air and water pollution, majority of the Preraks possess more knowledge with the mean value of 7.48 and 9.46. With regard to noise pollution majority of the Preraks possess medium knowledge (6.49). On energy issues majority possess high knowledge (13.59). The same trend is found in the rest of the areas of environment viz., mines and dams, forests, land pollution, population explosion, environmental sanitation, food issues, environmental education and legislation and the environment as a whole.

### Section three

#### Association between the personal characteristics on the knowledge of environmental issues among Preraks

In the present section, an attempt was made to assess the association of the Preraks' socio-economic and demographic background in determining their knowledge on environmental issues. The Chi-test was applied and the results obtained are presented in the following table:

**Table No. 3**  
**Association between personal characteristics and the knowledge in environmental issues among the CEC Preraks.**

S. No.	Variable	Group	Low		Medium		High		Total		Chi-value
			N	%	N	%	N	%	N	%	
1	Gender	Men	120	38.46	264	53.66	252	63.64	636	53.00	3.71*
		Women	192	61.54	228	46.34	144	36.36	554	47.00	
2	Caste	OC	120	38.46	336	68.29	204	51.52	660	55.00	6.57**
		BC	144	46.15	96	19.51	132	33.33	372	31.00	
		SC/ST	48	15.38	60	12.20	60	15.15	168	14.00	
3	Age	< 24 years	60	19.23	108	21.95	48	12.12	216	18.00	4.55**
		25-30	84	26.92	180	36.59	96	24.24	360	30.00	
		31-36	60	19.23	60	12.20	108	27.27	228	19.00	
		37 and >	108	34.62	144	29.27	144	36.36	396	33.00	
4	occupation	Ag labour	144	19.23	120	24.39	84	21.21	264	22.00	3.76*
		Labour	108	34.62	132	26.83	84	21.21	324	27.00	
		Agriculture	84	26.92	168	34.15	108	27.27	360	30.00	
		Others	60	19.23	72	14.63	120	30.30	252	21.00	
5	Education	< 10 <sup>th</sup>	84	26.92	60	12.20	60	15.15	204	17.00	14.67**
		10 <sup>th</sup> class	156	50.00	96	19.51	96	24.24	348	29.00	
		Inter	36	11.54	120	24.39	108	27.27	264	22.00	
		Degree & >	36	11.54	216	43.90	132	33.33	384	32.00	
6	Monthly income	Low	48	15.38	144	29.27	96	24.24	288	24.00	1.96
		Medium	240	76.92	300	60.98	264	66.67	804	67.00	
		High	24	7.69	48	9.76	36	9.09	108	9.00	

7	Marital status	Married	276	88.46	408	82.93	300	75.76	984	82.00	1.63
		Unmarried	36	11.54	84	17.07	96	24.24	216	18.00	
8	No. of children	1 child	36	30.77	60	26.83	72	39.39	168	32.00	6.49**
		2 children	36	11.54	144	29.27	36	9.09	216	18.00	
		3 & above	180	57.69	216	43.90	204	51.52	600	50.00	
9	Experience in adult education	< 4 years	216	69.23	312	63.41	180	45.45	708	59.00	4.28**
		5-6 years	60	19.23	96	19.51	108	27.27	264	22.00	
		7 & >	36	11.54	84	17.07	108	27.27	228	19.00	
10	Residence	Rural	252	80.77	396	80.49	372	93.94	1020	85.00	3.09*
		Urban	60	19.23	96	19.51	24	6.06	180	15.00	
11	Use of mass media	TV	192	61.54	324	65.85	144	36.36	660	55.00	9.52**
		Radio	12	3.85	12	2.44	0	0.00	24	2.00	
		Newspaper	72	23.08	84	17.07	144	36.36	300	25.00	
		All	36	11.54	72	14.63	108	27.27	216	18.00	
12	Use of mass media in enhancing knowledge	Yes	228	73.08	384	78.05	384	96.97	996	83.00	7.09**
		No	84	26.92	108	21.95	12	3.03	204	17.00	
13	Extent of utility of mass media	Not at all useful	120	38.46	132	26.83	108	27.27	360	30.00	11.88**
		Moderate	0	0.00	72	14.63	24	6.06	96	8.00	
		Useful	120	38.46	108	21.95	60	15.15	288	24.00	
		Highly useful	72	23.08	180	36.59	204	51.52	456	38.00	

\* Significant at 0.05 level

\*\* Significant at 0.01 level

From the above table it is clear that gender, occupation and locality of residence have influence on the knowledge of Preraks at 0.05 level where as in case of caste, age, education, number of children, experience in adult education as field functionaries, mass-media, use of mass-media and extent of utility of mass media have significantly associated with the knowledge levels at 0.01 level. Contradicting to the above, marital status and monthly income of the Preraks does not show any significant association in determining the knowledge of the Preraks about the environmental concerns.

## Conclusion

From the study it appears that though the majority of Preraks possess good knowledge about environmental issues, they still require more. Further, Preraks as the disseminators of information in the Continuing Education Centres should know better so that they help the beneficiaries to enhance their quality of life.

## Community Participation in Alternative and Innovative Schooling: Evidences from Kerala

*K. Giresan*

The centrally sponsored District Primary Education Programme (DPEP) was aimed to universalise primary education and ensure quality education in a mission mode. The DPEP was implemented in Kerala in six districts (out of 14) - the first phase of the programme was started in 1994 in three districts i.e. Kasaragod, Wayanad and Malappuram and the remaining three districts - Palakkad, Idukki and Thiruvananthapuram were included in 1997. The DPEP initiated a number of processes, systems and structures aimed at the quality improvement of primary education in Kerala. A number of varied and flexible strategies to ensure participation of children of marginalized and deprived groups were designed and implemented under this programme. Alternative School (AS) is an important area in this direction. Even though, enrolment and retention of children in schools have not been a grave problem in Kerala as compared to many other states in the country, some of the micro studies revealed that there are children who have not seen the doors of schools in life in certain remote areas, especially in tribal and coastal regions. Geographical remoteness, social factors, poverty, linguistic factors, duplication, lack of sufficient educational facilities, sibling care, gender discrimination, etc. were identified as the major factors that blocked Universal Elementary Education in these pockets.

There are some communities which are still not aware of the need of education. Some feel that formal school curriculum would result in alienation of their children from their own customs, language and culture. Children from these communities experience adjustment problems also and dropout is a common phenomenon among them. The medium of instruction is at variance with the spoken dialect of these communities. Most of the teachers do not belong to the community and the locality, and hence, are not sensitive to the very specific issues of these children. It is realised that no single strategy could address the problem in these areas.

The DPEP came to a close on June 30, 2003 in Kerala leaving lasting imprints in the education scenario of the state with activities touching almost all the areas of primary education. Immediately after that Sarva Shiksha Abhiyan (SSA) was introduced in the State. It is expected that the DPEP interventions in horizontal and vertical dimensions yielded significant results in a number of directions and the beneficial outcomes of DPEP are sustained in SSA.

As DPEP has left an imprint in the field, it was decided to conduct a study on the same, particularly the involvement and participation of the community in the programme. From the annual work plan and budget<sup>2</sup> it was found that 474 Alternative Schools functioning in the State catering to 11,724 out of school students. With an addition of 2077 out of school students, the total number increased to 13,801. This is the universe for the study. Districts chosen for the study were Ernakulam (non-DPEP district) and Idukki and Palakkad (DPEP districts).

## Objectives

The broad objective of the study is to examine the involvement and participation of the community in the administration of Alternative and Innovative Schooling in the State of Kerala with special reference to three Districts - Ernakulam, Idukki and Palakkad.

The specific objectives are:

- ◆ To analyse the support and participation by the members of local community during the functioning of Alternative Schools (AS).
- ◆ To ascertain the convergence of various departments/agencies during the administration of ASs.
- ◆ To understand the opinion of the community members about the functioning of ASs.
- ◆ To make suggestions and recommendations.

## Methodology and Tools

The study area was limited to three districts - Palakkad, Idukki and Ernakulam. Education Volunteers (EVs), elected members of Panchayati Raj Institutions (PRIs), members of the Parent Teacher Association (PTA)/

Mother Teacher Association (MTA), people from the local community, representatives of teachers' organisations, SSA officials and educationists were interviewed during the study.

Secondary data was collected from the documents, reports and other materials from the State/District Project Offices of SSA, Education Department of the Government of Kerala, District/Block/Gram Panchayats, and all other available sources. Structured tools were developed for the collection of data from the respondents. The tools were standardized after a pilot study and in consultation with the SSA officials, educationists and social activists. A structured interview schedule was used to get the data from community members - Members of PRIs/PTA/MTA/Persons from the locality. In addition, every member of the study team prepared extensive tour diary to record the observations during the data collection. This enabled to correct, substantiate and analyse the scenario obtained from the data through other tools.

The quality of relationship built among the EVs, parents, PRIs and personnel of the locality and the involvement and participation of the members of PRIs/PTA/MTA/local community in the setting up and functioning of the schools can play a significant role in the effective implementation of the programme. Mobilising resources for the development of schools, providing support to them in their activities, improving transparency in their functioning, conduct of social audit, etc. can be achieved by effective community participation. The EV-parent relations, regularity of meeting of PTA/MTA, the extent of PTA/MTA involvement in the various activities/functions organised at the ASs, the ownership of the PRIs in the administration of ASs and convergence of various departments/ institutions/agencies/individuals are crucial in effective and efficient functioning of the schools.

Elected members of Panchayats from the area were invariably contacted during the field visits. Since they are leaders of the local community, they not only reflect community attitudes but also serve as individuals capable of prompting community involvement. The commitment and interest of the PRIs to improve the quality of education in their area, the quantum of funds set apart by the Gram Panchayats (GPs) for improvement of education, their involvement and participation in various functions and activities organised at AS including their role in decision making, etc. are key indicators towards analysing community participation.

## Discussion and Findings

Certain quality dimensions of community participation in Alternative and Innovative Schooling like community support and participation, convergence with departments/agencies and community opinion have been addressed in this section, in addition to a brief profile of community members.

### A Brief Profile of Community Members

A total of 55 Alternative Schools spread over 16 GPs from three districts were covered during the study. Out of 55 Alternative Schools visited, 19 were in Palakkad District, 10 in Ernakulam and 26 in Idukki District. On an average, three to five community members were contacted from the area of each Alternative School. Special efforts were made to contact elected members of the GP, especially the President and Chairperson of Standing Committee (Welfare) during the field visits.

A significant segment of the respondents from the area (19.3 %) were elected members from the Panchayats. One-third of the respondents were persons from the locality, followed by members of PTA (30.2 %) and MTA (17.2 %). Among the community members contacted during the field visits, more than two-third (70.8 %) were above 30 years. A large section of women (45.3 %) were also included. Hence, all the major stakeholders of the community in the functioning of Alternative Schools were contacted.

### Community Support and Participation

Towards ascertaining the support and participation extended by the community members, three dimensions like their role in setting up of ASs, frequency of visits to ASs, and their involvement and participation during the functioning of ASs including their role in decision making were considered.

Regarding the role in setting up of ASs, the study reveals that majority of the community members (53.1 %) have played an active role in all the activities like advocacy with GP/SSA authorities, in conducting meetings, in preparing temporary sheds, etc. A significant section of them (18.8 %) assisted in preparing shed for the school. A small section donated land and provided financial assistance.

On a specific query regarding the frequency of visits to ASs, most of

them replied affirmatively, though with variations. Majority of the community members (61.4 %) indicated that they visited the schools not less than 10 times in a month. It is interesting to note that a significant section of community members (22.9 %) visited the schools almost every day.

An analysis of the involvement and participation of the community members in the functioning of ASs revealed a few interesting aspects. Majority of the community members (68.2 %) indicated that their involvement was limited to attending the functions organised at the schools, followed by attending the PTA/MTA meetings (41.7 %). Around one-fifth of the respondents (20.3 %) reported to have discussed with the EVs regarding the progress of children. Providing infrastructure facilities to the ASs is another support extended by a number of members. Only a small segment of respondents (5.2 %) made efforts for earmarking provisions for Alternative Schools in the Panchayat budget. It is interesting to mention that there were occasions, the members of the local community provided rice and condiments to the ASs when the supply of food grain was delayed due to various reasons.

The following table gives a clear picture about the support and participation extended by the community on various activities of the ASs.

**Table - 1 : Community Support and Participation**

Sl. No.	Role	Number of Respondents (N=192)	Percentage
A.	<i>In Setting up of AS</i>		
1.	Prepared the list of students and submitted to SSA authorities	12	6.3
2.	Advocacy with GP	18	9.4
3.	Assisted in conducting meetings	15	7.8
4.	Donated land	06	3.1
5.	Assisted in preparing shed	36	18.8
6.	Active involvement in all activities	102	53.1
7.	Financial assistance	05	2.6
8.	No response	31	16.1
B.	<i>Frequency of visit to AS in a month</i>		
1.	Less than 4 times	88	45.8
2.	5 to 10 times	30	15.6
3.	11 to 15 times	14	7.3

1.	16 – 20 times	10	5.2
2.	Daily	44	22.9
3.	No response	06	3.1
C.	<i>Involvement and Participation during the functioning of AS</i>		
1.	Discussing the progress of students with EV	39	20.3
2.	Fetching items for noon meals	06	3.1
3.	Providing rice and condiments for food (when required)	03	1.6
4.	Preparing noon meals	14	7.3
5.	Keeping the school and its premises clean	05	2.6
6.	Providing infrastructure facilities (Furniture, utensils, etc.)	27	14.1
7.	Attending PTA/MTA meetings	80	41.7
8.	Attending other functions	131	68.2
9.	Providing uniform/ umbrella/bag etc. to students	15	7.8
10.	Providing gifts to students during competitions/festivals	04	2.1
11.	Providing solar lighting to AS	06	3.1
12.	Engaging the class in the absence of EV	06	3.1
13.	Earmarking provision for AS in the budget of PRIs	10	5.2

### Convergence with other departments/agencies

Resources from different departments, agencies, institutions and individuals can be converged during the operationalisation of any programme, which will allow development of a synergy in the programme implementation. The resources, contributions and efforts from various government departments, educational institutions, banking & insurance sector, Community Based Organisations (CBOs) like clubs, Kudumbasree<sup>3</sup> units, religious and philanthropic associations, etc. were all converged in this direction, though selectively. A part of the funds available with PRIs was earmarked for SSA activities, though not with the required commitment and vigour. In general, the community was encouraged to contribute either in the form of service or money for the development of infrastructure and other facilities during the operationalisation of Alternative and Innovative Schooling.

The table below gives a brief picture of convergence of different departments, institutions, agencies, individuals, etc. during the functioning of Alternative Schools.

**Table - 2 : Convergence of Different Agencies**

Sl. No.	Funds/Resources/ Contributions/ Assistance	Department/ Agency	Name of the beneficiary AS
1.	Land	Private party	Peechad, Thekkupana, Chempukandam & Mylapuzha
		Vana Samrakshana Samithi	Anamooly
2.	Building/Place for functioning	PRI	Anamooly
		Religious authorities	Azhangadu
3.	Preparation of shed	Students & teachers of an Arts & Science College	5 <sup>th</sup> Milekudy
		Private party	Pongumchuvadukudy, Vannathura, Nakkupettykudy, Peechad & Chakkimaly
4.	Rice and condiments	Local community	Kuthiralayakudy
		Youth club	5 <sup>th</sup> milekudy
5.	Utensils	PRI	Kuthiralayakudy
		Private party	Kanthalam & Sathram Colony
6.	Preparing meals for students	Private party	5 <sup>th</sup> Milekudy
7.	Uniform	Life Insurance Corporation (LIC)	Chattuparakudy
8.	Umbrella and uniform	PTA member	Kuthiralayakudy
		LIC	5 <sup>th</sup> Milekudy
		Lions' club	Munnar Colony
9.	Furniture	PRI	Chattuparakudy
		Forest Department	Vannathura
		Religious authorities	Udumpannoor
10.	Gifts for students during cultural festivals	PRI	Chattuparakudy
		Kudumbasree unit	Vannathura
		Private party	Munnar Colony
11.	Solar lamp and electrification	PRIs	Vannathura, Chempettikudy & Nakkupettykudy
12.	Academic support	Local community	Sathram Colony & Anamooly
13.	Medical treatment	Private hospital, Enakulam	Number of AS from Kothamangalam BRC

It is noted that majority of the resource/support/assistance/facilities provided to the beneficiary ASs was not on a permanent basis but was only extended as a one-time help or to meet an emergency situation or as a charity. But it was noted that in the convergence of agencies, there was an overall rejuvenation of the programmes in the districts. Though some of them were one-time help rendered, it indicates the wide range of possibility of extending a helping hand to the schools. It had an element of ownership by the community during the functioning of Alternative Schools.

### ***Community Opinion about Functioning of ASs***

In this section, regularity of EVs, their sincerity, regularity about the functioning of ASs and progress of children studying in the schools were taken care of. These dimensions have been addressed with a purpose while analysing the community participation, as they had to play a significant role and create a definite impact on the students and their parents.

Regarding regularity of EVs, almost all the community members (97.9 %) opined that they were regular in attending schools. It was noted that in case they could not come to schools to attend review meetings due to illness, they made alternative arrangements. About the sincerity of EVs, majority of the community members (74.5 %) opined that they were very sincere in their work. They carried out regular discussions with the parents regarding the progress of their children, took care to involve them in various activities and showed initiative for arranging various programmes at the schools. It was interesting to note that only one of the members of the community made a negative remark about the sincerity of an EV. The issue was analysed separately and the field investigations revealed that personal enmity of the community member with the EV was the reason for making such a remark. Other members of the same locality gave a positive opinion about the sincerity of the EV.

Regarding regularity in the functioning of ASs, almost all the community members (99 %) indicated affirmatively. However, a very small segment of members opined that PTA/MTA meetings were not conducted regularly. To a specific query regarding the progress of children studying in ASs, majority of the community members (87.5 %) rated their satisfaction level as Good/Very Good. However, a significant section of respondents (12.5 %) also expressed their dissatisfaction regarding the progress of their children and brought to notice the slow progress made or students in a few subjects.

## Case studies

A number of case studies conducted from the field to portray community participation in Alternative and Innovative Schooling in the State is given below:

**Case 1:** Kuthiralayakudy AS was functioning at Adimali GP in Idukki district. Active involvement of the local community and convergence from different agencies were noted during the functioning of this school. The school received active support from two sides. Utensils for preparing noon meals were provided by the Gram Panchayat and uniform for children by a member of PTA. It was informed by the EV that whenever the supply of rice and condiments got delayed, members of the local community used to make interim arrangements so that mid-day meals for the students of AS was provided.

**Case 2:** Vannathura AS was functioning at Kanthalloor GP in Idukki District. The school received support from wide-ranging quarters - furniture provided by Forest officials; gifts for students during special functions by Kudumbasree; and, solar lighting system by the PRI. It was noted that the elected members of GP, PTA/MTA and members of local community took active part in all the activities of AS.

**Case 3:** 5<sup>th</sup> Milekudy AS was functioning at Adimali GP in Idukki District. The students and faculty of an Arts and Science College from Kothamangalam assisted the school in the construction of a temporary shed. The students of the school received uniform and umbrella from LIC officials. The Arts and Sports Club of Adimali, made arrangements for rice and condiments to the students of this school for many days during the crisis period. Active co-operation of the local community is reported in all the activities organised by AS.

**Case 4:** Sathram Colony AS was functioning at Vandiperiyar GP in Idukki District. The activity of School Support Group (SSG) is significant here. Whenever the EV was absent due to any reason, a member of SSG engaged the classes. People from the locality helped the EV in preparing mid-day meals so that EV can concentrate more on academic activities. Occasionally, the EV used to take the children for walk to the nearby areas which used to be educative.

**Case 5:** Anamooly AS was functioning at Mannarkkad GP in Palakkad District. The SSG was actively functioning in this school. Whenever the EV was absent due to official or personal reasons, a member of SSG engaged the classes. During the visit to the centre, it was noted that the EV had gone to the hospital and a member of SSG was taking the class.

### **Conclusion**

Involvement of the community members provided an ample scope for the community support and participation in the functioning of Alternative Schools. However, it was noted that the role in decision-making by the community members, especially by the elected members of the PRIs was not really significant. Hence, it is necessary that efforts should be made to ensure ownership of the Panchayat Raj Institutions while setting these institutions. There is also a need to organise sensitisation sessions and advocacy at the local levels towards generating a feeling of ownership among the elected members of PRIs and other community members.

Involvement of the members of PTA/MTA/locality can be ensured in all the functions/ major activities organised at Alternative Schools. School Support Group (SSG) needs to be constituted and made functional at each Alternative School. Orientation sessions to SSG can be arranged and a core team of SSG, capable of handling the class in the absence of EVs, can be constituted at each school.

Necessary advocacy with the PRIs can be carried out towards earmarking the required money from the plan funds / own funds of PRIs towards Alternative Schools in their area. PRIs can think of constructing multi-purpose buildings while carrying out institutional planning at the local levels. Such buildings can be simultaneously used for Alternative Schools/ Anganawadis<sup>4</sup> /Continuing Education Centres/ Panchayat libraries/ Production – cum - training centres for SHGs and also for conducting 'Oorukoottam'<sup>5</sup> and Gram Sabha. Such buildings can act as nerve centres for local level development of the region. Such attempts will lead to improved community participation in Alternative and Innovative Schooling and in various other aspects of the society. The State Government may issue a special sanction or order for realising such projects by the PRIs because of the existing limitations while making allocations for Production, Service and Infrastructure sectors.

## Notes and References

1. *This paper is based on a study titled 'A study on Alternative and Innovative Schooling under Sarva Shiksha Abhiyan', initiated by the State Resource Centre-Kerala, Thiruvananthapuram for Sarva Shiksha Abhiyan-Kerala, Thiruvananthapuram in which the author was the Chief Researcher.*
2. *Annual Work Plan and Budget reports (2004-05), Sarva Shiksha Abhiyan-Kerala, Thiruvananthapuram.*
3. *It is a state government initiative for eradicating all the overt faces of poverty from the state within 10 years. The self help groups of women were organised under the Kudumbasree project. The project aims at the all round development of the people below poverty line. It has a hierarchical structure of Neighbourhood Groups (NHG) at sub-ward level, Area Development Society (ADS) at the ward level and Community Development Society (CDS) at the GP level.*
4. *It is a child care centre located within the village or the slum area itself. Anganawadi is the focal point for the delivery of services at the community level to children below six years of age, pregnant and nursing mothers and adolescent girls.*
5. *It is a special and separate assembly of tribal voters in each tribal settlement.*

# Training for Adult Education Functionaries in India

*V. Mohankumar*

The traditional meaning of training has been the transfer of expertise from trainer to learner, where the trainer defines what a particular set of learners needs to learn. This approach to training believes that trainers know everything, and the learner is looked upon as an empty container to be filled-in up by the trainer. Learners play a passive role, and are bound to learn what the trainer teaches.

The training approach does not allow learners to participate actively, and gives total control over the process to the trainer. Everything in this type of training from defining the objectives to evaluating the learner is done by the trainer. The choice of training methods is based upon the trainer's preference and convenience, and results in a predominance of lectures. The emphasis is on subject matter, or content, and the trainer's competence is ensured if he is a subject matter specialist. This approach to training is very close to formal education or schooling.

The singular function of training is to produce change. It is the upgrading of a person's skill or the addition of a new skill, which in turn can bring about the desired change an agency, is seeking. It is important to understand that training in and of itself cannot motivate a work force. However, it is an integral part of what is needed to accomplish the long-term goals of the agency.

Training is different from teaching. Teaching means "to impart the knowledge," to tell someone how to do something. Training is "to form by instruction, discipline or drill." Teachers cause learning by providing information; trainers facilitate (help bring about) learning. Although the two are often used synonymously, they really are very different processes.

Good teaching changes attitudes towards learning. It provides a set of mental tools that can then be applied to wide variety of new situations. It sharpens the ability to apply previously acquired information to face

unexpected complications. It heightens the awareness of connections between seemingly unrelated elements - the hallmark of creative problem solving. One does not learn responses from good teaching. However, good teaching teaches how to learn.

One important difference between the two terms is that "Teaching" refers to the actions of a teacher in a context where learning is the aim of the activity. The learners might or might not be active as well. "Training" rarely refers to the actions of a trainer. Instead, it most often refers to events such as seminars and workshops, but also includes programmes that are based on self-study materials.

Training programmes vary according to the nature of trainees, responsibilities they hold, training resources and duration of training. However, a good training programme should have the following characteristics:

**Participation** – a good training programme is the one in which the organizers, trainers and trainees jointly develop the programme and manage the same. A well endowed trainee is the one who knows well in advance about the entire training programme in which he is a participant which includes daily programme schedule, resource persons for different topics, resource materials identified for distribution, the rapporteurs who are going to report about the day to day proceedings etc.

**Discussion** – normally a subject is introduced in the training through lecture method. But the entire training cannot be conducted by lecture as it separates the trainees from the trainer. In order to make the training programme lively and participatory, the trainees should be allowed to share their views by participating in the discussion on the subject introduced by the trainer and raise questions for clarification. This method enables the trainees to understand the subject better. However, the trainer should be cautious enough to make maximum trainees participate in the discussion as some trainees may tend to dominate more frequently than others whereby not giving chance for all round participation. Participation of the trainees in discussion also enables every one learn from others, develop capability and gain experience.

**Exchange of Knowledge** – trainees come from different places. They have different skills and competencies personally and also gained through

the jobs they do over a period of time. Sometimes use of these competencies and skills prove beneficial in developing new competencies and skills which in turn will raise the self respect and self confidence of the trainees. This in turn will give rise to new attitudes in them. As the changes occurred are based on their first hand experience, they may use this process to develop further in their workplace also after the training programme is over.

**Sharing of Experience** – training programmes cannot be based on theory alone as the information given through lectures and in papers many times may not convey proper meaning to the trainees and with the result they may not understand fully. Hence, training programmes should give more opportunities for the trainees to share their experiences so that each one benefit out of the same. The knowledge gained from the experience of others and practices followed are always a gain for the trainees as the shared information is heard from the concerned persons himself. The biggest achievement in this practice is immediate acceptance by the trainees as it was not just narrated by the trainer for the training purpose.

**Closer to Reality** – training should always be given in real life situation. Selection of venue, competency of resource persons, material prepared in understandable language and importance given to trainees are some of the points which need to be taken care off. High profile arrangements almost de-link the trainees from the academic gain.

### **Literacy Programmes in India**

Eradication of illiteracy has been one of the major national concerns of the Government of India since independence. A number of programmes have been taken up in this direction in the post independence period.

The first major attempt to eradicate illiteracy in a systematic and planned way in post independence era was made in the year 1954 when Social Education became an integral part of the Community Development Programme in India. The objectives of Social Education were to bring about a desirable social change in acquainting people with the ever changing currents in social, economic and political life and to instill in them a faith in themselves and in future of their country. It seeks to inspire them to take a living interest in the affairs of the state and its plans and programmes of development and in the many problems of social reconstruction. The wider objectives of social education were to make the people understand the

significance of the period of transition and its dangers and to train them to be prepared to combat anti-social activities. Education for healthy life, to keep homes and surroundings clean and to make life useful and enjoyable was an essential part of Social Education. The need to train people to organize the economic and social life on a cooperative basis and to develop in them in a practical way a sense of their responsibilities for social and national security was also included in the broader concept of Social Education. Social Education thus aimed at improving the life of the individual by educating him in better skills and by creating in him an understanding and knowledge of the technological advances which science has made.

Social Education also aimed at providing further and continuing education for those people who desired to acquire more knowledge. It was a lifelong process since it provided education for all people for all time by creating in them an urge and desire for more knowledge on various subjects, not only to gain higher skills in vocations but also knowledge for its own sake.

When this programme was launched the importance of training of the adult education functionaries was fully recognized and a network of institutions called Education Extension Institutes were created to provide training to the field functionaries.

At the national level, National Fundamental Education Centre (NFEC) was established in 1956 under the Ministry of Education. This centre was subsequently converted into Directorate of Adult Education in the year 1971. NFEC planned and organized a five months intensive training programme for the District Social Education Officers on various aspects of the scheme. Unfortunately, the community development programme itself could not continue for long with the result the training of adult education functionaries also came to a stand still and these institutions started confining their work mostly to train various extension workers.

One more national level programme to eradicate illiteracy was implemented in the country in the year 1967-68. It was called Farmers' Functional Literacy Programme (FFLP). It was initiated as part of the Green Revolution with the objective of making farmers functionally literate in high yielding cultivation areas. The programme was launched in a project approach jointly by three Ministries – Agriculture, Education and Information and Broadcasting in those development blocks where the farmers were provided high yielding varieties of seeds, fertilizers and other inputs to

augment their agricultural produce. Literacy was an integral component of the whole programme. Although the long-term objective was to establish one project in each district (400) by 1977, only 140 projects could be covered. The training of Project Officers in these projects was undertaken by the Directorate of Adult Education in a systematic and decentralized manner. However, the responsibility to train Supervisors and Instructors was left to the Project Officers concerned. Training programmes were organized by them with the help of Department of Agriculture, Farm and Home Unit of All India Radio and Education. The training curriculum largely concentrated on the use of special teaching-learning material designed for the programme. The duration of the training was usually two weeks and was organized at the Farmers' Training Centres by a team of experts drawn from all the three collaborating Ministries. Unfortunately, FFLP could not be continued due to lack of financial support.

The first nationwide attempt to eradicate illiteracy was made through the National Adult Education Programme (NAEP) launched on October 2, 1978. The programme aimed at educating 100 million non-literate adults in the age-group of 15-35 years within a time frame of five years. The objectives of NAEP were not only to impart literacy, but also to provide social awareness and functionality. Literacy, social awareness and functionality were considered as three integral components of this programme. Functionality implied the ability to utilize and apply the skills so acquired in day-to-day life with the view to promote efficiency of learners. The social awareness component aimed at knowing, understanding and taking action on issues which affect the individual, the community and society, so as to improve their quality of life.

When the NAEP was launched, simultaneously another major centrally sponsored scheme was also started in 1978 especially for rural areas. It was called Rural Functional Literacy Project (RFLP). The 144 Farmers' Functional Literacy Projects and 60 Non-Formal Education Projects were merged into it. More projects were added and the number of projects in 1987 was 513.

On the lines of RFLP, the states also took up centre based projects under state plan funds. It was called State Adult Education Programme (SAEP).

With the launching of these programmes, the training of adult education functionaries assumed new dimensions. The new dimensions were because of the fact that the programmes were of massive in nature designed to achieve the pre-determined targets within a fixed period of time. As these programmes were project based – total number of adult education centres in a project was either 100 or 300. Each project was managed by a Project Officer. Supervisors used to manage around 30-35 adult education centres each and were directly answerable to their Project Officers. The centres were managed by Instructors who were directly under the control of their Supervisors. It was for the first time that adult education functionaries at several levels were simultaneously envisaged and hence, the adult education programme necessitated to organize a series of training programmes for the functionaries at different levels. Prior to NAEP the adult education programme was by and large funded by the Govt. of India and implemented by the state Governments and only in very few cases by voluntary organizations. But NAEP envisaged involvement of voluntary agencies and university system in a big way, with the result there was a considerable increase in the number of different categories of functionaries to implement adult education programme.

Apart from this, several other Govt. Departments like Ministry of Social Welfare, Central Board of Workers Education were also organizing programmes like Integrated Child Development Scheme wherein functional literacy was one of the important components, workers education etc. As people manning the adult education programmes were from different background, training programmes were planned in a different way to meet their requirements.

In order to bring in uniformity in the training curriculum, contents and methodology, Directorate of Adult Education brought out guidelines for the training of field functionaries. The guidelines were prepared in two national seminars in which eminent adult educators from India and abroad participated. Unesco also extended academic support for these seminars. By the time the guidelines were prepared, the support systems both in the administration and academic levels came up with the creation of the posts of District Adult Education Officers and State Resource Centres. Besides material preparation, research and evaluation, these resource centres were given the major responsibility of organizing training programme for field functionaries except the Instructors. Training for the Instructors was left in the hands of Project Officers through Supervisors.

State Resource Centres created at the state level provided technical inputs for the programmes of adult education. One of the important responsibilities was to impart training to Project Officers and Supervisors. The National Resource Centre i.e. the Directorate of Adult Education assumed the responsibility of organizing the training programme for District Officers and other Officers at the higher level. DAE also from time to time reviewed the guidelines on training and issued instructions based on the experience gained in the field. It also organized training programme for the field functionaries of those states which did not have State Resource Centres of their own at that point of time. District Adult Education Officers were expected to assume greater responsibility to ensure the training of instructors with the help of Project Officers, Assistant Project Officers, Supervisors and other Resource Persons from voluntary organizations and colleges.

The training of adult education functionaries working in the voluntary organizations, particularly instructors was the responsibility of the voluntary organizations themselves. They were given the freedom to seek the help of other knowledgeable persons from different fields. However, training of their Project Officers and Supervisors was the responsibility of the State Resource Centres.

The quality of the training of Instructors had been time and again commented upon adversely by the research studies. The observation of the Officers from the Directorate of Adult Education and State Resource Centres had also revealed that the trainings were not conducted effectively. The Instructors were not in many cases very well exposed or equipped academically and training should have been looked upon as an additional input to upgrade their capabilities in the area of verbal or written expression, general knowledge besides giving them techniques and approaches to impart literacy to adult learners. Hence, to ensure proper training to the Instructors, a cell named District Resource Unit (DRU) was created at the district level. This unit was also supposed to identify institutions where training could be conducted. The other function of a DRU was to identify Resource Persons from the voluntary organizations, development departments, educational institutions, from among the progressive farmers, artisans, etc. who could be relied upon for enriching training programmes for Instructors. DRU was also expected to provide orientation to Resource Persons at the district level to enable them to perform their work effectively.

As per the guidelines issued by the Government of India the total duration

of the training programme for the Instructors was 21 days. For Supervisors it was 14 days apart from three days initial orientation.

### **National Literacy Mission**

Following the eighth general elections to the Parliament, a new government assumed office. It announced a series of new policy initiatives. Along with a new economic policy, a new industrial policy and a new textile policy, etc., came a 'new education policy' in 1986, several months after a detailed, critical review of the country's educational system. A new Programme of Action (POA [1986]) was prepared in line with the new education policy. The POA announced a new National Programme of Adult Education (NPAE) which was to be a phased, time-bound programme, covering approximately 40 million by 1990 and another 60 million by 1995.

The NPAE was essentially a continuation of the then ongoing schemes of Rural Functional Literacy Projects (RFLP), State Adult Education Programmes (SAEP) and the Programme of Assistance to Voluntary Agencies. To these was added the Mass Programme of Functional Literacy (MPFL) which envisaged students, educational institutions, trade unions, local bodies and other individual organizations taking up literacy work voluntarily on an 'each-one-teach-one' basis, with provisions of reimbursement for actual field expenses incurred by them.

More important was that NPAE document put forward the idea of a Technology Mission for the eradication of illiteracy. It said that eradication of illiteracy will be launched as a Technical and Societal Mission. Such a Mission presupposes that we are at the threshold of momentous scientific, technological and pedagogic changes, which may, besides augmenting the range of the communication system, make the process of acquiring literacy quicker and easier.

In pursuance of this commitment, the National Literacy Mission (NLM) was launched on May 5, 1988. It was partly a by-product of the NPE-1986 and largely due to the outcome of evaluation of the strengths and weaknesses of the NAEP by the Institutes of Social Research and Management.

There was certainly considerable cause for concern about the literacy situation in the country. Despite a historically extremely rapid expansion of formal education since Independence, the absolute number of non-literates

aged 5 years and above was growing from census to census. It rose from 267 million in 1961 to 341 million in 1981. Since it was clear by the mid-1980s that adult education programmes had not substantially added to the number of literates, it was evident that a massive intervention was urgently needed.

In quantitative terms, the key objective of the Mission was to impart functional literacy to 80 million persons in the 15-35 age group in two phases: 30 million by 1990 and an additional 50 million by 1995. Motivation was identified as the central issue in literacy, and the design of the mission was to be based on this understanding. The Mission document also spoke of efforts to secure people's participation, involve voluntary agencies, improve ongoing programmes like the RFLP and the SAEP, expand the Mass Programme of Functional Literacy and institutionalize post-literacy and continuing education. It talked of ensuring the availability of standard learning material. The Mission would demonstrate the validity and efficiency of its approach by undertaking in 40 districts (20 'well-endowed' and 20 'under-endowed') a programme of Technology Demonstration for the development, transfer and application of technopedagogic inputs.

The NLM continued to regard (as had the NAEP, the AEP and the NPAE) the project as the critical level in its management system. The project was territorially defined as one or two contiguous blocks in the district, and its objectives were identified as the eradication of illiteracy in its territory and organization of continuing education programmes.

While the NLM's initial conception of a project had the merit of focusing on a compact, administratively viable area and on functional autonomy within broad and flexible financial and other norms, it also persisted with the idea that projects will be implemented by various agencies namely, State Governments, Voluntary Agencies, Panchayati Raj Institutions, Nehru Yuvak Kendra, etc.

The national level management structure for the NLM provided for an autonomous body in the Department of Education of the Union Ministry of Human Resource Development called the National Literacy Mission Authority (NLMA). Vested with extensive financial and executive powers, the NLMA has a two-tier structure: the Council, headed by the Union Minister of Human Resource Development and including among others, Ministers, Leaders of Major Political Parties, Members of Parliament and Educationists; and the

Executive Committee (EC) headed by the Union Education Secretary. The Executive Committee of the NLMA would almost meet regularly and serve as the operational leadership of the Mission within the broad parameters of policy enunciated by the Council.

The launching of a National Mission for Literacy, thus putting literacy into a 'mission mode' served to convey the Union Government's earnestness about eradication of illiteracy. However, while the NLM recognized the many weaknesses of earlier programmes and sought to break new ground, in its original conceptual understanding it held on to the centre-based approach which was the heart of the pre-NLM schemes. It also continued to speak of projects being implemented by a variety of different 'agencies', instead of a people's movement. It was silent on the question of voluntarism, and did not state explicitly that the organizer/instructor of the AEC will not be paid. In fact, by stating that it was committed to continuing existing programmes with their quality improved by application of proven S&T inputs, better supervision, suitable training, pedagogical innovations, etc.' the initial NLM document appeared to emphasise technological innovation rather than such social innovations as voluntarism or unleashing a people's movement. 'Technology Demonstration' was stressed, and this related mainly to technological inputs.

If the NLM had remained within its initial conceptual framework, it is doubtful if its fate and its consequences for adult literacy would have been substantially different from that of its predecessors. However, within a few months of the launching of the NLM, two new developments took place which were to transform totally the character and future course of development of the NLM, and of the literacy scenario and outlook in the country. These dramatic developments came in the form of two initiatives: the Ernakulam Total Literacy Campaign proposed and implemented by the Kerala Sastra Sahitya Parishat, the most experienced and leading contingent of India's growing 'people's science movement' – and Akshara Kerala by the 'Bharat Gyan Vigyan Samithi' which made Kerala the first fully literate state in the country. The Total Literacy Campaign Model or Mass Literacy Campaign Model had thus proved its viability on the ground.

The National Literacy Mission was launched by the Prime Minister of India on May 5, 1988 with a view to overcome the weaknesses of the earlier programmes and was conceived as a societal mission implying that political will exist at all levels for the achievement of the mission's goals. The objective

of the National Literacy Mission was to impart functional literacy to adult illiterate persons in the age-group 15-35 years. The target for the mission was initially set in quantitative terms from time to time but was revised in much broader terms to achieve a sustainable threshold literacy of 75 percent by 2007.

The NLM had adopted a campaign approach, the success of which rests on the mobilization of social forces and on securing people's participation. The first breakthrough came in Kerala in Kottayam city, followed by Ernakulam district, where the literacy campaign was initiated in 1989 and successfully completed within one year.

Here, for the first time, an area-specific, time bound campaign approach was implemented and the community became responsible for running its own development programmes and consequently, determining its own future.

The success of the campaign in the Ernakulam district of Kerala laid the foundation of the campaign approach. While developing a national strategy in the mission mode, the National Literacy Mission was fully aware of the need for diversity of approaches, given the inter-regional variations in the country. It was also aware that in many parts, participation of women itself would require a very intensive environment building campaign.

The absence of good NGOs was also recognized and that is why a very systematic structure for participation of Government and Non-Governmental organizations in the District Literacy Societies was formulated. This represented one of the first major systematic efforts at working together with NGOs and individuals from outside the Government. The involvement of District Collectors in these missions provided administrative leadership and also a sense of involvement of all those associated with it.

### **Total Literacy Campaign**

Total Literacy Campaign Model has been accepted as the dominant strategy for eradication of adult literacy in India. These campaigns are area-specific, time-bound, volunteer-based, cost-effective and outcome-oriented. The thrust is on attainment of functional literacy through prescribed norms of literacy and numeracy. The learner is the focal point in the entire process and measurement of learning outcome is continuous, informal, participative and non-threatening.

Though the total literacy campaign is meant to impart functional literacy, it also disseminates a 'basket' of other socially relevant messages, such as enrolment and retention of children in schools; immunization; propagation of small family norms; promotion of maternity and childcare; women's equality; and empowerment, peace and communal harmony.

The literacy campaigns have certain striking features such as being area specific, time bound, cost effective and result oriented. The literacy campaigns are implemented through voluntarism and cover the preferred age group of 15-35, generally over a district taken as a unit, through mass mobilization of all sections of the society. It is for these reasons that the scheme of literacy campaigns has become the accepted principle strategy of the National Literacy Mission for the eradication of the illiteracy.

The salient features of the Total Literacy Campaigns are that:

- ◆ It is district specific
- ◆ Implementing agency is the Zilla Saksharta Samiti, a registered body and usually headed by the District Collector
- ◆ It is implemented in campaign mode through mass mobilization of all the sections of the society
- ◆ Delivery is through voluntarism
- ◆ Environment building forms part of the campaign which harness the traditional, folk, rural and attractive mass media like T.V. and Radio
- ◆ Duration of the campaign is for 12-18 months, which includes door to door survey, environment building, enrolment, instruction, monitoring and evaluation. Teaching/learning is for 200 hours spread over to six months.

The Volunteer Teachers are given a total of 7 days training programme in three spells of 4+2+1. Motivation of functionaries, social context of TLC is taken up during the first four days. This is followed by IPCL method of use of Primers for 2 days and one day is set apart for data to be collected by Volunteer Teachers.

### **Post Literacy Programme**

Post Literacy Programme is implemented for a period of 12 months. One of the major objectives of this programme is to enable the neo-literates

to learn the application of the literacy skills as a problem solving tool so that learning becomes relevant to living and working. In the limited time available during TLC, it may not be possible to dwell adequately on the functionality and awareness components of the programme. PLP also includes mopping-up operation. Those learners who are dropped out or could not achieve the NLM level of literacy in the TLC phase are enrolled again. This gives another chance for the left outs to learn literacy. PLP specifically aims at remediation, retention and consolidation of literacy skills through guided learning. Learners are also provided opportunity to continue learning through self directed processes.

The Volunteer Teachers of Post Literacy Programme are given in all 7 days training divided into initial training of 4 days and in-service training of 3 days.

### **Continuing Education**

Continuing Education is more or less a permanent programme to provide educational opportunities not only for the illiterates who are still not covered under the initial literacy phase of TLC or through mopping up in PLP but also the neo-literates, school dropouts, educated and the public in general. Hence, it is called Lifelong Education. Under Continuing Education Programme, the main thrust is given for setting up of Continuing Education Centres which will function as a focal point for providing learning opportunities such as library, reading room, training facilities, information window, cultural programmes. Taking into account the local conditions and the resources available, the Continuing Education Centres are expected to carry out a few target specific activities like Equivalency Programmes, Quality of Life Improvement Programmes, Income Generating Programmes and Individual Interest Promotion Programmes.

As per the Training Manual prepared by the Directorate of Adult Education, GOI, the duration of the training for Preraks, Nodal Preraks and Assistant Preraks is 11 days.

### **Conclusion**

Training of functionaries is important for achieving the desired results in any organization. This is true of adult education also. However, in almost all the schemes implemented, the area of training always found to be weak,

inadequate and insufficient. The arrangements to train the field level functionaries are more uncertain and adhoc in view of non-availability of suitable places. This almost made the training a mockery. Unfortunately, we have never learnt lesson from the past experiences and continued to give least importance to train the functionaries. This badly affected the implementation of the programmes and at the end the outcomes also.

Hence, there is an urgent need to create institutional framework on a regular basis for organizing the training programmes. Neither the national Directorate of Adult Education nor the state Directorates of Adult Education nor the State Resource Centres (with an exception of a few) have the necessary infrastructure in the form of equipments, seminar rooms, hostel facilities etc. to organize training for the adult education functionaries at the national and state levels. Always these institutions depend on the facilities of other organizations to conduct the training programmes. Hence, it is high time that minimum basic facilities are created both at the national and state levels to meet the demand. It may be appropriate that training facilities are also available at district level. In addition, institutions can be identified and entrusted responsibility to train the functionaries. However, in both the cases well prepared training manuals will be of great use to the trainers.

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# Accelerating and Retarding Factors of Literacy in Andhra Pradesh, Bihar and Madhya Pradesh

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## Background

Mass illiteracy has been considered a great stigma to the developing nations like India because of the fact that it leads to ignorance, under development and several other socio-economic backwardness of the country. Mahatma Gandhi had rightly observed that education is the basic tool for developing consciousness among the people and reconstruction of society. Federeico Mayor, former Director General of UNESCO, rightly pointed out that if we do not invest all our resources, energy and will in education, the race will be lost and the balance between men and nature will be reestablished by disasters that are not only unthinkable but also avoidable now.

“In the present era of globalization, modernisation, industrialization and technological revolution, education has become inevitable for every human being. In other words, literacy/education has become as essential as life blood of a person. Though, the exigencies of education has been felt by our govt./planners, social reformers, prudent political thinkers and the intellectuals even since, pre independence period. Lot of efforts have been made in independent India in this direction to create a literate society. But, the desired result could not be attained.

In fact, literacy did not occupy the top priority in need hierarchy of the down-trodden sections of the society. Hence, certain changes were brought out in policy measures by the govt. from time to time. Especially, during last two decades, multi dimensional interventions have been made to promote formal/non formal elementary education and adult literacy as well. The package of education and literacy was planned in such a way that it came into a shape as dovetail of improved pedagogy and physical facilities alongwith conducive environment creation strategies to mobilize the community in favour of literacy. However, despite all these interventions,

situation in this regard did not change equally in each state which became evident from 2001 census result. Particularly, Bihar still stands at the lowest ladder in terms of literacy. Pace of growth of literacy remained slower than the growth of population. During previous decade (1991-2001) growth of population in the state of Bihar was the highest (28.6%) which probably caused for subduing the effect of interventions for raising literacy to a threshold level in a given time frame. Just contrary picture emerged from the literacy figure of some other states where the number of illiterates decreased significantly which led to raise the literacy level in the states. Such situation has been figured from the census data of the states like Andhra Pradesh, Madhya Pradesh, Rajasthan and Maharashtra.

Thus, it appeared to be a matter of serious concern that as to why over the period, particularly during last decade (1991-2001), on the one hand, the absolute number of illiterates has increased in the state of Bihar whereas in other states like M.P. and Andhra Pradesh it has decreased substantially. Therefore, a comparative study was planned by SRC- Deepayatan and approved by NLM so that the responsible factors for retarding as well as accelerating the literacy in study areas can be critically examined.

However, the study is limited to analyse the situation of adult literacy only whereas elementary education also contribute significantly for impeding or accelerating the pace of literacy in a particular region.

### **Objectives**

- i) To examine the factors responsible for accelerating or retarding the adult literacy in study states.
- ii) To derive policy implications for accelerating the pace of adult literacy in an educationally backward states like Bihar.

### **Methodology**

The study was basically of qualitative nature. Inter-state study visit of the SRCs of the concerned states were made. State Directorate of Adult Education and the SRCs of the sample states were made aware about the purpose of the study. Indicators and research design were developed to explore the determinants (accelerating and retarding factors) of literacy. Information were gathered through Focus Group Discussion/ interaction with the concerned persons based on some key discussion points corresponding to the objectives of the study.

Relevant information gathered from various sources such as official records, census publications, available literature and through focused group discussion/interaction with the prominent persons were analysed to derive conclusion and suggest apposite policy implications for accelerating the pace of literacy, particularly in a state like Bihar which stands at the bottom level in terms of literacy in the country.

## Literacy Scenario

Decadal difference in literacy percentage and the achievement of literacy projects will clearly manifest the existing literacy scenario of the state.

Table 1

### Inter State Decadal variation in Literacy Rate by Sex

Year		Literacy percentage				Difference as compared to National average			Difference within the state as compared to previous decade			
		India	A.P.	M.P.	Bihar	A.P.	M.P.	Bihar	India	A.P.	M.P.	Bihar
1951	Person	18.33	-	13.16	13.49	-	-5.17	-4.84	-	-	-	-
	Male	27.16	-	20.28	22.68	-	-6.88	-4.48	-	-	-	-
	Female	8.86	-	4.96	4.22	-	-3.90	-4.64	-	-	-	-
1961	Person	28.30	21.19	21.41	21.95	-7.11	-6.89	-6.35	+9.97	-	+8.25	+8.46
	Male	40.40	30.19	32.96	35.50	-10.21	-7.44	-4.90	+13.24	-	+12.68	+12.82
	Female	15.35	12.03	8.88	8.11	-3.32	-6.47	-7.24	+6.49	-	+3.92	+3.89
1971	Person	34.45	24.57	27.27	23.17	-9.88	-7.18	-11.28	+6.15	+3.38	+5.86	+1.22
	Male	45.96	33.18	39.37	35.86	-12.78	-6.59	-10.10	+5.56	+2.99	+6.41	+0.36
	Female	21.97	15.75	13.93	9.86	-6.22	-8.04	-12.11	+6.62	+3.72	+5.05	+1.75
1981	Person	43.57	35.66	38.63	32.32	-7.91	-4.94	-11.25	+9.12	+11.09	+11.36	+9.15
	Male	56.38	46.83	49.25	47.11	-9.55	-7.13	-9.27	+10.42	+13.65	+9.88	+11.25
	Female	29.76	24.16	26.94	16.61	-5.60	-2.82	-13.15	+7.79	+8.41	+13.01	+6.75
1991	Person	52.21	44.09	44.67	38.48	-8.12	-7.54	13.73	+8.64	+8.43	+6.04	+6.16
	Male	64.13	55.12	58.54	52.49	-9.01	-5.59	-11.64	+7.75	+8.29	+9.29	+5.38
	Female	39.29	32.72	29.35	22.89	-6.57	-9.94	-16.40	+9.53	+8.56	+2.41	+6.28
2001	Person	65.38	60.47	64.11	47.00	-4.91	-1.27	-18.38	+13.17	+16.38	+19.44	8.52
	Male	75.85	70.32	76.80	59.70	-5.53	+0.95	-16.15	+11.72	+15.20	+18.56	+7.21
	Female	54.16	50.43	50.28	33.10	-3.73	-3.88	-21.06	+14.87	+17.71	+20.93	+10.21

Source : Census 2001

It is explicit available census data that the gap between the literacy percentage of country and the states like Andhra Pradesh and Madhya Pradesh has narrowed during last decade (1991-2001) whereas it has widened in Bihar during the same period. Inter-state variation in literacy rate also indicates substantial hike in literacy percentage of M.P. and A.P. whereas Bihar has shown marginal hike in literacy rate during the reference period. Irrespective of states a healthy trend of faster growth in overall literacy and female literacy rate has emerged during the last decade as compared to the previous decades. Though, the figure contained in census shows incessant growth in literacy rate in all the states during previous decades of post independence era also but it does not look so significant and comparable to the growth of last decade (1991-2001).

However on the whole, the trend in growth of literacy percentage in different states at different decades explicitly indicates that unlike M.P. and A.P., Bihar could not cope-up with the pace of growth in literacy at all India level. It could not compete with several other states like M.P. and A.P. also.

The analysis of available figure shows that even now, irrespective of states, females are lagging far behind as compared to males on literacy front despite mitigating the gap in growth rate in literacy between males and females during recent years.

### **Achievement in Literacy under NLM/State sponsored Literacy Projects**

In Andhra Pradesh out of 184.16 lacs identified learners 79.94 lacs accounting for 43.41% completed PIII who may be considered as neo-literates. In Bihar, as against 136.13 lacs targeted learners, 85.78 lacs constituting for 63% have been made literate. Similarly in Madhya Pradesh as against 93.90 lacs targeted learners 33.40 lacs accounting for 35.56% were made literate. Madhya Pradesh and Andhra Pradesh under state specific literacy campaign also have imparted literacy to 15-35 age group (adults) in their states. According to an estimate, out of 86.83 lakh adults of 15-35 identified to be covered under Padhna-Badhna Andolan and Mahila Padhna-Badhna Andolan, 49 lacs constituting for 56.43% were made literate in M.P. through the state initiatives which is an additionality. Similar is the case with Andhra Pradesh where by dint of additional state interventions, altogether, 78.15 lacs accounting for 55.98% of the target (139.66 lacs) have been made literate. No such additional interventions have been made in Bihar.

However, achievement of nationally sponsored TLC projects in Bihar seemed to be relatively a little bit better than A.P. and M.P. However, in Bihar under NLM sponsored Accelerated Female Literacy Programme (AFLP), about 14 lacs non literates were made literate during 2002-03. This was considered a commendable achievement.

In order to explore the facts regarding acceleration and retardation of adult literacy, requisite information were gathered from both primary and secondary sources. In course of inter state study tour, all the concerned agencies and the individuals at state, district and the grass roots level (blocks/Panchayats/Villages) were consulted to have an abridge discussion on the subject. In addition, available reports and literature therein were also procured to critically analyse the situation. The following points emerged from analysis of the facts which are the determinants of literacy.

### **Retarding Factors**

In course of study, it appeared that barring a few, most of the following retarding factors are common to almost all the study states:

Barring some exceptions, volunteer based literacy campaign approach and strategy of NLM, Ministry of HRD, GOI, did not yield to mobilize the community to the great extent for taking up the challenge of eradication of illiteracy with a great fervor and commitment. Thus, it was reflection of the fact that the successful experimentation of a campaign model in a soft area like Ernakulam in Kerala, where a large number of literate, committed volunteers and social activists (more than 70% of the population were available to work with missionary zeal for such a noble social cause) did not suit to each and every places having distinct socio-economic, cultural, ethnic and geographical situations.

Unlike, Kerala, the spirit of people's programme could not be utterly evolved uniformly particularly in states like Andhra Pradesh, Bihar, Madhya Pradesh and many other states. Volunteerism could not be sustained for a longer period. Package of environment building activities did not seem to be demand driven in some cases.

Environment building activities could not alter the need hierarchy of the common mass. Hence, still, income, employment, health security etc. occupy the top priority in their lives. They are ready to gladly welcome the

poverty alleviation/ rural development programmes rather than eagerly accepting the programmes like adult literacy which does not provide any scope for their economic upliftment instantly in a direct way.

Volunteer based target oriented literacy Projects could not prove to be effective in addressing their felt needs.

In most of the cases, TLC projects could not be accomplished in a stipulated time frame. Inordinate delay is observed in accomplishment of the NLM sponsored literacy projects of TLC and PLP in all the three states. However, the pace of implementation is the slowest in Bihar which caused for dragging of the programme. Though, the year of commencement of TLC project was by and large same in A.P, M.P., and Bihar (i.e., 1991-1992). The districts of these states were covered under TLC in a phased manner. While TLC projects in Madhya Pradesh and Andhra Pradesh already came to an end upto 2000 and almost all of them after completion of both the projects of TLC and PLP have entered into CE Phase, in Bihar still TLC/ PLP is being implemented in majority of the districts.

As observed, lack of sustainable motivation in the absence of economic incentives to VTs/literacy workers also hindered the progress in terms of literacy outcome and caused for tardy implementation of on going activities.

Lackadaisical attitude of literacy workers and community people especially learners and VTs resulted into retarding the pace and progress of literacy programme.

Generally, financial management of ZSSs was not appropriate and outstanding in order to meet the requirement of NLM and SLMA on time. Therefore, due to delay in submission of audit report and utilization certificate by the ZSSs to the NLM, accounts remained unsettled which disrupted the timely flow of fund, extension of the project period (if required) or approval and sanction of the subsequent projects. Persons dealing with finance were not well trained and well versed in this subject at many places particularly in Bihar.

In the absence of effective convergence of the various developmental programmes, the clientele of literacy programme despite having eligibility to get the benefits of on going developmental schemes, remained deprived which adversely affected their enthusiasm to acquire literacy.

Lack of adequate financial flow and poor infrastructural facility was observed (more in Bihar) at Panchayat level which is the grass root unit of implementation of literacy programme. However, the CEC/NCEC Centres situated at Panchayat level in Andhra Pradesh looked comparatively better in this respect.

Selection and training of VTs were not upto the mark in many cases which hampered the progress of teaching-learning process. Non adoption of IPCL teaching technique caused for inordinate delay in completing the Primer transaction.

Women folk could not be brought out into organizational network of the ZSSs in a big way to motivate the VTs and learners (especially females).

Poverty/backwardness/Problem of migration, difficult terrain, inconvenient time, place and physical facilities have also been noticed as impeding factors to some extent in each sample state. Eventually, still a large bulk of deprived sections particularly scheduled tribes remained illiterates.

Lack of strong and efficient management Structure/organizational network from grass roots (Village/Panchayat) level to ZSS level has also been responsible factor for poor performance at various places especially in Bihar.

Village Literacy Committees/Peoples representatives, media personnel, intellectuals and opinion leaders have not been adequately oriented to take part in creating learning society.

Special strategies could not be planned for special target groups such as migrant labourers, floating population, extremely deprived sections (Mushars/Doms/Mehtar, flood victims, beneficiaries of NREGP, SHGs etc.)

Absence of budgetary provision for Monitoring, Environment creation and Contingent expenditure in CE project, release of inadequate fund for CE and curtailment in even approved budget of TLC/PLP project at the time of final sanction sometimes create hindrances to the ZSSs.

Shift in policy and programme of adult education/literacy without proper manpower planning has adversely affected the pace of implementation.

## Accelerating factors

In each sample state, certain interventions have been planned and executed to accelerate the adult literacy and remove the deficiencies in implementation strategies from time to time. But, the basic difference between these states is that while in Bihar the framework of literacy programme remained same as envisaged in NLM guidelines, Andhra Pradesh and Madhya Pradesh governments apart from making certain modifications in implementation strategies of NLM, launched state specific literacy programme to bridge the gap between target and achievement of NLM sponsored project and to maintain continuity between one phase to another. Simply by way of changing the mode of environment creation, monitoring and follow up, attempt was made to accelerate the pace of implementation of TLC/PLP. Some additional inputs were given by the state through training and orientation to ZSS functionaries for efficient administrative and financial management. Sporadically on some occasions, actions have been taken to facilitate convergence between ZSSs and other related/developmental agencies.

Andhra Pradesh and Madhya Pradesh evolved their own strategies to give a big push to literacy drive so as to attain the desired progress. The launching of state specific literacy programme to achieve desired progress in literacy rate of their states may be treated completely as an additionality. In Madhya Pradesh, certain structural change has also been made for effective implementation of the programme. In addition, the modality of implementation of the projects approved by NLM was also changed to accelerate the pace.

### **The main points of accelerating factors in M. P. are as under:**

In Madhya Pradesh the state govt. passed Jan Shiksha Adhiniyam, 2002 for mass education to promote both primary/ elementary education and literacy.

A well thought and well planned convergence strategy was devised and translated into action in M.P. through constituting Rajiv Gandhi Shiksha Mission / State Jan Shikshan Kendra at state level. This was a move to encompass elementary education and literacy under the same umbrella. The statement of Sri Digvijay Singh, the then C. M. quoted as under in this regard highlights the significance of this initiatives. "We need to bring together

our programmes for universal primary education and total literacy. In Madhya Pradesh, we are bringing them together as one mission - the Shiksha Mission to address both these goals. We also need to utilise the new opportunities created now through panchayati raj to enlist organisational support for mass education at the village level. We also need to craft state specific strategies for addressing both these goals."

State specific literacy programmes termed as 'Padhna Badhna Andolan', 'Mahila Padhna Badhna Andolan' etc. have been implemented and is planned to be continued in future also. For this purpose, state earmarked separate funds.

Adult and continuing education officers and the staff members at district and below that levels are solely involved in implementing and monitoring the programme.

An uniform Calender of events for implementing monitoring and evaluating state specific programme used to be prepared in collaboration with SRCs at state level and circulated to the ZSSs to follow. These things were propagated/advertised through media also which ensured both the popularity and transparency of the programme. Without any delay, the programme was implemented according to the prescribed time schedule. The performances were being monitored, evaluated and circulated to the concerned officers/agencies.

Massive training programmes for parents-teachers associations and panchayati Raj representatives have been organised to harness their desired support and cooperation in ongoing literacy activities.

Massive effort was made so far participatory rural appraisal of primary education and literacy is concerned which provided a sound basis for meticulously planning the literacy activities as per the felt need of the area and the people.

Innovative teaching learning materials have been developed for effective transaction of the contents by the preraks/VTs to the learners.

When only one third districts were provided with the sanction of continuing Education project, the state decided to cover all the districts under CEP in one go with the same fund made available by the NLM. State Govt. recast

the NLM budget in its own way and issued directives to the district to establish a CE centre covering a population of 1000 as against the NLM norms of 2000 - 2500 population. Though the NLM did not support this move rather raised some objections in settlement of accounts initially.

But, of late the issue was amicably settled. Now the entire districts have been covered under CEP. Under such circumstances, some of the districts directly moved from TLC to CE.

It is important to note that though conceptually, during CE phase, literacy class (evening class) becomes integral part of CE centre. However, practically, it becomes arduous task to cover the entire residual illiterates under operational area of a CE centre. Under such circumstances, in order to promote literacy through providing separate fund appears to be imperative.

Madhya Pradesh Government made an commendable innovation through making provision for payment of **guru dakshina** to VTs @ Rs.100 for each learner after making them literate which is indeed a paradigm shift in literacy programme being exercised in the country.

Thus, the constant innovative efforts made by the M.P. Govt. have led to change the literacy scenario in the state. 2001 census result has made it explicitly evident.

**In Andhra Pradesh** also chief minister himself, started monitoring the literacy programme at a short interval apart from reviewing other on going developmental programmes.

Like Madhya Pradesh in Andhra Pradesh also, state sponsored literacy programme, termed as 'Akshar Shankranti, Akshar Bharti' were launched in 1999-2000.

Special focus was given to make literate the illiterate members of SHGs. The state also initiated several other actions to strengthen both SHGs and literacy simultaneously.

The group of water users/water conservation, forest conservation etc. were formed and they were covered under literacy programme on top priority basis. For them, special literacy primers having specific contents pertaining to their divergent needs and problems were also developed.

The groups were involved in various developmental programmes like immunization, construction of toilets and drinking water facility, implementation of 'Mid Day Meal Scheme' which generated demand for literacy among the group members as well.

A crash course of literacy was launched for about 70000 PRI representatives in the state in collaboration with the dept. of Panchayati Raj, A.P. which accelerated the pace of literacy in both way on the one hand they themselves acquired literacy skill and on the other contributed a lot to motivate other adults and children to Join literacy centres/ educational institutions.

The Govt. officials, political leaders and the PRI representatives joined hands in the endeavour of eradication of illiteracy in the state.

In order to accelerate the pace of literacy, several other innovative actions were taken in some selected segments of the state where alphabetic methods were also used in literacy centres taking into account the interest of learners and VTs instead of IPCL teaching technique and certain difficult alphabets were deleted from syllabus/literacy primers in initial phase of teaching learning.

As stated earlier, in Bihar no such state specific programme was launched to accelerate the pace of literacy programme in order to attain substantial growth rate in literacy. However, several efforts were made to expedite the process of NLM sponsored projects of literacy being implemented by ZSSs. But, despite these efforts, on the whole, achievement was not so encouraging as the 2001 census figure revealed. Poor economy/ problem of large scale migration and other socio-economic disabilities may have also contributed to the miserable scene of literacy in Bihar. Probably, achievement of formal, elementary education in Bihar may also have been relatively less satisfactory.

## Conclusion

Andhra Pradesh and Madhya Pradesh adopted some alternative strategies to promote literacy in their states. The commendable outcome of these states in terms of raising the graph of literacy in 2001 census and afterwards is in fact the consequence of state initiatives. Literacy occupied prime importance in the developmental agenda of these states. Due to strong

political will, the government machinery and the Panchayat Raj institutions came forward in a big way to promote literacy. Keeping in view the obliterating impact of environment creation over the years, in order to rejuvenate the interest of VTs and learners, certain direct or indirect economic incentives were planned to be given to them.

In Madhya Pradesh provision of gurudakshina was made to VTs. In Andhra Pradesh formation of SHGs consisting of learners and VTs and their involvement in various developmental/poverty alleviation schemes was encouraged to enable them for the benefits envisaged therein too.

In Madhya Pradesh state initiatives began when the NLM sponsored projects were almost stagnant in almost all the districts. Similarly, in Andhra Pradesh, the state sponsored project was launched when TLC & PLP phases were over and the CE Projects did not have adequate financial provisions for massive coverage of residual illiterates. So, the attempt was made to avoid duplication of efforts.

Finally, it may be concluded that the strong political will towards eradication of illiteracy, additional state specific initiatives/financial incentives to the VTs, indirect economic incentives to the learners and massive involvement of different sections of the society in campaign/programme accelerated the pace of literacy in a state.

Hence, despite having uniform financial and operational pattern of running the NLM sponsored projects, each state has to evolve state specific mechanism to remove the deficiencies of existing Policy and Programme at macro (National) level and to create a conducive condition for making uninterrupted efforts to have a learning society with a central focus on removing adult illiteracy.

The states which are ahead of Bihar in terms of literacy probably have firm conviction that adult literacy programme needs not to be kept in periphery rather it is to be kept in central focus of the developmental agenda of the state because it creates conducive condition for learning to both the children and adults in the community.

Therefore, convergence between elementary education and literacy have become inevitable for substantial growth in overall literacy of the state.

## Policy Implications

Literacy programme needs to be implemented as an integral part of integrated rural development programme having provisions for vocational skill development and income generation programme because of the fact that literacy/education has link with national development as well as societal needs.

Adult Literacy Programme needs change/shift in approach and strategies. Rather than adopting campaign approach and short-term strategies of TLC/PLP Project, a long run project of adult literacy (at least for ten years) for each district of the state like ours having provisions of economic incentives to full time literacy workers and volunteer is to be made. In each district, in order to attain the objective of basic literacy to 15-35 years of age, the project should be implemented in various phases. State specific initiatives need to be taken to eradication of residual illiteracy. For this purpose, financial provision for payment of honorarium can be made to VTs in order to accelerate the programme.

ZSSs (the implementing agency) can explore the possibility of ensuring the participation of NGOs, Peoples representatives/ Panchayat Raj Institutions and the Govt. development departments in effective implementation of literacy projects. Hence, restructuring of ZSS management structure from top to bottom has become imperative.

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

The district unit of Mass Education can be exclusively associated with the adult literacy programme in state like Bihar.

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

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

Panchayat level management structure of the ZSSs needs to be strengthened both way in terms of finance and augmented man power even at CE phase.

Sensitization of community through strong advocacy material/orientation on gender issues with a particular reference to girl/female education may also help in raising the level of literacy in the state like Bihar. Gender issue is equally important to Madhya Pradesh and Andhra Pradesh also.

State should have autonomy to plan alternative adult literacy strategies independently even in case of the plan of action to be submitted by ZSSs to the NLM so that micro level problems and prospects may be taken care of. The state should have also liberty to intervene into the matter of financial management/account settlement/procurement of TLM etc. considering real district specific needs and problems in order to impelment literacy project unabated.

Like Andhra Pradesh special curriculum/TLM and teaching-learning strategies need to be planned for special target groups of Bihar and Madhya Pradesh also.

Financial parameters of the literacy projects are to be reviewed and revised with special reference to the administrative and management requirement of the ZSSs and SRCs.

Adult literacy should not be looked into isolation, rather efforts should be made to achieve the goal of "Education for All" by way of ensuring universal enrolment, universal participation and universal achievement of 6-14 years children in primary/elementary education. Eventually, it will lead to control the problem of adult illiteracy in the long run.

A high level core group consisting of academicians from SRCs, Universities & research institutions, bureaucrats from education departments, social activists from NGOs/Panchayat Raj Institutions etc. should be constituted at state level to monitor the progress of literacy and guide the ZSSs.

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## Book Review

J.P. Dubey

**Greying of India: Population Aging in the Context of India**, Rajgopal Dhar Chakraborty, Publisher: Sage Publication, New Delhi, First Edition 2004, Price: Rs. 950.00, Pages: 469

### **Greying of India: Population Aging in the Context of Asia**

Rajgopal Dhar Chakraborty's book is an in depth study of the existing situation of aging and an attempt in developing a context of the same with reference to Asian and other developed countries. The book presents a coherent picture of the aging situation along with the projection of the aged population by the year 2050 and an analysis of the implications of the same for the future requirements of the policy and service provisions to provide a better atmosphere of living and working of the older populations.

The book contains six chapters viz. Aging in Asia: A Broad Overview, What causes Population Aging?, What is aging?, Aging and Development, Status of the Aged, and Graceful aging.

The chapter one presents a broad overview of demographic aspects like aging, its geographic and temporal spread over different regions of the world and over different countries of Asia. It covers 12 major aspects related to spread, intergenerational gap, dependency, parent support ratio, demographic profile, feminization, aging of aged, socio-economic characteristics, labour force participation, literacy status, marital status, and health status of the aged population. While analyzing the shift in the nature of population, the author predicts the possibility of end of the intergenerational balance in the society as there is a triple fold increase in the older population in the last fifty years and with the possibility of it trebling in the next fifty years. According to the author, this change is likely to affect more the Less Developed Regions (LDR) of the world than the developed countries. The book reveals "In 2050, the older population is projected to hold over 80 % of the worlds aged only in LDRs".

The second chapter, What causes population Aging?, delves into the processes that causes population aging wherein the author quotes rightly Frank W Notestein that aging is one of the humanity's greatest triumph. This is a big chapter where all the demographic factors at work in changing

population structure has been explained using the econometric methods of data analysis and interpretation. Most interesting of the factors analyzed were mortality, fertility and aging, wherein variety of determinants were analyzed. The other interesting interrelationship was about population momentum and aging. The author writes "Fertility, mortality and migration transition on momentum affect the number and proportion of the aged. ...where mortality is declining, a delay in the beginning of the fertility transition and slow progress towards replacement level fertility contribute to vastly increased number in older age. It also shows that if mortality declines quickly while fertility remains above the replacement level, an enormous increase in population momentum can occur and eventually flow on to the older ages. Net migration too has a spectacular effect on population momentum in that the greater inflow (of people), the greater the total aged population."

In the third chapter, What is aging?, the author has attempted to place the aging both individual aging as well as population aging in the historical and developmental frame. Author has presented a comparative analysis of various aging indices. The author has used the existing method of proportions of aged for analysis for its advantages of comprehensibility, feasibility and practicality besides arguing for development of composite alternative index of such studies.

The chapter four, Aging and Development, addresses the major social science linkages between aging and development focusing mainly on issues relating to integration of elderly into the general mainstream of healthy and productive living. The chapter includes interpretation of aging and economic development, aging and productivity, aging and supply of labour, aging and consumption, aging and housing, aging and health care costs, aging and capital formation, pension and capital formation, aging and international tensions, aging and politics, voting behavior of aged, aging and society, sociological premises of aging and society, changes in family structure aging and women, and aging and deprivation. Author has beautifully concluded "Population aging has many serious developmental linkages. It has the potential to jeopardize many economic calculations and planning strategies. Regrettably the subject has received only peripheral attention from development theorists and policy makers. They all visualize aging as a problem in the very long run.... Aging has established itself as the most pressing problem in the developed economies.

In the chapter five, Status of the aged, the author has attempted to prepare an index by identifying those variables which might have a bearing on the status of the aged by using National Sample Survey data on the aged in India.

The index, author refers to it as Elderly Status Index (ESI). He has introduced the concept of ESI, which helps in ascertaining whether the status of elderly has changed over time. The major findings of the study have been presented in bullet lines which gives an overall understanding of the aged population in the country. Some of the significant points are:

- There are more elderly in rural areas.
- There is also movement of the elderly from urban to rural areas.
- The old age dependency is higher in rural areas than in the urban areas.
- There are more females than males among the aged and in contrast to the general sex ratio, the elderly sex ratios are rising.
- The elderly are aging. About 94 percent of the elderly in India have children surviving them but a large number of the elderly are without any children.
- The elderly are still working for living in the absence of any suitable social security. The prevalence of disability among the aged is also very high.
- ESI developed by the author and applied to the states of Indian Union, includes; life expectancy at age 60, literacy, living arrangements, economic independence, retirement benefits, ownership and control of wealth, health status, and social interaction.

The chapter six, Graceful aging, contains crystallization of the analysis in the preceding chapters and includes measures to enhance the dignity of elderly population. The author has identified aging awareness, promotion of graceful aging, physical activity, family support, government support, health policy support, mental problems, disability, financing of health care during old age, economic support for graceful aging, social security and pension policies, support for rural and migrant elderly, neglect abuse and violence etc appropriately.

The author has been successful in suggesting several newer studies in the field like understanding the implication of population aging by careful economic analysis of population aging in order to help avoid costly policy interventions. The book contains 106 Tables and 32 figures connected with the variety of issues on aging. This book is useful to both categories of readers: general readers for its ability to enable the reader to connect to the issue of older populations in a subtle manner and academics for its serious nature of analysis and thought provoking interpretations. Only weak spot that could be noted in the book is that sufficient attention has not been placed on the violence against elderly. Author need to be complemented for a quality work and presenting the same to both general as well as specialized categories of readers.



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The Association has brought out many publications on themes related to adult education, including Hindi editions of several UNESCO publications. It brings out the Indian Journal of Adult Education, Proudhi Shiksha, IAEA Newsletter.

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