

**UNIVERSITY SYSTEM AND EXTENSION AS THE THIRD DIMENSION**

**Report of the Review Committee Appointed by the UGC: 1985**

**UNIVERSITY GRANTS COMMISSION  
BAHADURSHAH ZAFAR MARG  
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Assistant Editor : Prem Varma

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GUJARAT VIDYAPITH  
AHMEDABAD-380014

Vice-Chancellor

January 17, 1986

Dear Madhuri Behn,

On behalf of the Review Committee on Adult and Continuing Education appointed by the UGC, I have pleasure in submitting this report to you.

As we went on reviewing the implementation of the programme through series of meetings with field workers, we discovered manifold dimensions and radical potentialities of this programme. Irrespective of performance of particular aspect or institution in this regard, one thing that we are unquestionably convinced is that it is moving in the right direction and will have great impact in transforming the entire university system towards new perspectives.

The report is rather long, but we could not help it. We thought by making it comprehensive, it will be useful as a source guidebook for all field workers.

I need hardly stress that the rapid explosion of knowledge that is taking place all over the world, creates a moral obligation on the university system to work for its dissemination in masses in addition to its age-long work of generating new knowledge. Both are now so inherently linked that any inequilibrium between these two will defeat the very purpose of education at all levels. This makes it imperative to work for eradication of illiteracy as a beginning of bridging the gap between haves and have-nots in opportunities for acquisition of knowledge. We have, therefore, largely concentrated on the review of programmes of adult literary and post-literacy programmes, implemented by the universities. While it has expanded rapidly, we need to galvanise the entire university system as such in the most challenging tasks of eradicating illiteracy and containing population growth. The UGC have taken a big step in declaring third dimension of Adult Education as of equal importance to teaching and research, but unless it pervades all sectors of university system, it will hardly remain meaningful.

Our observations cover several areas of non-formal education like, Adult Education, Continuing Education, Population Education, Community Education, Environmental Education, National Integration, Legal Literacy, Rural Development, Science for the People, etc. In view of the volume of these observations, we have highlighted some immediate operational measures in the Chapter on 'Overview'. these measures should be viewed in following fundamental perspectives:

1. Transforming Adult/Continuing Education movement into a life-centered life-long learning process.
2. The extension as a third dimension should permeate all disciplines of studies at all levels.
3. An area-based non-sectarian community approach envisaged in door-step of people.
4. Developing Adult/Continuing Education Departments/Centres as a separate inter-disciplinary Faculty of Non-formal Education.
5. Encouraging students to opt for a semester, to work in Adult Education programmes for preparing a project report in lieu of one of the optional papers in every subject.
6. Mass campaign by involving the entire student community along with their teachers through special literacy camps of 15 days for creating an environmental support and awareness among the people.
7. Use of new audio-visual technologies for rapid spread of new knowledge in every sphere of life particularly of new knowledge in Science & Technology with a view to inculcating scientific temper.

These are some basic directions towards which the programme should now move speedily in coming five years.

The report is a collective output of hard work of the Secretary of the Committee, Dr. M.L. Mehta, and devotion and perseverance of Shrimati Kamalini Bhansali in preparing the **Mss.** and insights of Prof. Takvale and Dr. Aram. I was not fortunate in having such an excellent and dedicated team. We are also grateful to several Directors of Adult Continuing Education whose numerous suggestions have also immensely helped us.

The report could be still better with more time. It may also need some editing before publishing it. What is most crucial is to begin implementation of some of the urgent measures indicated in the report. Time is running very fast and before it is too late we must all act.

In all humility, I submit this report to you in this spirit. I trust that it will receive your immediate attention. Your enlightened identification with this programme has been a great motivating force and source of inspiration to all of us. Let us express our deep gratitude to you for the forthright support and encouragement you very generously extended to us. The programme owes a great deal to your initiatives and vision.

I thank you again for entrusting this crucial assignment to me. In the process, I have been enriched immensely.

Yours sincerely,  
(Ramlal Parikh)

*Chairman*  
UGC Review Committee on  
Adult/Continuing Education

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# **PART-I**

## **ERADICATION OF ILLITERACY**

- A. STATUS (CHAPTERS III to VII)**
- B. PERSPECTIVES (CHAPTERS VIII to XV)**

## 1.0 COMMITTEE AND TERMS OF REFERENCE

### 1.1 Introduction

The University Grants Commission's support to the Universities and Colleges for undertaking programmes of eradication of illiteracy has run into two phases. The first phase was from October 1983 upto 31.3.1985 and the second phase is from 1.4.1985 to 31.3.1990. This is envisaged by the Commission on the recommendations made in the report of the Working Group that was constituted under the Chairmanship of Dr. (Mrs.) Madhuri R. Shah, Chairman of the University Grants Commission.

Recently the Commission desired that for increasing the involvement of the Universities in the programmes of Adult Education as well as making the current programmes more effective during the 7th Five Year Plan period, it would be valuable to review the implementation of the programmes of the first phase, i.e. upto 31.3.1985.

### 1.2 Committee

With this in view, the Commission appointed a Committee consisting of the following persons:—

Prof. Ramlal Parikh                      —Chairman  
Vice-Chancellor  
Gujarat Vidyapith  
Ahmedabad

Prof. M. Aram                              —Member  
Vice-Chancellor  
Gandhigram Rural Institute  
Gandhigram

Prof. Ram Takwale                      —Member  
Professor of Physics  
University of Poona  
Poona

Smt. Kamalini H. Bansali              —Member  
Registrar  
SNDT Women's University  
Bombay

Dr. M.L. Mehta                              —Member-  
Joint Secretary                              Secretary  
University Grants Commission  
New Delhi

### 1.3 Terms of Reference

The terms of reference of the Committee are:—

—Review of the current programmes of Adult Education undertaken by the Universities & Colleges with a view to identify their shortfalls, problems, achievements and so on.

—To make recommendations for greater and more effective involvement of Universities/Colleges in the programmes of Adult Education so as to fulfil aims and goals of the Government of India.

The Committee has to review all the programmes included within the broader umbrella of Adult and Continuing Education and Extension, i.e. (1) eradication of illiteracy; (2) programmes of continuing education; (3) population education activities; (4) planning forums; and (5) rural development, etc.

### 1.4 Meetings

The Committee met as follows:—

- (1) On 3/4-VI-1985 at U.G.C. Office, New Delhi
- (2) On 11-VII-1985 at SNDT Women's University, Bombay
- (3) On 23-VII-1985 at Patna University, Patna
- (4) On 16/17-VIII-1985 at Poona University, Poona
- (5) On 9/10-IX-1985 at U.G.C. Office, New Delhi
- (6) On 23-IX-1985 at SNDT Women's University, Bombay
- (7) On 24/25-XI-1985 at SNDT Women's University, Bombay
- (8) On 28/29-XI-1985 at U.G.C. Office, New Delhi
- (9) On 8/9-XII-1985 at SNDT Women's University, Bombay

At Bombay, Patna and Poona, the Committee held discussions with the Directors/Assistant Directors/Co-Ordinators of the programmes of Adult and Continuing Education in Indian Universities as



also a few Vice-Chancellors and some senior adult educators in Indian Universities.

At Madurai and Trivandrum, discussions were held with Principals and staff manning Departments of Adult and Continuing Education. Interaction thus took place with over 150 persons from this field.

The Committee also invited views of some experienced persons in the field of adult education, continuing education, population education, rural development, etc. including U.G.C. representatives on Advisory Committees of Universities.

The Committee took note of the report of the Government of India, Indian Universities Association for Continuing Education, Indian Association for Adult Education, Indian Society for Community Education & Population Education, etc. on adult education, population education, continuing education as also of the proceedings of a large number of seminars/workshops held in India during the last three

years on the themes of Adult Education, Continuing Education, Population Education, etc.

### 1.5 Various Aspects

Keeping in view of objective of the review, the Committee has focussed attention in the report on the various dimensions of the following aspects: —

- Eradication of illiteracy through the involvement of universities and colleges.
- Giving extension an equal status with teaching and research.
- Other extension programmes including continuing education, population education, planning forums, rural development, science for the people, legal literacy, environmental education and national integration through colleges and universities.
- Recommendations based on the discussions at various regional meetings with functionaries and available documents on the subject.

## 2.0 OVERVIEW

**2.1** With the formulation of the UGC Policy Frame of 1977, a process of involving the University system as such to participate in extension programmes was initiated with the specific objective of securing equal importance to 'Extension' as a third dimension with teaching and research. Though some universities were conducting continuing education programmes and extension work as early as 1970, it was in 1978 that universities involved in a substantial way in the National Adult Education programme of the Government of India. This caught considerable momentum during 1978-80, but came to a static level of 1980 during 1980-82, when the whole programme of NAEP was under review by the Kothari Committee.

**2.2** The inclusion of eradication of illiteracy, population education and rural development in the 20 point programme by the Government of India and the priority given to these by the University Grants Commission in 1983, renewed the process of involving universities and colleges in these national tasks. Following major decisions of the UGC gave a new thrust to this programme:—

- All universities and colleges be involved in the programmes of eradication of illiteracy, institution of population education clubs and programmes of continuing education with prior emphasis on the needs of the weaker sections and women.
- Financial assistance will be available to the universities and colleges on 100% basis in this regard upto 1990.
- All such activities will be implemented under one umbrella of Departments of Adult and Continuing Education and Extension.
- The functionaries of this programme will have equal academic status with respective categories (Professors, Readers, and Lecturers) of universities/colleges although they may hold different designations of Directors, Assistant Directors and Project Officers.
- These functionaries which are of the academic category will be in non-vacation category for the purpose of leave rules only.

**2.3** With the participation of 83 universities and over 2000 colleges, most of the universities and colleges have been involved in varying degrees in the programmes of eradication of illiteracy, population education, continuing education and planning forums. Induction of other areas of extension such as rural development, science for the people, legal literacy, environmental education, etc. are yet in the process of initiation as is evident from the review of the implementation of these activities by the universities during 1983-85. Even in the implementation of earlier programmes, considerable number of departments are in initial stage. A minimum level for all departments should be secured, very soon.

**2.4** The universities have accepted in principle the important place of extension work, besides teaching and research. However, institutionalising need-based extension programmes to involve identified communities in the life-long learning process is yet not operationalised in most cases.

**2.5** The requisite infrastructure for Adult/Continuing Education programmes has emerged in varying degrees at the universities for the implementation of programmes of Adult Education, Population Education and Continuing Education, etc. the infrastructure at the college level is far too inadequate even for minimum performance.

**2.6** Extension work must gradually permeate in all disciplines of studies. Appropriate evaluation methods should be inbuilt for periodic assessment of this work both in terms of performance of students as well as participation of community so as to determine the impact from time to time. The Departments of Adult/Continuing Education in universities have a very important responsibility in promoting this process in all subjects. Adult/Continuing Education is not intended to function as an island by itself but as an agency to foster the process of extension as an integral and inherent part of the academic life of teachers and students in all subjects.

**2.7** However, viewing as a whole, it could be stated that the period of October 1983–October 1985 has generated extension awareness and a very conducive climate in the university system for gradual development of the manifold dimensions of this programme. Although through extension programme so far, the universities and colleges are by and large confined to adult literacy and continuing education, the experience that they have gained promises great potentialities in developing the entire gamut of non-formal education touching every aspect of the life of common people particularly the poorest sections of them.

**2.8** This will facilitate quicker realisation of national goals of eradication of illiteracy on the one hand and integrating extension as the third dimension in the university system. The entire university system in this manner will be in the forefront of this battle and should cease to perform spectator's role or peripheral and marginal role. In the period of 7th Plan, an organic involvement of the entire university system both at the level of university departments in all subjects and colleges should be secured by consolidating the Adult/Continuing Education departments already set up in Sixth Plan by opening Adult/Continuing Education departments in remaining universities. Although Agricultural Universities and IIT's are not under UGC assistance, the ICAR and ICMR and IIT should also be persuaded to cover the eradication of illiteracy and population education in their extension programmes so that a universal climate of combating illiteracy and population growth is generated in all sectors of higher education.

**2.9** In view of the above background, it is now necessary to identify some immediate operational measures for speedy implementation of numerous observations made by us in various chapters of the report. Although these are in the main chapters as well as in the summary of important observations, we feel it is necessary to highlight some of these observations even though it may appear to be somewhat repeatable. The implementation of major thrusts of the report requires immediate action without losing much time in processing it as it happens in the case of such reports with Governments. We, therefore, propose that following immediate measures should be initiated by the UGC.

## **2.10 Measures to be undertaken by UGC**

**2.10.1** A single mechanism of communication and disbursement of grants, as well as for monitoring and

review of the performance, of such a nation-wide programme inevitably requires a comprehensive and functional administrative and academic apparatus first at the level of UGC itself. The strength of personnel as well as quality of the present bureau of non-formal education in the UGC Secretariat should be augmented as a foremost task. Each of the eight major areas—four existing and four emerging of Adult/Continuing Education need specialised attention. This would need increase in the number of Senior Officers and supporting staff of stenographers, etc. than at present. It should also have its own despatch system to ensure prompt despatch of letters.

**2.10.2** The procedure for disbursement of grants should be simplified without delay so that thousands of grass-root workers working for this programme do not suffer because of inadequate funds at the disposal of the operating agencies of university departments and colleges. The present system of T.R. needs to be given up and bank draft should be prepared simultaneously along with sanction orders.

**2.10.3** Services of experienced persons in this field as consultants should be requisitioned so that they can help UGC Secretariat in effectively monitoring all aspects of the programmes and overview its progress.

**2.10.4** A smaller committee of the Standing Committee of Adult and Continuing Education should meet regularly at least once in two months to scrutinise the proposals and review the progress.

**2.10.5** Teacher fellowship as well as Doctoral and even Post-Doctoral fellowships should be instituted in at least those centres where post-graduate courses on Adult and Continuing Education are already conducted. At least 5 JRF, 3 Post-Doctoral fellowships and 3 Teacher fellowships for each university where the facilities for M. Phil., Ph.D. or Post-Doctoral studies are available should be allotted as additional ear-marked fellowships.

**2.10.6** Every year, 2 or 3 eminent persons of this field should be invited to accept National Lectureship with a view of inculcating through them basic understanding of the manifold dimensions of Adult and Continuing Education.

**2.10.7** The present limit of UGC assistance upto 1990 should be raised upto 1995 in order to provide sufficient stability to grass-root workers of this pro-

gramme. Even if the national goal of eradicating illiteracy for all 10 crores persons of 15–35 age group is achieved, it would be necessary to sustain it by rigorous post-literacy and continuing education programmes for at least five years after that, preferably through the same workers who have gained a valuable experience in the 7th Plan period.

## **2.11 Measures to be taken by the Ministry of Human Resource Development, Government of India**

**2.11.1** Government of India should be requested to earmark a considerably higher amount for all aspects of this programme to be operated through UGC.

**2.11.2** Government of India should direct all SRCs/State Governments to ensure prompt and adequate supply of basic primers, etc. for the adult education programmes operated through university sector.

**2.11.3** Government of India should provide a separate support for mass-movement through students and teachers. It is proposed to launch this area-based mass-movement from May 1986 simultaneously in all universities.

**2.11.4** Government of India should provide separate funds for special additional literacy camps under NSS on the lines of special camping programme that was done in the past like, 'Youth against famine', so that these camps concentrate on mass movements for literacy through each one teach one programme as well as for creating and sustaining allround environmental support and awareness in the form of literacy brigades moving from house to house to acquaint people about the need for acquiring functional literacy so that they may get their due benefits of development schemes. This will facilitate contribution of NSS without disturbing their present programmes at least for the 7th Plan period, i.e. upto 1990.

**2.11.5** The Government of India should provide through Radio and T.V. at least half an hour every day for giving demonstrations of lessons largely through non-verbal means.

**2.11.6** The Government of India should direct the State Governments to integrally link the universities which have desired to participate in the area development programmes by adopting district or

block for 7th Plan period. This will accelerate public co-operation and people's participation in the development process. Planning Commission should provide adequate financial support for preparation of intensive area plans by universities. This will forge organic linkages of universities with grass-root micro-level process of social and economic development.

## **2.12 Measures to be undertaken by universities**

**2.12.1** The universities participating in this programme should make statutory regulations for making Adult/Continuing Education and Extension Department as a Non-formal Faculty or Centres of interdisciplinary nature. This process should be completed within one year so that the institutionalisation of Extension as a 3rd component of equal importance is second in the university system.

**2.12.2** The universities should bring into effect at once the revised qualifications suggested in this report and as may be approved by the UGC.

**2.12.3** The universities participating in this programme should determine their assigned area for full scale attack on illiteracy and for permanent ongoing extension service programmes.

**2.12.4** The universities participating in this programme should provide for submitting a project report in lieu of one of the optional papers of their subject in degree courses. They should be permitted to spend at least one semester wholly for this work. This project report of each student based on his/her experiences should be evaluated on the lines of project report in faculties of Social Work etc. and its marks/grades should be added along with other subjects of examination. At least those students who are acting as instructors should be given this facility.

**2.12.5** At least 12 documentation centres should be established to work as course banks and educational resource centres. It would be advantageous and economic if the universities identified for Population Education also simultaneously run by these 12 centres. These centres should also be equipped with small Audio-Visual Centres with cassette library, etc.

## **2.13 Measures by Colleges**

**2.13.1** One whole-time Project Officer (700–1600)

should be appointed in every college which has adopted an area-based programme of considerable size.

**2.13.2** Smaller colleges of rural areas have sufficient close links to transform their area projects into community education centres on the lines of the model given in the Appendix. These centres should be run in the college premises on a whole-time basis to provide access to all learners at their convenience and at their pace.

**2.14** Since during the period of 1983–85, the main thrust has been on Adult literacy/post-literacy and limited continuing education programmes, we have limited our operational recommendations in these fields only, for the present. However, our observations in the chapters on other aspects of this programme do indicate some initial measures. We have yet to gain adequate experience in implementation of these fields. We assume that UGC will continue to accelerate its support to all these programmes. A similar review of their performance may be undertaken after two or three years.

### 3.0 UNIVERSITY SYSTEM & THE ERADICATION OF ILLITERACY

**3.1** The concern of the new education policy perspective is essentially to indicate the strategies of making the system of education an effective instrument of modernization and dynamic change. Particularly, when the pace of change is to be accelerated to achieve the targets in a given time frame, the mobilization of institutions and individuals for extra obligations becomes a necessity.

**3.2** The infrastructure of higher education provides a large reservoir of human energy and resources and the nation has rightly decided to mobilise the resources for nation building activities and to utilise this infrastructure for national development through universal literacy and adult education programmes which help to create the climate for change and development and the experience of colleges and universities in organising adult education programmes in the Sixth Plan Period would be of relevance in deciding upon their role in the Seventh Plan Period.

**3.3** The third role, the colleges and universities can play in the total adult education programmes, is the role of providing technical resource support to the programme besides other multiple roles of universities and colleges. In fact many voluntary and government organizations have been using the teachers and students of the colleges and universities in their training programmes and the programmes of preparing the learning materials. The students and teachers have also been found effective in promotional and supportive roles.

**3.4** The Sixth Plan viewed the colleges and universities as one of the important agencies assigned the role of running adult education centres. Since students were not always continuously available for the programme, colleges had to involve non-students as instructors. There has been a feeling that the proportion of non-students in the college programme is much larger than that of students.

The response to the instrument used to assess performance criteria has revealed that keeping in view the total number of adult education centres conducted by

universities and colleges, the percentage of students functioning as instructors is considerably high (app. 70%) as compared to non-students identified by these universities and colleges to function as instructors (below 30%).

Additionally, a large number of students in every institution is actively engaged in motivational work at the pre-literacy centres and surrounding communities. The Review Group on the basis of discussion with experts and other functionaries has referred to a plan of action for role specific and expanded involvement of students and teachers.

The Review Group feels that this proportion of student instructors points to a very encouraging trend of concern of the student youth in this regard and that such concern can generate expanded involvement given the right motivational measures and other incentives in the Seventh Plan Period.

**3.5** It is within the ability and structural conduciveness of the colleges and universities to assume affectively the role of resource centres for literacy and post literacy programmes and for research orientation, material development and evaluation in adult education. This aspect should be examined particularly in the context of progressive coverage of the target which demand the decentralized resource support to bring in local relevance to the learning materials, training programmes, motivational campaigns, etc. The colleges are also best suited to be developed as resource centres for adult education at the district levels as they are the knowledge centres with community of scholars and students pursuing knowledge in different disciplines. Further, they have the laboratories, libraries, etc. which help in preparing learning materials and providing physical facilities also.

The feedback to the instrument has also brought out clearly that the programme of adult education and extension has made significant impact on the university system in various ways like making the system flexible and open with greater relevancy reflected in structured courses, the system becoming more acceptable to change through introduction of innovative

measures and also helping in changing attitudes of students and teachers towards their obligation to society and the realisation that benefits of extension are for the givers as well as the receivers.

**3.6** Hence, in the seventh plan, the colleges and universities should be assigned the major role of providing resource and monitoring and promotional support to the total adult education programmes in the country right upto the grassroot levels besides the role of actually running the adult education centres, spe-

cially so as the move is towards the structure of area approach and in that context the colleges which are spread upto the district and block levels become locally relevant and effective for resource support. Further, since they already have definite structures and organizations the new role and obligation would not require very large financial support. Thus it would be economical for the programme to use colleges and universities as resource centres and as monitoring and evaluation agencies for the total adult education programme in the country.

## 4.0 ADULT EDUCATION PROGRAMME AND GOVERNMENT OF INDIA

### 4.1 Introduction

An ambitious programme of social education was launched in the First Five Year Plan. This was integrated with the community development programme in the Second Five Year Plan. In the subsequent plans, several significant programmes at the State and at the national levels were launched. In 1978, a National Adult Education Programme with time-bound targets was launched.

### 4.2 Priority

The Adult Education Programme was accorded a high priority by the Government by its inclusion in the minimum needs programme of the Sixth Five Year Plan and also in the new 20 Point Economic Programme. Under Point No. 16 of the new 20 Point Economic Programme, it has, inter-alia, been laid down that students and voluntary agencies should be involved in the programme for the removal of adult illiteracy and the closely related programme of universalisation of elementary education in the age group 6–14. In the Sixth Five Year Plan Document it has further been envisaged that the entire adult illiterate population in the age group 15–35 should be covered by the literacy programmes by the year 1990.

### 4.3 Policy

With a view of tackling this problem of covering a large number of adult illiterates in the age group 15–35 by the year 1990 and in the context of the decisions taken by the Government on the recommendations of the NAEP Review committee, the Government has decided to adopt inter-alia the following policies and strategies for achieving these targets:—

Larger participation of students in the adult education programme will be enlisted as envisaged in the new 20 Point Programme;

Wider coverage of the target groups of women, scheduled castes, scheduled tribes and migrant labourers and other weaker sections of the society to improve their literacy position;

Special attention would be paid to the organisation

of adult education programme for the physically handicapped;

—The programmes of Post-literacy and follow-up activities will be activated and strengthened to avoid relapse into illiteracy; neo-literates will be inculcated in the process of self-learning;

—Suitable schemes will be formulated to support traditional and folk arts *per se* and also their fuller and wider use in the furtherance of literacy and adult education programme;

—The potential of electronic media, particularly the telecasting/broadcasting net-work available through INSAT, would also be utilised for the adult education programme.

### 4.4 Resource Centres

The Adult Education programme needed professional support in matters such as training of personnel, preparation of curriculum and materials, post-literacy, monitoring and evaluation, etc. For providing such support a fairly well-planned resource structure was provided in the country in the form of National Resource Centre at Delhi and State Resource Centres (SRCs) in different States. Some of these are located in universities.

### 4.5 Schemes

The adult education programme is being implemented largely through the following schemes:—

—Centrally sponsored scheme of Rural Functional Literacy projects.

—Central scheme of Assistance to Voluntary Agencies working in the field of adult education.

—State Sector Scheme of State Adult Education Programme

—Adult Education programme by universities, colleges and NYKs

—Adult Education through Shramik Vidyapeeths

### 4.6 Problems and Inadequacies

The programme at the national level generally suffers from the following problems and inadequacies:—



#### **4.6.1 Inadequate Motivation among the Learners**

Studies have revealed that participation of learners in the programme on a continuous basis for the 10 months duration is not easy to secure.

#### **4.6.2 Lack of Co-ordination**

Co-ordination with development departments and other agencies to make the teaching-learning process interesting and effective is not at present available in the desired measure.

#### **4.6.3 Deficiency in the Training of Functionaries**

The main deficiency in the training programmes relates to lack of attention given to the content of the training and the duration for which it is organised.

#### **4.6.4 Relevance of Teaching-Learning Materials**

Materials have to be locally relevant and have to suit the needs, interests and requirements of the learners who attend the programme. It has been observed that this has not been achieved although the efforts are continuing in that direction.

#### **4.6.5 Insufficient emphasis on Post-Literacy Activities**

Wherever the programme of 10 months cycle is over, the organisation of post-literacy and follow-up activities is not simultaneously initiated.

#### **4.6.6 Supervision**

The hilly areas and areas having scattered population create special difficulties in relation to the supervision of the centres.

#### **4.6.7 Inadequacy of Women Instructors**

There is a difficulty in finding instructors with suitable educational qualifications for running the AECs, especially when the centres are located in the interior of rural areas where non-availability of transport becomes a problem.

#### **4.6.8 Inadequate Incentives to Adult Education Workers**

The functionaries involved in the implementation of

the programme especially the instructors and supervisors do not get encouragement for good work done by them.

#### **4.6.9 Inadequate Community Support**

The local community where the centre is organised is not generally involved in the work related to the adult education programme and it does not show active interest in the running of the centre.

#### **4.6.10 Incomplete Coverage**

Even though numerous agencies are involved in implementation, they do not necessarily send monitoring information with the result that actual coverage through the programme is not known.

### **4.7 Kothari Review Committee**

The Review Committee on the National Adult Education Programme (1980) under the Chairmanship of Prof. D.S. Kothari made inter-alia the following observations and recommendations:—

- Universities and colleges should be involved to the greatest possible extent, through NSS or other wise. Involvement of Women's colleges would help in increasing the participation of women learners in the programme. In the long run, participation in social service, including adult education should become a part of the academic course.
- The content of the programme—consisting of literacy functionality & awareness—should be deepened and widened. An adequate level of literacy should be insisted upon with emphasis on the learners improving their vocational skills and taking organised saction for the improvement of their condition.
- The programme should be flexible and closely related to the needs of the learners and the local environment.
- Emphasis should be laid on participation of women in the programme. Measures should be taken which would influence social attitudes and remove practical difficulties which women face in attending adult education classes. It would be desirable to arrange adult education for women as part of their work. Women should be adequately represented on advisory committees at all levels. Their recruitment as instructors and at other levels should be substantially raised.

- The programmes of national adult education have largely remained confined to literacy. Even the literacy programme has not been as effective as it should be. The development orientation has been superficial and the functional components in the courses almost non-existent. There is generally speaking, 'a lack of clarity among the workers regarding the meaning and content of awareness'.
- Little attention has been paid in the present programme to sciences, while the national adult education programme should have made a significant contribution to popularise scientific knowledge and scientific attitude.
- Every effort should be made to attract the best possible persons as instructors. Steps should be taken to increase the pool of persons available for recruitment as instructors especially in remote and backward areas. Training of instructors should be improved and the best available persons should be involved in it.
- Scheduled castes and scheduled tribes should be represented on all advisory committees. Their recruitment as instructors and at other levels should be encouraged in every possible way.

#### 4.8 Evaluation Studies

The various appraisal studies of the Adult Education Programme conducted in Bihar, Gujarat, Maharashtra, Rajasthan and Tamil Nadu show the following gaps in the implementation of the programme: —

- Lack of proper facilities, e.g. non-availability of adequate suitable accommodation for holding literacy classes and non-availability of kerosene oil and mats for seating the learners.
- Considerable gap between the date of sanction of the scheme and the release of funds. The gap ranged from one month to ten months.
- Large scale dropouts due to migratory nature of poor, unskilled workers who are the learners.
- Irregular attendance of learners, particularly due to seasonal nature of their jobs.
- Inadequacy of teaching/learning materials.
- Low honorarium to instructors.
- Operational, financial and administrative difficulties faced by voluntary agencies due to delays in release of grants and non-helpful attitude of developmental agencies.
- Training imparted to the functionaries was not so job specific and field oriented.
- Lack of group and cultural activities at the adult

education centres.

- Lack of adequate provision for post-literacy and follow-ups.

#### 4.9 Appraisal Studies

The appraisal studies have given the following suggestions and recommendations to improve the performance of learners: —

- The regular supply of teaching/learning material and other inputs can help to improve the performance of learners. More primers should be developed keeping in view the varied and local needs of learners. Supplementary reading material for raising awareness of the learners should be supplied to learners. The improvement of physical facilities in centres is likely to lead to better learning.
- To maintain the interest of learners beyond the ten months of initial programme, an effective follow-up and post-literacy programme should be organised. By strengthening the follow-up programme, it is likely that literacy can be retained for a larger period.
- The primers for learners should be prepared taking into consideration the regional and socio-cultural variations, field experience after being pre-tested.
- Functionality component should be given more attention by the organisers of the programme to satisfy the need of learners who are interested in learning new skills for improving their earnings. The schemes of rural development should be given publicity in adult education centres with a view to motivating the learners. The strengthening of functionality component is likely to make the adult education programme more popular.
- Areas of social awareness taken up in adult education centres should be increased keeping in view the social and economic issues which concerned them. The organisation of cultural activities can help to bring the learners of all communities together and remove the feeling of prejudice and slowly wipe out the idea of untouchability.
- Programme functionaries should be equipped better by giving them more pedagogical skills and understanding of social and economic issues.

#### 4.10 Constraints

The Ministry of Education, in the light of their experience has also pointed out some of the constraints in the implementation of the programme like: —

#### **4.10.1 Limitations of the Infrastructure provided**

It was very difficult to find suitable personnel for operating the infrastructure provided for the adult education programme. The personnel, it was experienced, lacked either commitments or full understanding of the issues involved and hence they were not in a position to provide the necessary leadership. The training input was also inadequate and could not make-up the deficiencies.

#### **4.10.2 Neglect of logistic arrangements and supervision**

Inadequate arrangements resulted in delays in supplies of teaching learning material at the centres. In several cases, the concept of 'supervision' did not become a reality of adequate interest or commitment.

#### **4.10.3 Inadequate community support**

The involvement of the local community did not come up to expectation and the community looked upon the programme more as a programme of the Government and not of the people and hence the community support envisaged was not forthcoming.

#### **4.10.4 Diluted Objectives, Lack of Inter-Departmental Co-operation and Low Motivation**

The adult education programme has been conceived as a comprehensive programme of human resource development with components of literacy, functionality and awareness. It was expected that for the realisation of these objectives, different departments would add to their inputs to the learners. However, it was discovered that the development departments and agencies continued to work in their own narrow spheres more or less in isolation and the mutual reinforcement between adult education and the objectives of other departments was lacking and the programme became more geared to literacy rather than development resulting in adversely affecting the motivation of learners as well as workers.

#### **4.10.5 Voluntarism—An unrealised factor**

The response from voluntary organisations remain orthodox in spite of Government providing liberal financial aid and consequently their contribution to the total effort was very small and their programmes instead of being innovative in methodology and

management, were different from programmes run by the Government agencies. Similarly, the University system could also not enthuse students to participate in this programme in a big way with the result that their contribution to the total adult education programme remained marginal. In respect of developing training material, the resource provided by the University system was also not found significant.

#### **4.10.6 Absence of Media Support: Unfavourable Milieu**

In this context, the media is considered both electronic and folk. No organised system of securing a regular support to adult education through the mass media exists. The thrust has only just begun but the arrangement needs to be institutionalised for securing significant inputs for the programme.

#### **4.10.7 Grassroot Worker without any Incentive**

The motivation of the learner and the worker is crucial to the success of the programme. The instructor does not receive the honorarium regularly and hence the incentive for this important national task is lacking. Identifying the instructors were most difficult and only a dedicated worker carry it out with commitment. Unless a scheme of proper incentives to adult education workers is developed, it will be difficult to make a break through in this programme.

**4.10.8** The adult learner has not found any meaning in acquiring literacy. We have not as yet been able to link the life functions with literacy although technology is advancing fast and unless these are linked suitably, people will think literacy as something which is redundant to their life.

#### **4.10.9 Excessive dependence by States on Central assistance and non-introduction of revised financial pattern**

The State Governments should realise the urgency of removing illiteracy from the pockets where it abounds and they should demonstrate a concrete evidence of their genuine interest in eradication of illiteracy by allocating higher sums of money for the programme in State sector instead of depending heavily on central assistance.

#### **4.10.10 Financial Constraint**

From the 11 crores illiterates in the age group of 15–35,

8.7 crores still remain illiterates. An outlay of Rs. 1,365/- crores would be needed for covering a 8 crore illiterates. It was expected that expenditure for the remaining 70 lakh persons would be met by other departments. As against this, according to the present indications, a much less amount is likely to be allocated for Adult Education in the VII Plan. This is a serious matter for consideration.

#### **4.10.11 Maintaining programme credibility**

General information gathered is that the programme is at low ebb and its benefit to society and to the individual. Hence, the evaluation effort would have to be reviewed where achievements and impact would get greater attention.

#### **4.10.12 Ensuring non-relapsable literacy**

Steps have been taken to intensify action to prevent neoliterates to replace into illiteracy. The post literacy phase of 150 hours in 4 months has been made part of the single learning continuum and administrative and financial sanctions are issued for Phase I and II together in the beginning only. For Phase III (of 100 hours), a net work of village continuing education centre is considered necessary, but experience in this behalf is lacking.

### **4.11 Seventh Five Year Plan**

The Seventh Five Year Plan emphasises that one of its primary tasks must be the harnessing of the country's abundant human resources and improving their capabilities for development with equity. It recognises that programmes for alleviation of poverty, reduction of

economic and social inequalities and improving productivity can and should be integrated with educational development. The strategies for educational programmes, training and their organisational design are expected to be such as to release the latent power of human resources. The Seventh Plan would particularly focus upon women, youth and economically weaker groups so that they can make increasing contribution to the socio-economic development of the country.

An important aspect of human resource development is to match educational planning with manpower planning in order to avoid imbalances between supply and demand in regard to trained and educated manpower.

Some of the more important strategies to be adopted in the Seventh Five Year Plan towards the achievement of the above goals are:—

- Determined efforts will be made to achieve effectively the goals of universal elementary education and eradication of illiteracy. detailed block and school level planning with community participation and effective linkages with the local environment and developmental activities is envisaged as a major strategy to overcome the several obstacles associated with achieving the goal of universal elementary education and eradication of illiteracy.
- Non-formal education and open learning systems would be encouraged at all levels. These programmes are envisaged for providing a network of learning opportunities to those who cannot or do not avail of the facilities of the formal system for one reason or the other. They would also provide opportunities for recurrent and life-long education and constitute a major means of promoting greater equity.

## 5.0 ADULT EDUCATION AND UGC

### 5.1 Policy Frame

The current involvement of universities in the adult and continuing education activities is the outcome of the recognition by the University Grants Commission to the importance of Extension programmes accorded vide its Policy Frame of 1977.

The policy statement underlined the need for extension activity as an important dimension of higher education equal in importance with teaching and research. It should gradually permeate within each subject discipline in the form of change in curriculum, teaching and evaluation methods. The programmes of extensions will benefit both the community and the higher education system. This will promote a meaningful and sustained report between the university and community. Extension is an extremely significant area which should be developed on the basis of high priority.

### 5.2 National Adult Education Programme

The Government of India launched the National Adult Education Programme (NAEP) on October 2, 1978. It was intended to impart functional literacy with assured follow up and continuing education within a target oriented and time bound frame. Universities and colleges also participated in this national task under the UGC scheme of Adult Education and Extension. Guidelines were circulated to the universities for their involvement in this programme. An institution was to organise at least 10 centres to become eligible for UGC assistance. The NSS teacher in a college was to organise adult education centres under the scheme. 68 university and 705 colleges could be involved in this scheme to organise 8790 centres despite the fact that no honorarium was provided for students or teachers. This scheme was implemented till October 1983. During the period when the Kothari Committee was reviewing the national adult education programme, no new university or college was brought under the scheme by the UGC.

### 5.3 UGC Working Group

The University Grants Commission in consultation with the Government of India in the Ministry of Education & Culture constituted a Working Group in September 1982 to suggest a dynamic programme of removal of illiteracy as envisaged in Point No. 16 of the New 20 Point Programme of the Government of India.

The Group inter-alia made the following recommendations which were accepted by the University Grants Commission:

**5.3.1** Adult literacy programme through universities may be implemented in two phases. First phase to cover the period ending 31st March, 1985 and the second phase ending 31st March, 1990. In the first phase all affiliating type of universities and at least 1,500 colleges are involved to organise 15,000 to 20,000 centres. In the second phase, the number of centres be raised to atleast 50,000 by involving all the universities/colleges in the country in Point No. 16 Programme. While doing this, and in particular in the first phase, universities/colleges in the districts having literacy level below the national average, colleges for women and in the rural/backward/tribal areas were given priority so as to ensure priority organisation of the programmes for women, scheduled castes/tribes and people from the rural and backward areas of the country.

**5.3.2** A University may be considered as a Unit and be made responsible for the implementation of the programme through itself and its colleges. The universities may finalise their plans in consultation with the State Governments and colleges. The University Unit of Adult, Continuing & Extension Education be the Nodal Agency for Monitoring, Evaluation and Researches.

**5.3.3** A University be considered as a Unit of the programme and that all the grants are made to the university disbursement to colleges participating in the programme. The universities would be responsible for the maintenance of the accounts of grants and submis-

sion of necessary documents ensuring the proper utilisation of the grants made to them.

**5.3.4** A single mechanism be created in the university system whereby all activities like adult literacy, NSS, Continuing and Extension Programmes, etc. are organised under one umbrella.

**5.3.5** It is important to have one integrated mechanism so that adult literacy programme does not end abruptly but grows into follow-up and continuing education to form part of a coherent system.

**5.3.6** Every university and college should be required to adopt a minimum number of villages or mohalas or areas of community or a developmental block and to undertake a programme of total removal of illiteracy through a planned and phased programme. Wherever possible, neighbourhood approach may be preferred. Local community be actively involved in all stages of planning and implementation of the programme.

**5.3.7** The literacy rate among women, scheduled castes/tribes, migrant labourers, people from rural and backward areas and other weaker sections of the society is very low. High priority should be given to the Adult Literacy Programme for these groups for improving their literacy level. Special attention should also be paid to the organisation of adult literacy programme for the physically handicapped.

**5.3.8** Financial assistance to the universities/colleges be provided at the same level/norms as approved by the Government of India for the voluntary organisation participating in the programme.

**5.3.9** Normally assistance may be provided for the organisation of atleast five centres. However, in the case of women colleges, colleges in the rural backward (below national average literacy level) and tribal areas, assistance may be provided to organise even two centres. Universities/colleges, may also be assisted to organise adult literacy programme through "Each One Teach One".

**5.3.10** In view of the high priority given to the programme of Point No. 16 of the new 20 Point Programme of Government of India, universities/colleges be involved in a big way so as to help achieve the goals. With this in view, universities/colleges may, therefore, be assisted on 100% basis at least upto the end of Seventh Plan or 31st

March, 1990 to enable the universities/colleges to make long-term continuous planning and action plans.

**5.3.11** All the posts will be on a longterm basis and will be of temporary nature. Staff appointed for this programme be given all such benefits as are given to the corresponding permanent employees of the universities/colleges to ensure continuance of the staff and hence of the programme.

**5.3.12** Co-ordination between the agencies involved in the implementation of the programme is essential at all levels. Efforts of co-ordination should be more at the grass root level.

**5.3.13** Universities and colleges should collaborate with various welfare and voluntary organisations in the implementation of the adult literacy programmes.

**5.3.14** The expenditure on posts sanctioned by the UGC and when the UGC's assistance ceases for such posts, be met by the State Governments as part of the maintenance budget.

#### **5.4 Major Decisions**

The University Grants Commission during this period took some major decisions having considerable bearing on the strengthening and expansion of the programmes of Adult and Continuing Education in the universities including the following:—

**5.4.1** Universities have been requested to establish Departments of Adult and Continuing Education and extension. These will be non-vacation academic departments; working hours for the staff of these departments will be the same as for other offices of the universities.

**5.4.2** The pay scales of Directors, Assistant Directors/Coordinators and Project Officers of Adult and Continuing Education were rationalised and brought at par with the pay scales of Professors, Readers and Lecturers. The qualifications prescribed for these posts take into consideration the field experience of the persons.

**5.4.3** The posts of Directors/Assistant Directors/Project Officers and others have been sanctioned for the proper manning of the departments of Adult and Continuing Education. The Commission has requested the Chancellors and Vice-Chancellors

of universities all over the country for expeditious appointments of staff in the Departments/Centres for Adult and Continuing Education.

**5.4.4** Post-M.A. Diploma in Adult Education has been introduced in few universities with a view to provide trained manpower required for the effective implementation of the programmes of Adult and Continuing Education. The Commission is also considering the introduction of graduate studies in Adult Education as also courses at the M.A./M. Phil. level for strengthening of programmes of Adult and Continuing Education in the country.

**5.4.5** The Commission has agreed to assist the universities for the programme of Adult and Continuing Education upto 31st March, 1990. After this, the expenditure on posts will be merged in the Maintenance grants of the universities. The UGC has agreed to this for Central Universities and Institutions deemed to be universities receiving maintenance grants from the Commission. The Chancellors of the universities in the States have been requested to consider this.

**5.4.6** The programme of Adult and Continuing Education and Extension are to be implemented under one umbrella. The UGC has requested the Vice-Chancellors of the universities to ensure that these programmes are implemented by a single department i.e. Department of Adult and Continuing Education and Extension.

**5.4.7** The Commission has constituted a monitoring group consisting of experienced persons in the field of adult and continuing education to monitor the programmes all over the country. The members of this monitoring group are the representatives of the Commission on the Advisory Committees of the universities on programmes of adult and continuing education. The monitoring group will help the universities towards effective implementation of the programmes of adult and continuing education, keeping in view their time bound and target oriented nature. The monitoring group has finalised the guidelines for its work.

**5.4.8** The Commission has agreed to assist research projects and award of fellowships for researches in adult education.

**5.4.9** The Pune seminar of the IUACE of 1983 had

recommended assistance for audio-visual aids for the Departments of Adult and Continuing Education. The Commission has accepted the recommendations and agreed to provide assistance for this purpose.

**5.4.10** Working groups on post-literacy and follow-up as well as for preparing guidelines for monitoring these programmes through universities have been constituted. The reports of the groups will be helpful for effective follow up and monitoring of these programmes.

## **5.5 Conference of Vice-Chancellors: 1981**

The conference of Vice-Chancellors (May 1981) endorsed fully the concept of continuing and extension education as an integral function, besides teaching and research of the universities. It is essential to bring about greater co-ordination between extension activities, manpower planning, self-employment and social awareness and greater interaction with the local community.

## **5.6 Conference of Vice-Chancellors: 1984**

The conference of Vice-Chancellors of Indian Universities held in May, 1984 emphasised that:—

**5.6.1** Adult Education/Continuing Education should not be on adhoc programme, but should continue to be an integral part of university activity and should get institutionalised. Universities/colleges doing this work should aim at concentration of their efforts at selected areas to achieve tangible results in literacy, economic development, reduction in population growth and poverty.

**5.6.2** Extension should be the third important major activity of the universities like teaching and research as envisaged by the University Grants Commission in the Policy Frame of 1977 and should be given the same importance as teaching and research.

It should gradually permeate within each subject/discipline in the form of change in the curriculum of teaching methods and evaluation strategies.

The university system should absorb the concept of "Extension Culture" as its integral component and beginning be made by providing at least 25% time allocation for the off-campus extension work through community education type programmes.

## 6.0 PERFORMANCE AND APPRAISAL

**6.1** The group appointed by the UGC to review the performance at University level and to make recommendations adopted the following procedures for undertaking work related to performance appraisal of the role of Universities for eradication of illiteracy in the Sixth Plan:

- discussion with policy makers, academics, administrators and technicians;
- assessing secondary sources like policy documents, evaluation reports by organisations and self-assessment reports by universities; and
- collection of primary data through an instrument designed by the Group (Reference: Appendix 4).

On the basis of information available through the above three sources, the group has formulated the following observations.

### 6.2 General Observations

**6.2.1** Receptivity on the part of the university system to concretisation of extension in terms of specific programmes critical to the process of national development including the need for an early eradication of illiteracy has been noted by all institution.

**6.2.2** Some institutions have definitely emerged as leaders in extension programmes like eradication of illiteracy by a process of having adopted both area approach and the target group coverage approach.

**6.2.3.** The Sixth Five Year Plan perspective in terms of the extent of involvement of students and teachers holds out a great deal of hope for expanded involvement of these sections.

**6.2.4** Universities have by and large moved speedily in setting up infrastructures for the implementation of these programmes and the experience gained in this process has made them sensitive to the structural inadequacies which need to be overcome in the Seventh Plan. The details in this regard have been listed in the next chapter.

**6.2.5** Keeping in view the large scale involvement of students and teachers, the universities have made a bold attempt to respond to the requirements of training functionaries right from the programme management level to the grass root and in the process of gaining this experience have demonstrated adequate awareness for the need to further sharpen the training instruments and strategies.

**6.2.6** The programme implementation process in the Sixth Plan has brought to surface many on-the-spot mechanisms of co-ordination by which universities have acquired teaching-learning materials and other aids to learn and having done this have pointed out the need for creation and strengthening of documentation services on regular basis.

**6.2.7** The national programme of eradication of illiteracy has provided a unique opportunity for the university to develop co-ordination mechanism with development departments of Government and with the non-Governmental organisations realising in the process a felt need for more stable co-ordination mechanisms helping in the task of pooling together scarce developmental and other resources. Several national and regional workshops, seminars, conferences organised have focussed attention on the above need of networking.

**6.2.8** The Sixth Plan programme implementation experience has generated a sizeable body of print and mimeographed literature on extension in general and eradication of illiteracy in particular; this process of knowledge generated through research and documentation has paved the way for a more stable approach to these aspects of extension in the Seventh Five Year Plan period.

**6.2.9** All universities undertaking the programme have their location or location of the colleges, the local residential characteristics of the students and constraints of resources which impeded mobility have concentrated their efforts of eradication of adult illiteracy in pre-selected areas. Having concentrated their work in pre-selected areas, the grass root level



functionaries as also the programme managers have been repeatedly pointing towards a need of more intensive and area adoption approach for coverage of the total illiterate population of the area as part of the major thrust in the Seventh Five Year Plan period.

**6.2.10** Finally, an overview of the programme implementation process in the Sixth Five Year Plan indicates a positive movement growing in the universities reflecting institutional concern for the need to generate movements and agents for social change for the growth of a more egalitarian society.

### 6.3 Other Observations

**6.3.1** The instrument used to collect primary data has generated information pertaining to the extent of enrolment, types of target groups covered in such enrolment, including scheduled tribes, scheduled castes and women, proportion of students and non-students involved, geographical nature of communities covered, by the programme and aspects supportive of programme implementation such as training, learning materials (acquired and prepared) and management of monitoring returns. The Group would like to point out that in view of paucity of time, the analysis at best has been able to point out broad indicators. The Group strongly feels that a more extensive survey work is needed to be undertaken for the generation of baseline information relating to

programme implementation process in Seventh Plan period. In the light of the analysis of the responses to the earlier proforma circulated by the University Grants Commission and the instrument designed by the Group later and circulated to 83 universities, the following broad indicators are highlighted. 44 universities responded to the instruments, but of these all have not given complete data and hence information tabulated is on an average data received from about 30 universities.

#### 6.3.2 Involvement of Universities

There are about 140 university type institutions in the country including IITs, agricultural universities, etc. The proposals of 83 universities/institutions were approved during the period October 1983—March 1985. Many approvals were conveyed during 1984-85. Over 10 universities are not eligible to receive assistance from the Commission. It will thus be noted that the achievements in terms of institutional involvement of universities in the first phase of the programme has been substantial.

From the 83 universities referred to above, the involvement in Adult Education, Continuing Education, Population Education and Planning Forums is summarised hereunder:

UNIVERSITY INVOLVEMENT			
Adult Education	Continuing Education	Population Education	Planning Forum
83	30	63	49

Statewise details are given in Table-I

#### 6.3.3 Involvement of Colleges

Against a target of 1500 colleges to be involved in the first phase, proposals of about 2900 colleges were approved by the UGC during this period. From these

the number of women's colleges is 150. The break up of involvement of the above colleges in the different universities in different activities, namely, adult education, continuing education, population education and planning forums is summarised here:—

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**COLLEGE INVOLVEMENT**


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Adult Education	Continuing Education	Population Education	Planning Forums
1119	129	1181	202

(Statewise details are given in Table II)

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The number of centres for adult education sanctioned and courses actually organised during 1984–85 in 61 universities is summarised below. Information is col-

lected from the response to the instrument as well as other reports available.

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**CENTRES SANCTIONED AND ORGANISED**


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No. of centres sanctioned	No. of centres organised	% of column 2 to 1
19566	15832	80.9%

(Statewise details are given in Table III)

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### 6.3.4 Enrolment

The learners enrolled included SC, ST and others including males and females. These enrolments were

quite substantial in some of the universities. The total enrolment during 1984–85 of the universities, which responded to the instrument covering 31 universities is given below:—

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**ENROLMENT COVERAGE**


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Total enrolment (31 universities)	SC	ST	Others
2,74,925 (100%)	72,552 (20.6%)	22,493 (8.1%)	1,79,880 (71.3%)

(Details are given in Table IV)

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As far as women are concerned, the analysis of 32 universities which have responded gives the following picture:—

ENROLMENT OF WOMEN			
Total enrolment of women (32 universities)	SC	ST	Others
88,505 (100%)	20,759 (24.6%)	7,978 (9%)	59,768 (66.4%)

(Details are given in Table V)

Number of women's colleges and women instructors available in response to the questionnaire is 150 women's colleges representing 32 universities with an involvement of nearly 200 women instructors. (Details are given in Table VI).

### 6.3.5 Area Concentration

Work in pre-selected areas has been undertaken by the Andhra, Saurashtra, South-Gujarat, Kurukshetra, Himachal Pradesh, Kashmir, Karnataka, Mysore, Kerala, Bhopal, Dr. H.S. Gaur, Jiwaji, Nagpur, Bombay, Shivaji, SNDT, Madurai Kamaraj, Madras, Avadh, Garwal and Kanpur universities.

Some universities also adopted groups of villages such as Sardar Patel, Kurukshetra, Kashmir, Karnataka, Mysore, Devi Ahilya, Bhopal, Dr. H.S. Gaur, Poona, Shivaji, Madurai Kamraj, Banaras, Aligarh and Jamia Millia Islamia, Gujarat Vidyapeeth, Gandhigram Rural Institute, etc.

Universities had to avail the services of non-student youths for the continuity of the programmes during the period of examination, vacations, strikes, etc. The figures reveal that the average percentage of non-student youths involved in the university programme was about 28% on an average. Information given is on the basis of 45 universities which have responded to the instrument. For details refer to table No. III.

### 6.3.6 Training

Adult Education functionaries both in the universities and colleges including supervisors and instructors were trained in almost all the universities where such appointments have been made.

### 6.3.7 Coverage of Community

The community covered under the programme was rural, urban, semi-urban, tribal and in selected universities such as Himachal Pradesh, Kashmir, Garwal, people of the hilly regions were also covered.

The learners were in the age group of 15 to 25 and 26 to 35. The frequency of the age group of 15 to 25 was more than that of the age group of 26 to 35.

### 6.3.8 Constraints for the Learners

The major constraints in the regular attendance on the part of the learners are:—

- Utter poverty
- Lack of gains
- Lack of incentives
- Lack of motivation
- Untrained staff
- Lack of women instructors
- Lack of committed instructors
- Lack of adequate learning material
- Family responsibilities and house-hold chores
- No facility to look after small children

### 6.3.9 Incentive to the Learners

Suggestions such as help in kind, certificates, incentive awards, special incentives for women like food aid, programmes to decrease drudgery etc., programmes to improve environment were made by the Universities.

### 6.3.10 Co-relation of Literacy with Achievement

The feed-back reveals that:—

- The process led to greater participation in community life
- Increased level of awareness and competence
- Created greater consciousness of rights and roles
- Learners became more vocal and tended to be organised
- Made the learners desirous of continuing their learning

### 6.3.11 Bench Mark Survey

The bench mark survey was conducted by many universities and are in the process of completing it.

### 6.3.12 Curricularisation and linkage with Curriculum

The above is sought through the following mechanisms by some of the Universities:—

- Giving marks/credits for the activity
- Giving award citations and certificates
- Including in the curriculum as a foundation course at undergraduate level as an applied or optional course
- Institution of postgraduate diploma course
- Institution of post-master's diploma course

### 6.3.13 Researches

The universities such as Punjab, Kurukshetra, Delhi, Gujarat Vidyapeeth, Poona, Kerala, Madras, Sri Venkateshwara, Osmania, Patna, Andhra and Vikram are engaged in researches.

### 6.3.14 Contribution to major fields of development

The universities have been able to contribute in varying degrees towards literacy, neo-literacy, continuing education, social awareness, conscientisation, ST/SC coaching, planning forums, population education awareness, rural development, functionality and vocational education, child welfare and mother care, legal awareness and legal literacy and extension services.

Universities could not make an identifiable contribution in the field of universalisation of elementary

education, health education, science for masses and environmental education.

### 6.3.15 Publications

Kerala and Rajasthan Universities have bringing out journals in adult education. News-letters are being brought out by the universities, namely, Andhra, South Gujarat, Kashmir, Kerala, Dr. H.S. Gaur, Poona, SNTD, Shivaji, Madras, Garwal, etc.

Over 25 books on different aspects of adult and continuing education have been written and edited and published by university personnel.

Kurukshetra, Kerala, Punjab, Osmania, Delhi, Madras and SNTD are some of the universities which have taken a lead in this work. A list of some of these publications is enclosed (Enclosure 'A').

Some useful manuals, hand-books and monographs have been brought out by universities namely, Andhra, South Gujarat, Kerala, Poona, SNTD, Bombay, Banaras Hindu, Madurai Kamraj, Madras and Gandhigram Rural Institute.

### 6.3.16 Teaching/Learning Materials

Many universities have initiated and undertaken the preparation of films, film strips, audio and video cassettes, transparencies, slide-cum-tape programmes, etc. as also non-projected items like posters, photographs, flash cards, flannel graphs, etc. including written material like leaflets, news letters, wall papers, charts, posters.

Andhra, M.S. University of Baroda, South Gujarat University, Delhi, Kerala, Rani Durgavati, Bombay, Poona, SNTD, Madras, Madurai Kamraj, Banaras Hindu, Vikram University are some of the universities involved in the above work.

### 6.3.17 Coordination and collaboration with other organizations and agencies

Universities have been collaborating and coordinating with many other agencies involved in the adult education programme such as voluntary organisations, Mahila Mandals, Lions Clubs, Rotarys, Jaycees, industrial houses, community organisations, Nehru Yuvak Kendra, Shramik Vidyapeeths, Central Board of Workers' Education, co-operatives, semi-

government agencies, national associations and organizations, international associations and organizations and state resource centres as also developmental schemes of the central and state Governments, etc.

### 6.3.18 Organization of workshops, seminars, summer institutes, etc.

Only one summer institute could be organised during the period under review. Most of the universities organised orientation programmes, workshops, seminars, etc. Some universities also organised national and regional conferences. The universities, namely, Andhra, South Gujarat, Kurukshetra, Kerala, Vikram, Bombay, SNDT, Poona, Madurai Kamraj, Madras, Banaras Hindu and Delhi were some of the active centres for the organisations of these activities.

### 6.3.19 Impact of the 3rd dimension of extension of university system

The data reveals that most of the universities are engaged in field activity of conducting centres; some in offering special courses, research and action programmes also.

The feed back has also highlighted that the programme of adult education and extension has made the following impact on the educational system: —

- Programme has helped in making the system flexible and open.
- It has helped in introducing innovative and non-traditional measures.
- It has helped in changing attitude of teachers and students towards their obligation to society.
- It is accepted that extension programmes are a two-way process benefitting the academics as well as the community.
- Greater relevancy and challenge are reflected in the restructured courses.

**6.4** To conclude, the impact of the adult and continuing education programme on the university system on the whole has been Encouraging and following are the visible strengths of the programme:

- The frequent meetings and exchanges of views of people involved in this activity for formulating policies and bringing out reports, bulletins, guidelines, returns, has ensured proper monitoring.

- The programme has expanded considerably in quantitative terms.
- Universities are thinking in the lines of restructuring of their courses bringing in extension components in the curriculum and the indifferent attitudes towards adult and continuing education and extension is gradually decreasing.
- Adult education is emerging as a discipline and continuing education is laying its roots in the country.
- More and more teachers and students are coming forward to participate in the programme.
- The involvement of the students, teachers, and institutions in Adult Education Programme has given them the following gains: —

#### *Benefits to the students*

- Students evinced great interest and commitment inspite of their academic demands.
- The students could meet many officials and non-officials and solve the local problems on their own.
- Students experienced a sense of accomplishment and gained self-confidence.
- It enhanced their interest in rural development.
- Students used their leisure constructively.
- Better team spirit was developed.

#### *Benefits to teachers*

- Teachers got closer to the students because they planned adult education programme together.
- Teachers got insights into the psychology of teaching and developed better ability to understand.
- Teachers developed rapport with the community.
- Some teachers planned their own researches for M.Phil./Ph.D. around adult education.

#### *Benefits accruing to the community*

- Becoming literate helped the adult learners not to be swayed by false rumours.
- Precise information on points of relevance to them was made available.
- Adults, particularly women, developed a sense of self-reliance because they could read for themselves.
- Mothers could read the progress reports of their children, bills of purchase and instruction on medical prescriptions.

*Benefits to the colleges*

- Colleges have been able to establish close linkages with their communities.
- The feed-back from the communities help the colleges to introduce relevant curricular programme.
- The atmosphere in the college improved through the contacts with the community.
- Colleges could prepare primers and other audio-visual aids on their own using the guides according to the local conditions.

**6.5** The University Grants Commission has made significant and far reaching strides in its efforts to concretise extension as the third function of the university system in the Sixth Plan period. The Sixth Plan activity has mainly comprised of policy formulation, programme promotion and implementation and back-up support through efforts in training and orientation, staff development, learning materials development, media utilisation and evolving organizational structures suitable to an effective implementation of the programme in harmony with the existing structures in the Indian University system.

**A LIST OF SOME OF THE PUBLICATIONS BROUGHT OUT BY UNIVERSITY PERSONNEL**

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|-------------------------------------|--|
| 1. Bhansali Kamalim H.              | : Signposts for a Learning Society—Nasik, Gokhale Education Society, 1984.   |
| 2. Bhansali Kamalini H. (ed.)       | : Training Manual for Adult Education Functionaries—New Delhi, University Grants Commission, 1985.   |
| 3. Bhatia S.C.                      | : Education and socio-cultural disadvantage—Delhi, Xerxes Publications, 1982.  |
| 4. Bhatia S.C. (ed.)                | : Environmental consciousness and adult education—Delhi, Delhi University, Adult Education and Continuing Education Cell, 1980.                                  |
| 5. Bhatia S.C. (ed.)                | : Eradicating illiteracy through students—New Delhi, IUACE, 1982.  |
| 6. Bhatia S.C. (ed.)                | : The Environmental Concern—New Delhi, Delhi University, Centre for Adult & Continuing Education, 1983.  |
| 7. Bhatia S.C. (ed.)                | : Identifying Alternate Educational Needs of a City—New Delhi, Delhi University, Centre for Adult & Continuing Education, 1983.                                  |
| 8. Bhatia S.C. (ed.)                | : Universities/Colleges and Rural Development—New Delhi, IUACE, 1985.  |
| 9. Bhatia S.C. (ed.)                | : Concretising Environmental Education—University of Delhi, 1984.  |
| 10. Bhatia S.C. (ed.)               | : Papers in Environmental Education—New Delhi, IUACE, 1983.  |
| 11. Bhatia S.C. (ed.)               | : The Rural-Urban Continuum—University of Delhi, 1985.   |
| 12. Bhatia S.C. (ed.)               | : Population Education in Higher Education, University of Delhi, 1986.   |
| 13. Bhatia S.C. & Patil B.R. (ed.)  | : Research in Adult Education—IAEA, 1982.  |
| 14. Bhatia S.C. & Sharma N.R. (ed.) | : Literacy linked with Development—IAEA, 1982.   |
| 15. Bhatia S.C. & Mehta M.L. (ed.)  | : Development Oriented Adult Education—New Delhi, IUACE, 1985.   |
| 16. Jayagopal R. (ed.)              | : Studies linked to extension—New Delhi, IUACE, 1984.  |
| 17. Jayagopal R.                    | : Adult Learning: A psycho-social analysis in the Indian Context—Madras, University of Madras, 1985.   |
| 18. Jayagopal R.                    | : Village case studies in literacy programmes—Madras, University of Madras, 1981.  |
| 19. Kundu C.L.                      | : Adult Education—New Delhi, Sterling Publishers, 1985   |
| 20. Kundu C.L.                      | : The methods of adult literacy, relevance of Bombay University Model—Kurukshetra, Kurukshetra University, Centre of Adult Education & Extension, 1984.          |
| 21. Pillai K.S.                     | : Education in a New Perspective, University of Kerala, 1975.  |
| 22. Pillai K.S.                     | : Non-formal Education: needs, provision for adults: research monograph—University of Kerala.  |
| 23. Pillai K.S.                     | : Non-formal Education in Britain—University of Kerala, 1984.  |
| 24. Reddy V. Eswara                 | : Generative sources of disadvantage. The role of adult education—Hyderabad, State Resource Centre for Adult Education, Osmania University, n.d.                 |
| 25. Reddy V. Eswara                 | : Pot package for organisers training, pre-training preparation, objectives, abilities, skills, learning contents, education—Hyderabad, Osmania University, n.d. |
| 26. Reddy V. Eswara                 | : The nature and scope of research for adult education: Hyderabad, Osmania University, State Resource Centre for Adult Education, n.d.                           |
| 27. Reddy V. Eswara (ed.)           | : Lifelong Education—Osmania University, 1983.   |
| 28. Sharma Inder Prabha             | : Adult Education in India—New Delhi, NBO Publishers & Distributors, 1985.   |
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**Statement Showing the Approval of UGC to Universities/Institutes for Implementing Adult Education/Continuing Education Population Education/Planning Forum Programmes**

<i>Sr. No.</i>	<i>State/University</i>	<i>Adult Ed.</i>	<i>Cont. Ed.</i>	<i>Pop. Ed.</i>	<i>Plann. Forum</i>
1	2	3	4	5	6
<b>(1) ANDHRA PRADESH</b>					
1.	Andhra	✓	✓	✓	✓
2.	Osmania	✓	—	✓	✓
3.	Sri Venkateswara	✓	✓	✓	✓
4.	Sri Krishna Devaraya	✓	—	—	—
5.	Nagarjuna	✓	—	✓	—
<b>(2) ASSAM AND NORTH EASTERN HILL</b>					
6.	Gauhati	✓	—	—	✓
7.	N.E.H.U.	✓	✓	✓	✓
<b>(3) BIHAR</b>					
8.	Bihar	✓	—	✓	—
9.	L.N. Mithila	✓	—	✓	✓
10.	Patna	✓	—	✓	—
11.	Ranchi	✓	—	✓	—
12.	Magadh	✓	—	✓	—
13.	Bhagalpur	✓	—	—	—
14.	K.S.D. Sanskrit	—	—	—	—
15.	Indian School of Mines	—	—	—	—
<b>(4) GUJARAT</b>					
16.	Gujarat	✓	—	✓	✓
17.	M.S. Baroda	✓	✓	✓	✓
18.	Sardar Patel	✓	✓	✓	✓
19.	Saurashtra	✓	✓	✓	✓
20.	South Gujarat	✓	✓	✓	✓
21.	Gujarat Vidyapeeth	✓	✓	✓	✓
<b>(5) HARYANA</b>					
22.	Kurukshetra	✓	—	✓	✓
23.	Maharshi Dayanand	✓	—	✓	✓
<b>(6) HIMACHAL PRADESH</b>					
24.	Himachal, Shimla	✓	—	✓	—
<b>(7) JAMMU AND KASHMIR</b>					
25.	Jammu	✓	✓	✓	✓
26.	Kashmir	—	—	—	—
<b>(8) KARNATAKA</b>					
27.	Karnatak	✓	—	✓	✓
28.	Mysore	✓	—	✓	✓
29.	Bangalore	✓	—	—	—
30.	Mangalore	✓	—	✓	✓
<b>(9) KERALA</b>					
31.	Kerala	✓	✓	✓	✓
32.	Calicut	✓	—	—	✓
<b>(10) MADHYA PRADESH</b>					
33.	A.P. Singh	✓	—	✓	—
34.	Bhopal	✓	—	—	—



TABLE I (Contd.)

1	2	3	4	5	6
	35. Devi Ahilya	✓	—	✓	✓
	36. Rani Durgavati	✓	—	✓	✓
	37. Inder Kala Sangit	✓	—	—	—
	38. Jiwaji	✓	—	✓	✓
	39. Ravi Shankar	✓	—	✓	✓
	40. Dr Hari Singh Gaur	✓	—	✓	✓
	41. Vikram	✓	✓	✓	—
(11)	MAHARASHTRA				
	42. Bombay	✓	✓	✓	✓
	43. Nagpur	✓	✓	✓	✓
	44. Poona	✓	✓	✓	✓
	45. S.N.D.T.	✓	✓	✓	✓
	46. Shivaji	✓	✓	✓	✓
	47. Amravati	✓	—	✓	✓
	48. Marathwada	✓	—	—	✓
(12)	ORISSA				
	49. Berhampur	✓	—	—	✓
	50. Sambalpur	✓	—	—	✓
	51. Utkal	✓	—	—	—
(13)	PUNJAB				
	52. Punjab-Chandigarh	✓	—	✓	✓
	53. Guru Nanak Dev	✓	—	✓	✓
	54. Punjabi-Patiala	✓	—	✓	✓
(14)	RAJASTHAN				
	55. Rajasthan	✓	✓	✓	✓
	56. M L. Sukhadia	✓	✓	—	—
	57. Birla I.T.S.	✓	—	—	—
(15)	TAMIL NADU				
	58. Tamil Nadu	✓	—	—	—
	59. Madras	✓	✓	✓	✓
	60. Madurai Kamraj	✓	—	✓	✓
	61. Gandhi Gram Rural	✓	✓	✓	✓
	62. Bharatiyar	✓	—	—	✓
	63. Bharatidasan	✓	—	✓	✓
(16)	UTTAR PRADESH				
	64. Agra	✓	—	✓	—
	65. Avadh	✓	—	✓	—
	66. Banaras	✓	✓	✓	—
	67. Gorakhpur	✓	✓	✓	✓
	68. Garhwal	✓	✓	✓	—
	69. Gurukul Kangri	✓	✓	—	—
	70. Dayalbagh	✓	✓	✓	✓
	71. Aligarh Muslim	✓	✓	✓	—
	72. Roorkee	✓	—	—	—
	73. Kanpur	✓	—	✓	—
	74. Meerut	✓	—	—	—
	75. Rohilkhand	✓	—	✓	—
	76. Bundelkhand	✓	—	✓	—

(Table I Contd.)

1	2	3	4	5	6
	77. Kashi	—	—	✓	—
	78. Lucknow	✓	—	✓	—
<b>(17) WEST BENGAL</b>					
	79. Vishwa Bharati	✓	—	—	—
	80. North Bengal	✓	—	—	—
	81. Burdwan	✓	✓	—	—
	82. Jadavpur	✓	✓	✓	—
<b>(18) DELHI</b>					
	83. Delhi	✓	✓	✓	✓
	84. Jamia Millia	✓	✓	✓	—
	85. Jawaharlal Nehru	✓	✓	✓	—

**Statement Showing Involvement of Colleges/Universities in Adult Education/Continuing Education/Population Education/Planning Forum**

Sr. No.	State/University	Number of Colleges under the Univ.	No. of Colleges involved in			
			Adult Edu.	Cont. Edu.	Pop. Edu.	Plann. Forum
1	2	3	4	5	6	7
<b>(1) ANDHRA PRADESH</b>						
	1. Andhra	122	47	—	40	5
	2. Osmania	156	40	—	66	—
	3. Sri Venkateswara	80	45	—	34	6
	4. Sri Krishnadevaraya	—	—	—	—	—
	5. Nagarjuna	106	10	—	16	—
<b>(2) ASSAM AND NORTH EASTERN HILL</b>						
	6. Gauhati	122	43	—	—	4
	7. N.E.H.U.	—	—	—	—	—
<b>(3) BIHAR</b>						
	8. Bihar	63	42	—	33	—
	9. L.N. Mithila	—	—	—	9	1
	10. Patna	—	11	—	8	—
	11. Ranchi	79	42	—	1	—
	12. Magdah	110	20	—	21	—
	13. Bhagalpur	—	—	—	—	—
	14. K.S.D. Sanskrit	—	—	—	—	—
	15. Indian School of Mines	—	—	—	—	—
<b>(4) GUJARAT</b>						
	16. Gujarat	153	20	11	21	10
	17. M.S. Baroda	1	1	1	1	1
	18. Sardar Patel	15	5	—	7	3
	19. Saurashtra	64	23	14	22	5
	20. South Gujarat	—	11	—	3	4
	21. Gujarat Vidyapeeth	4	4	3	4	—
<b>(5) HARYANA</b>						
	22. Kurukshetra	72	25	—	12	—
	23. Maharishi Dayanand	64	9	—	12	—
<b>(6) HIMACHAL PRADESH</b>						
	24. Himachal Pradesh-Shimla	25	24	—	25	—
<b>(7) JAMMU &amp; KASHMIR</b>						
	25. Jammu	—	—	—	—	—
	26. Kashmir	16	13	18	14	6
<b>(8) KARNATAK</b>						
	27. Karnatak	140	41	—	61	10
	28. Mysore	29	25	—	43	10
	29. Bangalore	139	45	—	—	—
	30. Mangalore	—	—	—	1	3

TABLE II (Contd.)

1	2	3	4	5	6	7
(9)	<b>KERALA</b>					
	31. Kerala	59	31	—	31	3
	32. Calicut	—	—	—	—	—
(10)	<b>MADHYA PRADESH</b>					
	33. A.P. Singh	—	—	—	8	—
	34. Bhopal	35	24	—	—	—
	35. Devi Ahilya	26	11	—	9	4
	36. Rani Durgavati	34	15	2	20	4
	37. Indira Kala Sangeet	—	—	—	—	—
	38. Jiwaji	48	20	—	16	2
	39. Ravi Shankar	—	17	—	20	4
	40. Dr. Hari Singh Gaur	70	30	—	35	8
	41. Vikram	—	—	—	42	1
(11)	<b>MAHARASHTRA</b>					
	42. Bombay	151	24	—	16	5
	43. Nagpur	100	31	20	40	5
	44. Poona	156	52	36	47	21
	45. SNDT Women's University	26	8	4	25	1
	46. Shivaji	122	28	5	27	5
	47. Amravati	—	—	—	4	—
	48. Maharashtra	—	—	—	—	7
(12)	<b>ORISSA</b>					
	49. Berhampur	—	—	—	—	2
	50. Sambalpur	85	17	—	—	2
	51. Utkal	—	—	—	—	—
(13)	<b>PUNJAB</b>					
	52. Panjab	—	—	—	16	2
	53. Guru Nanak Dev	—	—	—	30	3
	54. Punjabi	—	—	—	30	2
(14)	<b>RAJASTHAN</b>					
	55. Rajasthan	—	—	—	45	12
	56. M L. Sukhadia	—	—	—	—	—
	57. Birla I T S.	—	—	—	—	—
(15)	<b>TAMIL NADU</b>					
	58. Tamil Nadu	—	—	—	—	—
	59. Madras	67	25	—	23	17
	60. Madurai Kamraj	111	66	15	51	13
	61. Gandhigram Rural	—	—	—	1	1
	62. Bhartiyyar	—	—	—	—	4
	63. Bharathidasan	—	—	—	—	2
(16)	<b>UTTAR PRADESH</b>					
	64. Agra	—	—	—	23	—
	65. Avadh	28	24	—	24	—
	66. Banaras	4	1	—	4	—
	67. Gorakhpur	—	68	—	68	3
	68. Garhwal	19	18	—	13	—
	69. Gurukul Kangri	—	—	—	—	—
	70. Dayalbagh (Non-aff.)	1	1	—	1	—
	71. Aligarh Muslim (Non-aff.)	1	1	—	1	—
	72. Roorkee	—	—	—	—	—
	73. Kanpur	76	28	—	5	—

TABLE II (Contd.)

1	2	3	4	5	6	7
	74. Merrut	—	—	—	—	—
	75. Rohilkhand	—	—	—	—	—
	76. Bundelkhand	20	11	—	—	—
	77. Kashi	—	—	—	1	—
	78. Lucknow	—	—	—	22	—
(17)	WEST BENGAL					
	79. Vishwa-Bharati	—	—	—	—	—
	80. North Bengal	—	—	—	—	—
	81. Burdwan	—	—	—	—	—
	82. Jadavpur	3	—	—	1	1
(18)	DELHI					
	83. Delhi	63	20	—	20	—
	84. Jamia Millia (Non afl.)	1	1	—	1	—
	85. Jawaharlal Nehru (Non-afl.)	1	1	—	1	—
		2,868	1,119	129	1,181	202

TABLE III

**Distribution of Centres Sanctioned and Centres Organised with Percentage of Non-Students at Universities During 84-85 as per Returns Received**

<i>Sl No.</i>	<i>State/University</i>	<i>No. of centres sanctioned</i>	<i>No. of centres organised</i>	<i>Percentage of non-students</i>
1	2	3	4	5
<b>(1) ANDHRA PRADESH</b>				
1.	Andhra	700	700	30
2.	Osmania	575	575	44
3.	Sri Venkateswara	638	502	35
4.	Sri Krishnadevaraya	60	—	—
5.	Nagarjuna	180	175	30
<b>(2) ASSAM &amp; NORTH EASTERN HILL</b>				
6.	Gauhati	460	430	7
7.	N.E.H.U	62	—	—
<b>(3) BIHAR</b>				
8.	Bihar	500	484	37
9.	L.N. Mithila	150	—	—
10.	Patna	110	110	27
11.	Ranchi	700	110	—
12.	Magadh	230	230	25
13.	Bhagalpur	425	—	—
<b>(4) GUJARAT</b>				
14.	Gujarat	115	115	—
15.	M.S. Univ. of Baroda	60	30	—
16.	Sardar Patel	110	87	40
17.	Saurashtra	400	311	38
18.	South Gujarat	150	—	—
19.	Gujarat Vidyapeeth	160	160	—
<b>(5) HARYANA</b>				
20.	Kurukshehra	152	130	50
21.	Maharishi Dayanand	120	120	—
<b>(6) HIMACHAL PRADESH</b>				
22.	Himachal Pradesh	270	270	70
<b>(7) JAMMU &amp; KASHMIR</b>				
23.	Jammu	113	—	—
24.	Kashmir	130	130	30
<b>(8) KARNATAKA</b>				
25.	Karnatak	320	270	50
26.	Mysore	250	228	10
27.	Bangalore	235	15	73
28.	Mangalore	10	10	50
<b>(9) KERALA</b>				
29.	Kerala	780	780	15
30.	Calicut	340	—	—
<b>(10) MADHYA PRADESH</b>				
31.	A.P. Singh	600	—	—
32.	Bhopal	250	250	12

TABLE III (Contd.)

1	2	3	4	5
	33. Devi Ahilya	150	150	60
	34. Indira Kala Sangit	30		
	35. Rani Durgavati	360	360	40
	36. Jiwaji	270	270	43
	37. Ravi Shankar	250	220	--
	38. Dr. Hari Singh Gaur	675	636	--
	39. Vikram	400	400	30
(11)	<b>MAHARASHTRA</b>			
	40. Bombay	400	330	10
	41. Nagpur	415	322	25
	42. Poona	932	773	20
	43. SNDT	200	195	90
	44. Shivaji	402	329	20
	45. Amravati	370		--
	46. Marathwada	560	--	--
(12)	<b>ORISSA</b>			
	47. Berhampur	110	100	
	48. Sambalpur	243	206	61
	49. Utkal	1,030		--
(13)	<b>CHANDIGARH — UNION TERRITORY</b>			
	50. Panjab (Chandigarh)	441	393	20
(14)	<b>RAJASTHAN</b>			
	51. Rajasthan	376	298	65
	52. M.L. Sukhadia	230		
	53. B I T S	20	13	60
(15)	<b>TAMIL NADU</b>			
	54. Tamil Nadu			
	55. Madras	300	228	12
	56. Madurai Kamraj	1,000	980	36
	57. Gandhi Gram Rural Inst	120	120	--
	58. Bharatiyar	352	--	--
	59. Bharathidasan	300	--	--
(16)	<b>PUNJAB</b>			
	60. Guru Nanak Dev	100		--
	61. Punjabi	140	--	--
(17)	<b>UTTAR PRADESH</b>			
	62. Agra	340	330	2
	63. Avadh	280	280	
	64. Banaras	460	60	50
	65. Gorakhpur	1,100	1,040	--
	66. Garhwal	275	257	35
	67. Gurukul Kangri	60	48	
	68. Dayalbagh Education Inst.	60	60	50
	69. Aligarh	65	62	10
	70. Roorkee	60		
	71. Kanpur	295	259	
	72. Meerut	290		
	73. Rohilkhand	190		--
	74. Bundeikhand	100		--

TABLE III (Contd.)

1	2	3	4	5
	75. Kashi Vidyapith	90	90	—
	76. Lucknow	210	210	60
(18)	WEST BENGAL			
	77. North Bengal	51	—	—
	78. Burdwan	240	240	25
	79. Jadavpur	80	—	—
	80. Viswa-Bharati	60	60	25
(19)	DELHI (UNION TERRITORY)			
	81. Delhi	400	260	10
	82. Jamia Millia	60	29	33
	83. Jawaharlal Nehru	60	2	90
		19,566	15,832	1,655



**Statement Showing the Total Enrolment of S.C., S.T. and Other Learners at the Centres run by Universities  
During 84-85 as per Returns Received**

<i>Sr. No.</i>	<i>Name of the University</i>	<i>Total Enrolment</i>	<i>S.C.</i>	<i>S.T.</i>	<i>Others</i>
1.	Andhra	16,207	3,849	1,270	11,088
2.	Bihar	14,683	4,577	-	10,106
3.	M.S. Baroda	900	500	300	100
4.	Sardar Patel	2,622	1,465	263	894
5.	Saurashtra	8,993	2,624	753	5,616
6.	South Gujarat	5,957	154	5,239	564
7.	Kurukshetra	4,608	1,138	-	3,470
8.	<b>Maharishi Dayanand</b>	2,926	384	-	2,542
9.	Karnatak	8,385	450	365	7,570
10.	Mysore	6,844	2,035	587	4,222
11.	Bangalore	478	149	-	329
12.	Kerala	22,888	5,476	1,216	16,196
13.	Bhopal	6,195	2,866	112	3,217
14.	Devi Ahilya	3,929	989	710	2,230
15.	Rani Durgavati	6,110	1,325	1,272	3,513
16.	Jiwaji	7,812	2,167	1,105	4,540
17.	H.S. Gaur	9,827	2,245	1,259	6,323
18.	Bombay	7,894	1,950	501	5,443
19.	Nagpur	9,940	1,576	1,640	6,724
20.	Poona	22,193	3,969	3,677	14,547
21.	SNDT	1,789	487	369	933
22.	Shivaji	13,637	2,987	415	10,235
23.	Madras	6,090	3,168	82	2,840
24.	Madurai Kamraj	17,328	1,308	191	15,829
25.	Banaras	6,087	4,191	-	1,296
26.	Avadh	8,149	2,829	196	5,124
27.	Gorakhpur	30,855	10,560	316	19,979
28.	Garhwal	8,585	1,990	381	6,214
29.	Aligarh	1,826	114	17	1,695
30.	Kanpur	7,066	3,218	182	3,666
31.	Delhi	4,122	1,212	75	2,835
<b>TOTAL</b>		<b>2,74,925</b>	<b>72,552</b>	<b>22,493</b>	<b>1,79,880</b>
		(100%)	(20.6%)	(8.1%)	(71.3%)

Table V

## Statement Showing Coverage of Women Learners from SC/ST/Others during 84-85 as per Returns Received

Sr. No.	Name of the University	Enrolment of Women			Total Enrolment
		SC	ST	Others	
1.	Andhra	1,666	506	3,073	5,245
2.	Bihar	717	—	2,953	3,670
3.	Ranchi	—	—	—	—
4.	M.S. Baroda	300	175	50	525
5.	Sardar Patel	749	108	419	1,275
6.	Saurashtra	66	110	2,592	2,768
7.	South Gujarat	44	2,006	17	2,067
8.	Kurukshetra	466	—	1,466	1,932
9.	Haryana	107	—	886	993
10.	Himachal	—	—	2,047	2,047
11.	Kashmir	—	—	1,951	1,951
12.	Karnatak	50	06	560	676
13.	Mysore	1,000	200	422	1,622
14.	Bangalore	43	—	329	372
15.	Kerala	2,461	394	6,450	9,305
16.	Bhopal	734	286	998	2,018
17.	Rani Durgavati	702	570	1,413	2,685
18.	Jiwaji	604	189	1,702	2,495
19.	H.S. Gour	999	289	2,391	3,679
20.	Nagpur	931	750	2,965	4,646
21.	S.N.D.T.	443	369	861	1,673
22.	Bombay	—	—	4,408	4,408
23.	Poona	1,920	1,257	7,108	10,285
24.	Shivaji	1,469	139	4,951	6,559
25.	Madras	1,577	26	724	2,327
26.	Gandhigram	459	155	1,004	1,618
27.	Madurai	650	70	8,789	9,509
28.	Akola	451	48	945	1,444
29.	Garhwal	1,276	238	4,437	5,951
30.	Aligarh	11	—	908	919
31.	Kanpur	324	17	352	693
32.	Delhi	540	70	2,597	3,207
<b>TOTAL</b>		<b>20,759</b>	<b>7,978</b>	<b>59,768</b>	<b>88,505</b>
		<b>(24.6%)</b>	<b>(9.0%)</b>	<b>(66.4%)</b>	<b>(100%)</b>

**Statement Showing Coverage of Women's Colleges and Women Instructors as per Returns Received**

<i>Sr. No.</i>	<i>Name of the University</i>	<i>No. of Women's Colleges</i>	<i>No. of Women Instructors</i>
1.	Andhra	4	300
2.	Bihar	5	37
3.	Ranchi	9	—
4.	M.S. Baroda	—	10
5.	Sardar Patel	2	8
6.	Saurashtra	4	—
7.	South Gujarat	1	50
8.	Kurukshetra	8	—
9.	Haryana	1	32
10.	Himachal	3	5
11.	Kashmir	5	44
12.	Karnatak	2	15
13.	Mysore	1	8
14.	Bangalore	12	2
15.	Kerala	2	240
16.	Bhopal	5	72
17.	Rani Durgavati	5	152
18.	Jiwaji	1	—
19.	H.S. Gour	6	58
20.	Nagpur	1	121
21.	S.N.D.T.	26	—
22.	Bombay	1	172
23.	Poona	1	260
24.	Shivaji	1	—
25.	Madras	2	—
26.	Gandhigram	—	—
27.	Madurai	14	160
28.	Akola	2	5
29.	Garhwal	2	62
30.	Aligarh	—	13
31.	Kanpur	14	—
32.	Delhi	10	150
<b>TOTAL</b>		<b>150</b>	<b>1,976</b>

## 7.0 PROBLEMS AND SOLUTIONS

### 7.1 Problems

The following problems were brought to the notice of the Group in the course of their discussion with Adult Education functionaries and others involved in the implementation of the programmes of Adult Education, Continuing Education, Population Education, etc. through universities and colleges: —

#### 7.1.1 Extension—3rd Dimension

By and large the universities and colleges, inspite of the clear declaration by the UGC that extension is the 3rd dimension of higher education, have not been able to imbibe its underlying task of making it an integral part of the higher education system as such. Majority of the teachers in the universities and colleges have treated these programmes as extra curricular activities.

#### 7.1.2 Departments of Adult Education

Many universities have created the departments of Adult and Continuing Education through their Statutes. In most of the universities, the programmes of adult and continuing education are being implemented under one umbrella. There are, however, a few universities where all the programmes of adult and continuing education are not within the departments of adult and continuing education.

The term, non-vacation, academic department has in some cases been mis-interpreted as the non-teaching work thereby causing much difficulties on the staff in particular those drawn from various other teaching disciplines.

#### 7.1.3 Advisory Committees

Universities were requested to constitute advisory committees for the proper implementation and monitoring of these programmes. In many universities such committees have a large composition. While the officials of the State Government are on the advisory committees of the universities, it is not so in the case of the committees of the State Governments for uni-

versity officials. Representatives of State Governments did not attend the meetings regularly.

#### 7.1.4 Posts/Staff

Many universities have not appointed all the staff sanctioned for them so far. Some universities have appointed super-annuated persons which is not in conformity with the policy of the Commission. In a few universities, honorary directors have been appointed and the posts of directors are lying vacant. Some centres/departments of adult education have not been staffed adequately. As per UGC guidelines, all the posts will be on a long term basis and will be of temporary nature. Posts thus being temporary, suitable persons do not come forward to join the adult education departments as a result of which the posts remain vacant. As a large number of persons working in the departments/centres of adult education have their training in other disciplines, the professional competence of these staff members needs to be improved considerably.

In colleges the work of adult education is still not considered a curricular work; the principals of colleges have imposed the charge on some unwilling junior lecturer who is sometimes not properly motivated. The teachers undertaking the adult education programmes are not given any proportionate relief from the teaching workload. Absence of the post of a whole time project officer at the college level has resulted into casual and indifferent attitude. Further there are very frequent transfers of college programme officers in Government colleges.

#### 7.1.5 Students

The students from the university system have to work in the midst of their heavy schedule of curricular and other activities, examinations and vacations, timings and locations of the centres and above all lack of co-ordination between university programmes and development programmes. The involvement of the students community of the concerned institution is far from adequate. A few who are drafted in the pro-

grammes are by and large those students who find some financial cushion to their not very enviable financial condition. With the result of that the gap of understanding between the adult learners and the instructors is quite wide.

There is a lack of motivation among the college students because of:—

- No adequate credit system has been worked out to evaluate and reward their adult education work.
- Their workload of curricular activities in theory and practical leaves them little time for this type of programme requiring good preparation as well as follow-up.
- Satisfactory adjustment in the schedule of academic classes and of adult education programme has not emerged in many cases.
- It is difficult to establish A.E. centres in the vicinity of the college, specially in cities, resulting in a lot of time being taken in travelling. Besides, no provision is made in the budget for travelling expenses of the students.
- The existing adult education centre model does not fit into the type of educational system being followed at present in the colleges.

#### **7.1.6 Supervisors**

The arrangement of part time supervisors has been found to be a constraint for the continuity of the programme.

#### **7.1.7 Learners**

The 'Profess of Motivation' is more or less missing in the Adult Education Programme and as such enthusiasm in the participation of Literacy Programme is not noticed in Adult learners. The basic thrust should be on economic oriented programmes so that the learners could get immediate return and thereby their interest in the literacy programme could be sustained.

There is no provision in the UGC financial pattern for imparting vocational skills to the adult learners when it is desired by them as part of functionality Programme.

#### **7.1.8 University Officials**

There is a lack of awareness on the part of the university officials about the importance of this programme as an important input to socio-economic

development of the country. As a result of which the programmes of adult and continuing education are not receiving that priority which they should have received otherwise and as such there are unnecessary delays in the submission of reports and monitoring returns, etc.

#### **7.1.9 Co-ordination**

There is a lack of co-operation and co-ordination at the State/District level with the various agencies engaged in the programmes. Consequently, the benefits from the developmental departments of the Government are not available adequately to the neo-literates which could have served as incentives for the learners.

Though Adult Education programmes and NSS are community service oriented programmes, adequate co-ordination between the two is lacking.

#### **7.1.10 Training**

Training of functionaries continues to be a weak link in the programme. While training is given to the functionaries in certain universities, the over all situation in respect of its quality is not satisfactory. There is a need for rigorous training for functionaries at various levels. With peripheral training, the staff members particularly at the university level do not discharge their functions efficiently. Further, sometimes such functionaries continue their work without proper training. The training of the instructor is perhaps the weakest point in the entire programme of training of functionaries.

Generally, the adult education instructors put too much emphasis on literacy component as it is relatively easier than the other two viz. awareness and functionality, for which they have hardly any training.

#### **7.1.11 Materials**

Several universities have reported that some of the State Resource Centres have not been able to provide the teaching-learning materials in adequate quantity and in time. As a result of which there are delays in providing these materials to the learners. Further, UGC do not allow the universities to produce their own material.

#### **7.1.12 Monitoring**

A large number of proformas are to be filled up by the instructors for sending the monitoring returns. These

proformas are complicated ones and it has been noticed that despite necessary briefing, these are not filled in correctly by the field functionaries. Colleges do not send such proformas duly filled in regularly to the universities.

Affiliating universities having large number of centres being run through the colleges find it very difficult to monitor the programmes regularly and effectively due to lack of conveyance. Frequent visits by various functionaries and organisers alone can sustain interest of the learners and improve the programmes considerably. Transport from common pool of the university or other departments engaged in field programmes is hardly available.

No technical staff support has been provided at the universities and colleges in this regard.

#### **7.1.13 Space**

Space for housing the departments of Adult Education in most of the universities is a big problem. At present, the departments are functioning in one room or housed in any surplus place with every possibility of shifting to an other place.

#### **7.1.14 Post-Literacy**

Post-literacy and follow up programmes are hardly undertaken in time.

#### **7.1.15 University Grants Commission**

There are some-time delays in approval of the proposals at the level of The UGC. Further, there are inordinate delays in the release of funds which result in anxiety, frustration and lack of interest and involvement on the part of the universities and colleges. Not only there are delays in the release of grants, but the grants released are not adequate to cope with the programmes as per norms and guidelines of the Commission. The delays and inadequacy of funds have compelled many to leave jobs in the midway of the programmes. There is a need for a much detailed financial code from the UGC to ensure a suitable structure for maintenance of accounts at the University and College levels.

### **7.2. Solutions**

Some suggestions and recommendations to solve the problems have been made in the following paragraphs: —

#### **7.2.1 Teaching, Research and Extension**

There is general consensus that Adult Education Programme will not be successful unless urgent steps are taken to include it as a compulsory subject in curriculum of studies. For this purpose, it may be necessary to restructure the courses in order to make the educational system a relevant instrument of social change and relate it with the ongoing developmental work in the country. This has been discussed later in details in the report.

Now that the UGC has decided to introduce Extension as a third dimension in all faculties in the higher education system on par with teaching and research, it should make it statutorily obligatory on the part of every college also to set up at once full-fledged Extension Education Units/Cells with a full-time teacher in-charge. This teacher would also act as a co-ordinator of other programmes like Continuing Education, Population Education, NSS, Planning Forum and Extension Education Work. This would be the most effective way to give impetus to Adult Education Programme. Project support be given to selected universities in this regard.

#### **7.2.2 Umbrella Approach**

The Working Group had recommended that a single mechanism be created in the university system whereby all activities like adult literacy, NSS, Continuing and Extension programmes and Distance Education, etc. are organised under one umbrella. The Commission has also agreed that there should be departments of Adult and Continuing Education under the Statues of each university. The Committee is of the view that faculty/school of non-formal education be created in the universities to promote and co-ordinate activities of such departments. While the departments of Adult Education would be responsible for programmes of Adult and Continuing Education, the Centres for Distance Education will be concerned largely with open university educational programmes of traditional nature, etc.

The Departments of Adult and Continuing Education be treated as non-vacation academic-cum-teaching departments with emphasis on extension work but without prejudice to research work.

### 7.2.3 Advisory Committees

The Advisory Committees should be at the University, College and Centre levels to ensure proper implementation, co-ordination, monitoring and achievement of targets.

The University level committee must have the State Director of Adult Education and the Director of the State Resource Centre in Adult Education of the State. The College level committee should, inter-alia have District Adult Education Officer. These committees should ensure the implementation of all programmes of Adult and Continuing Education including population education, planning forums, etc.

A Standing Committee including Registrar, Finance Officer, Director of Adult Education and one senior Professor should deal with day to day work at University level.

### 7.2.4 Co-ordination at State Level Committees

- The Advisory Committees at the University/ College levels should have the representatives of the development departments also such as Health, and Family Welfare, Agriculture, Panchayatraj, etc. The State Governments should be persuaded at the appropriate level for the participation of their representatives in the meetings of the committees.
- Besides, the Advisory Committees at the University, College and at the Centre, there should be a State Level Committee of the universities to promote co-ordination between the universities and a district level committee to promote such co-ordination between the colleges at the district level.
- University representatives should also be represented on the State, District level Committees relating to the programmes of adult education, population education, etc.

### 7.2.5 Co-ordination with N.S.S.

- N.S.S. officers at the Centre/State/University and College levels should be always associated on the committees of Adult Education Programme.
- Adult Education be one of the major activities of the University NSS programmes atleast upto 1990.
- It would promote achievements of objectives of NSS and Adult Education programme if both the programmes at the Centre/university and college

levels are implemented by one agency. The scheme of NSS and Adult Education programme through universities and colleges in the country should be therefore, implemented by the UGC. This will also expedite and strengthen the induction of extension and community service in the curriculum.

### 7.2.6 Spreading Awareness

- The programmes of Adult and Continuing Education, Population Education, etc. should invariably be emphasised in the conferences/meetings of Vice-Chancellors, Principals, Registrars and Finance Officers, etc. at the national/regional and state levels.
- Adult Education, Population Education, etc. should be included in the orientation programmes of Registrars, Finance Officers, Deputy Registrars, Deputy Finance Officers and others, etc. organised at the national/State levels.

### 7.2.7 Staff

- The UGC should persuade the State Governments and the Universities for the early appointments of staff. Qualifications prescribed by the UGC have been reviewed as given later in the report.
- Normally, superannuated persons from other University departments or Government departments may not be appointed in the departments of Adult and Continuing Education. However, persons from universities with rich experience in the programmes of Adult and Continuing education may be appointed on contract basis for appropriate periods in order to stabilise the programmes.
- The practice of appointing Honorary Directors against the sanctioned posts of Directors be discontinued immediately.
- While at present the posts sanctioned are up to 1990, they are of a temporary nature, However, all benefits as are given to the permanent corresponding staff of the universities be given to such staff of the departments of Adult and Continuing Education.
- The State Governments may be persuaded to expedite the merger of these posts into the maintenance grants of the universities after 1990, when the UGC assistance ceases. As only two states have agreed to this so far, the UGC may extend the period of assistance up to 1995.

- The UGC may create full time posts of Supervisors on a regular full time order to ensure rationalised services of supervisors including colleges where the number of centres is at least 90.

### 7.2.8 Manpower Development

The qualifications prescribed by the UGC for the posts of Directors, Assistant Directors and project officers have been reviewed by the Committee as detailed in Appendix.

The professional competence of Adult Education functionaries in the universities needs to be improved considerably. All functionaries having no formal qualifications of adult and continuing education be motivated to participate in series of summer institutes. It should be made obligatory for all Assistant Directors and Project Officers to qualify in the post-M.A. Diploma course in Adult/Population Education, within the 5 years of their service. Facilities for providing diploma course through correspondence and contact classes during summer vacations be provided on a priority basis.

Some other suggestions which have been made for manpower development are:—

- introduction of M.Phil. Programme in Adult and Continuing Education as a sequel or otherwise to the post M.A. Diploma in Adult and Continuing Education;
- organisation of more Summer Institutes as a strategy to provide in-service training to programme staff in the universities;
- instituting post M.A. Diploma in Population Education and follow it up with an M.Phil. programme in the subject;
- placement of some programme staff in non-formal education programmes in Universities in the UNESCO or other international training programmes;
- exchange visits to such institutions as the British Open University for greater familiarity with the distance education methodology;
- instituting short-term course in Distance Education Methodology to train existing programme staff in the school, Directorates of correspondence courses and continuing education; and
- inclusion of non-formal education including adult education, continuing education, population education,

etc. in the bilateral and cultural exchange programmes of the UGC.

### 7.2.9 Students

In order to motivate the students to take up adult education work, it should be integrated in the curriculum as a compulsory project or assignment to be considered for internal assessment. For this purpose a uniform system of crediting should be devised by UGC for all the universities. This has been discussed later in the Report.

### 7.2.10 Training

In the VI Plan period, substantial efforts were made in the training/orientation of functionaries at various levels engaged in the implementation of the Adult Education Programme. A Committee of the UGC worked on the subject and formulated a programme and a Manual. Practically very little effort has been put in the plan period for training/orientation efforts in Continuing Education and Population Education.

The training/orientation aspect needs to be seen in a more comprehensive frame than programme formulation and preparation of the manual/handbook. It needs to take into account preparation of training packages including printed materials, slide-cum-cassette sets, transparencies, video-cassettes, etc. for the training of functionaries at various levels.

In view of the critical significance of this aspect, the following steps are recommended:—

- training/orientation committees on Adult Education, Continuing Education and Population Education with a view to undertake comprehensive work on each of these three areas, comprising of Manuals/Handbooks, printed materials;
- slide-cum-cassette sets, video-cassettes, etc.; and
- some research be promoted on field-based training of functionaries at various levels.

It has now become necessary to develop a few training and orientation centres at the universities at least one per state/region to ensure proper orientation/training of Directors, Assistant Directors and Project Officers, etc. as their background and needs are different from the functionaries who are trained in the State Resource Centres. A co-ordinator for training with some supporting staff and provision for essential expenditure



for orientation training would be adequate for such centres to function effectively.

The training of supervisors and instructors could be organised at the colleges or in groups at few places with the help of university/college adult education staff and local resource persons.

### 7.2.11 Teaching/Learning Materials

The programmes continue to face an acute shortage of learning materials given their size. The Adult Education Programme is placed at a considerable disadvantage since the centre-based and "each one teach one" based involvement of college students is fairly large. While the learning materials needs at the literacy stage strain resources in terms of the sheer magnitude of numbers and the diversity of social and linguistic situations in the country, very little seems to have been done with regard to post-literacy and follow-up parts of the programme. Similarly, work relating to continuing education course bank, population education handbook, etc. is yet to be undertaken.

In the area of adult education, some thought needs to be given to the linkage that universities/colleges should have with the State Resource Centres for ensuring adequate supply of learning materials. The SRC's have unfortunately tended to favour a situation wherein they mostly prefer preparation of proto type materials printing of which could be done by programme implementing agencies. There is need to undertake some exercise in the management of demand-supply aspect of the learning materials requirements in the Adult Education Programme.

While the universities should have materials from the state resource centres concerned or from other agencies but in case it is observed that the supply of the material is being delayed and the material is not relevant to the local needs, the Universities may prepare their own material by utilising funds provided by the Commission under the head 'material'.

Some efforts be initiated to plan directions for utilisation of mass communication in the non-formal education programme.

### 7.2.12 UGC: Streamling of Processes

There should be a Bureau at the UGC exclusively for the programmes of Adult Education, Continuing Education, Population Education, etc. This Bureau should also deal with the scheme of restructuring of courses,

women's studies, youth studies/services, organisation of workshops, summer institutes, seminars, etc. in Universities/Colleges and such other schemes which could be implemented within the umbrella of non-formal adult and continuing education and extension.

The Bureau would be responsible for the implementation, promotion, co-ordination, monitoring and evaluation of the programmes of adult and continuing education through universities and colleges as also dissemination and propagation of essential materials.

It would have adequate staff at the central and field level to ensure speedy formulation of proposals, their approval, release of grants, monitoring and evaluation of the programmes besides training, availability of material, achievements of targets and finalisation of accounts.

It would be independent in its operational functioning and would have adequate ministerial, secretarial, administrative, research, monitoring and advisory staff, to ensure effective decentralised Receipt/Despatch, cyclostyling etc. including actual payment of grants and despatch of Bank drafts, etc. There should be available well defined, clear guidelines on each scheme, standard format/proformae for submitting proposals besides a series of standard drafts to minimise delays at the UGC level.

The present practice of obtaining the T.R. 42 bills be done away with immediately. This has caused maximum delay.

The grants be made in two instalments. First instalment of 75% of the estimated total expenditure to be paid in April-May and the second instalment of 25% to be paid in November-December each year. The second instalments may be released when 80% of the first instalment has been utilised.

The universities while asking the UGC for the release of funds must always furnish the details regarding progress/targets achieved, expenditure incurred, statements and utilisation certificates, etc. Each request for the release of funds be always accompanied with the progress report of the programmes and the quarterly monitoring returns of the current year. An appropriate proforma be devised by the UGC and circulated to the universities.

The sub-committee of the standing committee of UGC should meet frequently at least once in a

month to ensure quick processing/approvals of the proposals as also to monitor the release of grants in time to the universities.

The Group would like to strongly emphasize that the programme of Adult and Continuing Education is a time-bound target oriented programme crucial for the development of the country. All officials should contribute their might in this national task.

### **7.2.13 Audit and Accounts**

The Universities and Colleges should maintain the accounts of the grants received by them from the UGC like other grants received from the Commission.

The Auditors at the university and college level will be the same as those in respect of other grants being received by the universities and the colleges.

It would be helpful to organise a workshop where officials of the UGC, University Finance Officers, Registrars and some Directors/Co-ordinators of Adult Education including representatives of A G C R may discuss in depth measures relating to the expeditious appointment of staff, maintenance and audit of ac-

counts, expeditious processing/implementation at the college/university/U.G.C. level so as to ensure the achievements of the targets. Appropriate guidelines relating to administrative, financial and auditing matters need to be developed early for circulation to the universities/colleges.

### **7.2.14 Space and equipment**

Activities in some universities have grown considerably during the Sixth Plan period. Some consideration may be given to their proposals for the construction of essential buildings on the merit of each case. Some guidelines on buildings for the departments/Centre of Adult and Continuing Education be developed for the guidances of the universities.

Equipment like typewriters, overhead projectors and furniture, at least for the staff appointed, should invariably be made available in each department of adult and continuing education.

Some more recommendations and suggestions have been made later while considering the participation of universities in this programme during the Seventh Plan period.

## 8.0 SEVENTH PLAN DIRECTIONS AND STRATEGIES

### 8.1 Introduction

Eradication of adult illiteracy in the age group 15–35 is a national commitment which has to be achieved within a time frame, i.e. by 1990. Nearly 11 crores of adult illiterates in this age group are expected to be covered by literacy programmes by the end of the Seventh Five Year Plan. As a result of efforts in Sixth Plan, nearly 2.3 crore adult illiterates have been covered under the adult education programme in this plan period.

**8.2** 9.5 million adult women have been covered during the Sixth Plan period. This would leave nearly 58 million women still to be covered during the Seventh Plan period. To ensure eradication of illiteracy in the country by 1990, it would be necessary that this segment of population deserves special attention and a very high priority is to be given during the Seventh Plan period to cover the entire adult illiterate population of women in the country.

**8.3** The Scheduled Caste and Scheduled Tribe population together accounts for 23.6% of the total population of India. They form the lowest rung of the social and economic ladder. The literacy rate among them, according to the latest census, is 21.38% and 16.35% respectively. Educational development of these groups has to be specially promoted.

**8.4** In consideration of the gigantic nature of the task, the responsibility of eliminating illiteracy in the country must be the concern of all educational segments in addition to the Ministry of Education. In view of the national commitment to the eradication of illiteracy, it has to form part of national endeavour. It requires the involvement and active support of every educated person individually and through institutions.

**8.5** The Government is committed to the eradication of adult illiteracy in the age group 15–35 by 1990. With this in view, the Government is in the process of formulating a new scheme of mass movement of functional literacy for implementation during the Seventh Five Year Plan. In this scheme, the main thrust will be on developing a massive programme

which should be a mass movement involving employers, trade unions, universities and colleges, voluntary organisations and the youth. Each educated person, in which students are expected to play a leading role, would be expected to take some responsibility for imparting literacy. The State Governments have been advised to ensure that 30 per cent should be Scheduled Castes and 15 per cent should be Scheduled Tribe learners.

**8.6** At present, 83 universities and over 2100 colleges from 16 States are participating in the programme and conducting A.E. centres. During the last few years, the University System has educated nearly 3.8 million adults. However, this contribution is quite small when one compares it with the targets of the A.E. programme of about 110 million illiterates between the age group of 15 and 35 years by 1990.

**8.7** At present there are 139 universities including institutions deemed to be universities and over 5000 colleges in the country with enrolment of nearly 3.4 million students. Very small proportion of students and teachers is, therefore, participating in the programme. When efforts are being made to make the A.E. a mass movement, it is expected that most of the students, teachers and institutions would participate in this national task.

**8.8** Education is the most powerful process of development of individuals, institutions and society. Hence, any programme that contributes to the student development in cognitive (intellectual), psychomotor (skill) and effective (values and attitudes) domains can always claim academic recognition. Unfortunately, most of the present curricular programmes today concentrate almost entirely in cognitive development and disregard the domain of learning through working. In fact working with the community and serving the community in its developmental activities are the best learning opportunities for students to develop their moral, social, ethical and vocational skills. Students learning through field and social service activities along with the relevant component of knowledge can be given due credits as part of the degree programme. Development of the community in its various

aspects such as socio-cultural, economic and environmental could form the main content of these activities and can be incorporated into the existing or new or interdisciplinary area. The areas can also be developed at research level giving them academic status.

**8.9** The process of integrating these activities with academics would, no doubt, be arduous. But it has to be initiated without loss of time. However, once integrated with academic life as such, the higher education would automatically get linked with development and the educational institutions would be playing the role as centres of development of the student and community in all their aspects.

### **8.10 Goals**

UGC, in its policy frame, has accepted extension as the third dimension in addition to teaching and research. Extension, inter-alia, in the university context, would have an umbrella approach covering adult education, continuing education, population education, planning forums, rural development programme and so on.

It is in the context of the above broad goal that aims and objectives have been recommended.

**8.11** While keeping literacy as the central focus, the goal should aim at a larger measure of development by:—

- ensuring and organising an overall participation of students and teachers in adult education and extension in various ways;
- employing modern audio-visual media extensively through broadcast as well as non-broadcast channels;
- developing audio-visual and other materials on an extensive scale for the needs of adult groups of learners; (These materials should be available in adequate quantities and should be suitably diversified.)
- ensuring participation of the governmental and other financial and cultural institutions from the area; and
- creating motivation and a learning climate in the community.

**8.12** Literacy and functional work should be simultaneously undertaken and given the same credit and primary school drop-outs (6–14 age-group) should be

considered as learners under the adult education programme.

### **8.13 Aims and Objectives**

In order to achieve this transformation, it is necessary to expand the aims and objectives of the UGC programme of Extension as follows:—

#### **8.13.1 Larger contribution in the national task**

To expand the activities in the university system to carry out successfully major and substantial part of the eradication of illiteracy.

#### **8.13.2 Institutionalization of Extension**

To integrate the adult and continuing education and other extension activities with the academics so as to institutionalise them at all levels of university functioning, i.e. in teaching/training, research and extension.

#### **8.13.3 Focus of Development**

To focus on development of community around and to link academics with the process of development.

#### **8.13.4 Educational System for Learning Society**

To re-orient and develop an educational system that would make the college a centre of socio-cultural, economic and environmental development for the students as well as community in order to cater to the needs and requirement of the learning society of the future.

#### **8.13.5 Extending University System**

To extend human and physical resources of the university system in meeting urgent challenges of national reconstruction.

**8.14** The objectives involve not only generation of more activities but changes in the attitudes and approaches of the academics and also re-orientation of the entire educational structure and functions. To achieve these larger objectives, multipronged approaches have to be adopted.

### **8.15 Strategies**

**Within** the total objective of securing equal place for

teaching, research and extension in the university system, the following strategies are recommended:—

- To adopt a multi-pronged and elastic approach taking into account abundant diversity to suit different needs of our culture and life with a view to developing greater initiative and involvement in the base institutions of university system.
- To unfold the wider dimensions of extension activities in the context of developmental education.
- To bring the university system closer to make community a partner in all educational endeavours
- To facilitate emergence of people's initiative and participation in the developmental process.
- To institutionalise linkages between university, home and community.
- To promote the inculcation of scientific temper in the general mass of people.
- To create a prominent role of non-formal component of education both within and outside the system.

#### 8.16. Multiple Approaches

With the adult education classes run by the university system, one easily estimates that it covers at present about 0.5 million adults annually. Even by doubling the size of the programme by 1990, the university system, by the present approaches and methods, would not be able to cover more than 4 million adults which forms about 3.5–4% of the total task. There is also a limit to the expansion of the programme due to paucity of committed human resources, physical facilities, and the constraints of the inelastic university educational frame-work and conservative culture. We can overcome these factors and enforce change only when the programme adopts the nature of MASS PROGRAMME with the full backing of POLITICAL WILL of the nation as a whole.

**8.17** It is well-known that some of the developing countries have eliminated illiteracy with such a mass movement within a short period. The estimates made by the Poona University in its region of jurisdiction shows that if every student of college educates 11–15 adults every year, entire illiteracy in the region can be eradicated by 1990. The government has, therefore, to evolve an extensive programme involving all educational, social, industrial and economic institutions and agencies including social workers, and educated citizens to make the programme really a mass programme. Once such a mass programme is evolved, the environmental support is automatically created and

we are sure that the universities and colleges would be able to participate not only actively on their part, but even accept the leadership in the programme.

**8.18** Universities and colleges, being autonomous institutions, educating young, dynamic and selfless generation of students for future responsibilities are better suited to undertake such responsibilities. Approaches in this respect should broadly be:—

- To ensure and organise overall participation of students and teachers from the colleges and schools, educated youth and citizens and social workers;
- To create motivation, awareness and develop learning atmosphere in the community so that the programme becomes self-sustaining;
- To ensure participation of the governmental and other financial and cultural institutions from the region;
- To develop audio-visual and other material on an extensive scale by focussing on the needs and requirements of the development of adult groups in the community; and
- To employ modern audio-visual media extensively through broadcast as well as non-broadcast channel.

Initially by developing appropriate pilot projects and later on expanding them to all, the university system can play pivotal role in the programme of eradication of illiteracy.

**8.19** The colleges and universities need to adopt AREA APPROACH in which efforts could be concentrated on a geographical area or a section of the community to eliminate the illiteracy and then expand the programme, in phases to cover the entire area under its jurisdiction by adopting different methods.

#### 8.20 Modalities

In the context of area/cluster/mohalla/chawl/approach, the following models can be concurrently used for achieving basic literacy, post literacy and continuing education:—

- Prevailing Adult Education centre model;
- Self-learning model (Each One Teach One—Each One Teach a Family); and
- Community Education Centre model.

**Through**

- (i) Area adoption with a comprehensive community profile;
- (ii) Modality of institution in relation to access to community through an institutional consortium of all involved in educational and developmental process in the area at the initiative of the university/college including government, semi-governmental and other agencies with a supportive structure promoting mohila mandals, yuvak mandals, establishing cooperative institutions in relation to credit requirements, vocational components, etc. A co-ordinating committee drawing members from the above organisations should work as a consortium;
- (iii) Motivational campaign model to foster environmental support to adult education; and
- (iv) Building up community channels in the form of bulletins, wall-papers, news-papers, including access to mass-media.

Other models suggested are:—

- (i) Cluster approach (3–4 villages identified where students from that area look after the work);
- (ii) Restructuring model operated in selected colleges like Poona University; and
- (iii) Innovative approaches like the Madras University Model of community social service to have an inbuilt machinery for sustenance.

**8.21 Multiple Methods**

The UGC programme of adult education should emphasize more on awareness and functional literacy, and literacy and numeracy should automatically follow as a need in the present day society for development and progress. For different types of work in A.E.P., the following methods are recommended:—

**A. For Literacy/Numeracy**

- (i) to conduct adult education centres
- (ii) each one teach one family/programme
- (iii) creating literacy environment through
  - (a) poster propaganda
  - (b) discussion with adults by using posters, slides, audio-visual aids related to literacy and numeracy.

**B. For awareness**

- (i) use of folk culture and drama like katha, kirtana, patha-natya, etc.
- (ii) organisation of clubs of youth, women farmers and workers, festivals and gatherings, etc. for motivating adults for continuous learning.
- (iii) use of modern media like, T.V., Radio, VCR, Video, Audio tapes in discussion/lectures.

**C. For functional literacy**

- (i) identification of developmental needs of social groups in the community and organization of relevant programmes to impart skills and knowledge.
- (ii) imparting knowledge required for community development, health hygiene, co-operation and citizenship.

**8.22 Objectives of the awareness and functional literacy programme would be generally to help create motivation for literacy and to sustain interest in post literacy and other follow-up programmes. The success of the programme, however, would reveal through the extent of the participation of adults in the co-operative and collective efforts of their developmental activities.**

**8.23 Motivation as Agent of Change**

Motivation of the students, teachers of colleges and universities would be vitally important in ensuring participation and successful implementation of the programmes. The factors that motivate agents of change are:—

- (a) General atmosphere of mass literacy programme as a duty and responsibility of every educated citizen towards its illiterate disadvantaged brothers;
- (b) Sense of pride in participating in the most vital National Programme that would make our country a developed one;
- (c) Satisfaction in serving the community and in associating with the tangible development created in the community,
- (d) Incentives of curricular credit to the students in their degree/certificate programmes and work load concessions to teachers;
- (e) Incentive in terms of new and effective teaching-learning and study/research opportunities that would offer academic recognition; and

- (f) To offer challenging programme and opportunity to colleges to lead in educational innovation that would lead them to community colleges to develop new educational system and programmes.

It is necessary to take into consideration the limitations of students, teachers and institutions. Some students can work effectively as instructors. However, many have to be given participation through each one teach one or five or general awareness and functional literacy programme.

**8.24** With the above in view, we make the following specific recommendations:

#### **8.24.1 Area Approach**

1. Universities may adopt areas preferably of their jurisdiction or otherwise as major projects, for imparting literacy, post literacy and continuing education concurrently. The plans for eradication of illiteracy be drawn in consultation with an involvement of colleges and officials of the State Departments of Adult Education. This would include the total number of illiterates to be covered yearwise upto 1990. While doing this, priority be given to the involvement of women's colleges, colleges in the rural areas, backward areas, and colleges having larger concentration of scheduled caste and scheduled tribe students. The areas allocated to the colleges should be specific, compact and continuous. Colleges could also adopt communities, groups of mohllas or villages/slums/chawls/panchayat, etc.
2. Alternatively, colleges may adopt blocks as the service areas for the removal of illiteracy. Unitary universities may adopt a district and affiliating universities may think of 2 to 3 districts co-terminus with the areas of their jurisdiction.
3. The universities will formulate comprehensive perspective plans upto 1990 on the basis of benchmark survey for the compact territory adopted by them for consideration of the UGC.
4. The Departments of Adult and Continuing Education at the universities with the help of State Directorates of Adult Education will monitor the implementation of the programme in the adopted areas with the help of the colleges and District Adult Education Officers so as to ensure that achievement of the laid down targets by 1990.

#### **8.24.2 Multiple Approaches**

1. Literacy should be made major activity under the National Service Scheme in the universities at least upto 1990.
2. Promotion of functional literacy should be an obligatory community service activity for college students of first degree.
3. Provision of functional literacy becomes a curricular activity for the students through restructuring of courses at the first degree level.
4. Each first degree student in a college be allowed to offer a paper on Adult Education involving theory and field work of 100 marks. The performance in this paper be taken into account while determining the over all merit of the student. Performance of the student should be recorded in the degree/diploma and due weightage be given in further studies/employment.
5. Students of the first degree course in all non-professional courses should be required to opt for any of the six semesters of his three years course, to work for at least 90 days wholly, in specific assigned area for eradication of illiteracy. He should be exempted from one of the optional papers in lieu of this. This will be a great incentive. This will also effectively integrate this programme with the academic system as such. In turn, student will greatly enrich himself
6. Students who seek to opt for a semester block placement in a specific area for this work by devoting whole-time, is not only teaching, but also preparing a comprehensive systematic profile of the adopted community, their attendance in the community will be certified by a recognised institution of the area concerned. The community profile or project report should be assessed by experts and graded on the same lines of other subjects. A student opting for this programme be permitted to drop any one question paper from optional subjects in lieu of this project report. The marks or grades obtained by him may be added in his mark-sheet. Thus all students opting for this subject will have the same opportunity of building their careers.
7. It must be made obligatory for all B.Ed./M.Ed. students to make at least 10 persons literate before awarding their degrees
8. Adult education should be offered as an elective subject at the graduate level with practicals as a compulsory part.

9. Those rural colleges undertaking eradication of illiteracy as a major activity should be transformed into Community Colleges. These colleges which have an average enrolment of less than 250 are well-motivated towards community service programmes and are easy to manage. They should all be allotted literacy-area projects. There are more than 2000 such colleges in the country.
10. Reduction in workload may be given to teachers in the programme for ensuring increased involvement of teachers.

**8.25** However, the following observations in this regard need consideration:

- Scheme of re-structuring of courses has a limited contribution because of the time involved in the formulation and adoption of the scheme by the universities
- Semester system is being practised by a few universities
- The experiences of making N.C.C. compulsory were not encouraging.

### **8.26 Mass Movement**

The universities and colleges, through their students and teachers as also associating schools, junior colleges, other educational institutions, mahila mandals, youth clubs, etc. including educated persons from all walks of life such as housewives, retired personnel, etc. will eradicate illiteracy and cultivate an environment conducive to creating a learning society in adopted areas during the 7th plan period. In doing this, the universities should utilise fully all the infrastructural facilities available with those and other institutions in the areas by adopting different strategies and multiple approaches ensuring the total coverage in the adopted areas.

**8.27** Though the Departments of Adult and Continuing Education at universities will be the nodal agencies, the other departments of universities/colleges will contribute their might in organising adult education programme in all aspects of literacy, functionality, social awareness, post-literacy and continuing education to promote the process of life long education

### **8.28 Inclusion of 9–14 age group in the Adult Education Programme**

The children in the age group 9–14 comprise of two

categories, viz. (1) School dropouts from Standard I–IV; and (2) non-school goers; and their number is quite substantial. It is obvious that the children in both these categories are going to join the group of adult illiterates within the period of 5–6 years. Hence, it is necessary to check this influx of future illiterate adults. There are several other reasons why this age group has to be included in the programme of adult education. These are—

- The adult education programme has the potentiality of reaching the school dropouts as well as non-school goers whom the school system cannot embrace.
- The adult education programme is perhaps the only educational equipment for the whole life to the majority of children who can never join formal school system due to their circumstances and hence, have to depend on the non-formal programme only.
- Even at present, in majority of our adult education centres, we have a considerable number of illiterates from 9 to 14 age group attending our centres; but we keep them out of our enrolment registers. By including their names in the register, we will be attempting to solve the problem in a more realistic, integrated and legitimate manner.
- The adults are always seen to be more interested in the education of their children rather than their own education. Inclusion of the children in the age group 9–14, therefore, will facilitate motivation of their parents who are our learners in adult education centres.
- If parents and children start learning together, it will create a learning atmosphere in the family which will ultimately lead to the learning atmosphere in the entire community.
- From the point of view of the student instructors, considering their age, psychology and interests, they will be equally, perhaps more, at home and confident with this age group.
- It will facilitate the MASS MOVEMENT.

### **8.29 Addition of children from 9–14 age group will not call for additional finance because —**

- The same facilities and infrastructure of the adult education centre will be used. As a matter of fact, at present the facilities made available for adult education centres are unutilised due to meagre attendance of the adults. If 9–14 age group is included, there would not be any problem of attendance and



consequently the facilities will be utilised fully.

- There is no need for separate training. Only one or two topics on the problems, needs and aspirations of children in 9–14 age group could be included in the regular training for Adult Education programme.
- Most of the teaching/learning materials could be useful for both 9–14 and 15–35 age groups. Some additional materials of interest to 9–14 age group

could be introduced later on.

**8.30** To conclude, it must be pointed out that one should not be delicate or emotional about giving education to the children and adults together, because the reality in our country is that the children in under-privileged strata attain adulthood or perhaps it is thrust on them even at the age of 9 years.

## 9.0 ROLE OF UNIVERSITIES, COLLEGES AND FUNCTIONARIES

### 9.1 Introduction

Some broad suggestions have been made on the major roles of the participating agencies/functionaries of the adult education programme in universities/colleges in the following paragraphs.

### 9.2 Role of UGC

To provide policy, general guidelines, and funds; to organise national/regional level meetings, seminars, workshops, training programmes, etc; to disseminate essential information about the programme; and to continuously review and monitor the programme.

### 9.3 Role of Universities

**9.3.1** The universities are specially suited, structured and staffed to provide the needed professional and technical guidance required for the implementation of the programme. The areas of co-operation are developing need-based curriculum and teaching-learning materials, organising training programmes for personnel at different levels, preparing evaluation tools and carrying out evaluative studies leading to follow-up measures, conducting initial surveys for identifying learners and community needs, providing assistance in preparing popular literature for masses, and carrying out applied researches.

**9.3.2** The universities and colleges participate in the adult education programmes through their student body, teachers and the departments or centres of adult or continuing or non-formal or extension education. The colleges are to organise adult education centres with the guidance of the universities.

### 9.4 Role of Teachers and Students

#### 9.4.1 Teachers

Teachers are to help in training and orientation of adult education functionaries at different levels such as supervisors and instructors, prepare need based curricula, teaching and learning materials and evolve

pedagogy suitable to adults, deliver extension lectures, take up applied research projects, evaluate the programmes and suggest follow up measures, involve themselves in the preparation of books for neo-literates, collaborate with students, give them leadership and guidance in adopting villages/slums for adult education work.

#### 9.4.2 Students

There may be 3 options in field work for students: —

- (i) Conducting an adult education centre as an instructor;
- (ii) Participating in 'Each one Teach One' or 'Each one Teach a Family' programme; and
- (iii) Organising and conducting supporting programmes at adult education centres.

#### (i) Students as instructors

Instructor is the front line worker of the programme. His/her major functions are as follows: —

- To make learners literate, initiate a process of awareness among them, introduce developmental activities in the community and help the learners to acquire certain functional skills for tackling their problems;
- To convince and motivate illiterate adults to come to the centre;
- To enlist the learners and entering their names in the register;
- To select accommodation for the centre;
- To decide timing of the centre in consultation with learners;
- To see that all materials and equipments like books and charts, blackboards, chalks, mats, etc. are procured and kept ready at the centre well in advance;
- To plan and organise different types of activities at the centre with the help of the supervisor and the teacher in-charge as well as the people from the community;
- To study the teaching/learning materials to be used in the centre;

- To maintain attendance register of the learners at the centre;
- To attend meetings organised by the supervisor and the college teacher in-charge;
- To fill up monthly report regularly; and
- To help in conducting evaluation of the programme.

**(ii) Students in 'Each One Teach One' or 'Each One Teach a Family' programme**

- To identify an adult learner or a family and motivate them for learning;
- To complete requisite training;
- To study the 'Each One Teach One'/'Each One Teach a Family' materials;
- Conduct the activity of learning regularly;
- Submit evaluation forms regularly; and
- Attend monthly meetings regularly.

**(iii) Students in supporting programmes**

- Associate themselves in the survey of the selected area for launching the programme;
- Help in identifying the illiterates in the community and preparing their profiles;
- Help in shramdhan activities for the benefit of the village community or slum dwellers where the centre has been started;
- Planning and organising different kinds of activities at the centre with the help of people from the community;
- Help in the preparation of motivational, audio-visual aids such as charts, pictures, flash cards, paper and card-board cut outs, tape recordings, etc;
- Organise mobile libraries with old/donated books;
- Tape-record interviews with neo-literates and replay the recordings to motivate illiterate people in the same areas;
- Story telling;
- Giving information on various topics related to adult learners' life;
- Kalapathak/Street Plays;
- Organising sports;
- Organising competitions;
- Organising exhibitions;
- Demonstrations;
- Educational visits;
- Excursions (Picnics); and
- Film/Slide show demonstrations.

**9.5 Role of Vice-Chancellors, Principals, Adult Education Officers and NSS Functionaries**

**9.5.1 Role of Vice-Chancellors**

The Vice-Chancellor and the university Advisory Committee will provide the policy basis and necessary support to the programme.

**9.5.2 Role of Principals**

Principals will help in motivating the staff, students and public so as to mobilise a maximum number of them to participate in the adult literacy programme. They will also help to chalk out plans of action, develop the skills required for implementing, co-ordinating and evaluating the programme. Also encourage and enthuse the students and staff with proper incentives and appreciation and co-ordinate and collaborate with all other agencies concerned, etc.

**9.5.3 Role of State Adult Education Officer**

He will extend all co-operation, guidance and assistance so far as the role of the State Adult Education Department and development departments are concerned.

**9.5.4 Role of District Adult Education Officer**

He will facilitate the participation of the colleges in the adult literacy programme and will assist in all possible manner in solving the problems relating to the District/State level authorities.

**9.5.5 Role of NSS Co-ordinator**

He will support the adult education programme as the foremost project of NSS during the Seventh Plan period and involve maximum NSS volunteers in varied supporting activities for adult education programme. He will also help organise special camping programme in the areas adopted by the college for implementing adult education programme with a view to supporting and consolidating the same. In addition to this, he will collaborate and co-ordinate with the adult education functionaries of the university in all possible manners.

**9.5.6 Role of NSS Field Officer**

The NSS Field Officer will advise the university on the implementation of the programme in the field.

### **9.5.7 Role of Director, State Resource Centres**

Help in training and procurement of teaching learning materials.

## **9.6 Role of University Officials**

### **9.6.1 Role of Director/Assistant Director/Coordinator/Project Officer of Adult Education at the University**

The Director/Programme Coordinator will be the key person to implement the programme at the university level; he will coordinate and oversee the entire programme undertaken by the university and colleges.

The Assistant Director/Project Officer will help the Director/Coordinator in all his functions. He will be more involved in the field work and will be a vital link between the coordinator and the project work.

### **9.6.2 Role of College Programme Officer**

He/She is the key person for successful working of the programme at the college level and will work under the guidance of the Principal. He will inter-alia be involved in selection of students as instructors and selection of supervisors; selection of area of work; formulation of the project; helping supervisors and instructors in setting up adult education centres; procuring teaching/learning materials and equipment for the centres; assisting university Coordinator in the training of student instructors of the college; visiting adult education centres and giving guidance to the student instructors; helping Supervisors and Instructors in

coordinating local resources for effective working of the centres; holding monthly meetings of the Supervisors and Instructors for getting necessary feed back and discussing their difficulties and problems; getting monthly reports filled in by the Supervisors and the Instructors and forward the same to the university Coordinator, every quarter in a consolidated proforma.

### **9.6.3 Role of Supervisors**

He/she should work as a resource link for the programme rather than an inspecting authority. He/she will help instructors in all their activities such as conducting surveys, enrolling adult learners, securing support of local groups, mobilising local resources, securing proper physical facilities, procuring teaching/learning materials, etc.

He/she will also supervise the day-to-day conduct of the centres, method of teaching, diary of instructors, attendance register, visitors' book and stock register. He/she will conduct regular meetings, i.e. at least once a fortnight, of the instructors with a view of getting feedback, discussing difficulties and problems and preparing plans of action and regular submission of monthly reports by the instructors as well as by the Supervisors.

In addition, he/she will be constantly active in contacting various developmental and service agencies and getting their support for the programme with regard to the benefit of various schemes for the poor; in organising various supporting activities and programmes at the centres; and helping the Instructors to solve whatever local difficulties faced by them.

## 10.0 WOMEN: ISSUES AND SUGGESTED PROGRAMMES

### 10.1 Introduction

The problem of illiteracy among women has been disturbing the policy makers, educationists and social reformers since long. In fact, one of the major demands of the social reformers like Raja Ram Mohan Roy, Vidyasagar, Behram Malbary, Phule, Karve and others was to educate women so that they will be able to bring social reformation. The adult education programme devised in the pre-independence phase, particularly in the mid thirties, was primarily aimed at enabling women to be more conscious partners in the nation building process.

After independence, not only eradication of illiteracy was of priority value, but provision of free compulsory education was to be achieved within 10 years.

The Ministry of Education in 1977, while promoting National Adult Education Programme (NAEP), recognised that women constituted the majority among adult illiterates and appointed a special committee to advise on Adult Education Programmes for women. This period also witnessed the involvement of Department of Science and Technology (DST) in efforts to promote women's access to science and technology and to reduce their drudgery. There is also an increasing trend of women's organisations taking up developmental activities among rural women and poor women in urban-areas where the focus is more in income-generating programmes and employment, government agencies like Central Social Welfare Board (C.S.W.B.), DST and Ministry of Rural Development, as well as new institutions created by State Governments and international agencies like ILO, UNICEF and U.N. Voluntary Fund for Women's Decade are extending help to women's programmes. In addition, Govt. schemes in the welfare sector through ICDS, DWCFA, IRD the Midday Meals programmes, balwadis, creches, etc. designed for alleviating poverty have given a good boost in generating employment opportunities for women.

Government of India under its programmes of Point No. 20 in 1982 has reiterated the earlier national adult education policy through the Adult Education Pro-

gramme (AEP) under the Point No. 16 emphasising eradication of illiteracy in the age group 15–35 by 1990 and universalisation of elementary education in the age group 6–14 by the same year. The thrust of this programme was once again on women.

The Seventh Plan recommendations on Adult Education have also recommended priority to women through special emphasis on need-based functional literacy programme and training of skills. This need is evident as seen from the slow progress achieved by women during the last decade in different dimensions.

The progress of a nation is related to various indicators like poverty, education, health, demographic trends, employment legislative measures, social welfare and how these co-relate with each other for a forward or backward march.

A review of the women's profile vis-a-vis the above pointers reveals a bleak picture.

The facts are:—

- Female illiteracy still remains a very major block in the development of the nation.  
[Female illiteracy which was 18.7% in 1971 is 24.8% in 1981 which is very low. The national literacy rate in 1981 is 36.23%.]
- Viewing the regional figures, the statewide differences are striking.  
[Kerala: female literacy rate 72.2% in urban area and 64.3% in rural area—Rajasthan: urban-rural literacy rates are 34.5% and 5.5%, respectively. In Bihar, Madhya Pradesh and Uttar Pradesh, which account for 38 per cent of rural families in the country, female literacy percentages range between 8.99 and 10.17.]
- The rural-urban differences progress is also marginal.  
[In 1971, the female literacy rate in rural area was 13.1% in contrast to 42.1% in urban areas—1981 figures reveal the rural rate of 18% against 47.8% in urban areas.]
- Women deprived of access to education are generally employed in unorganised sectors. The total

number of women workers in the country is approximately 14 out of 100.

- Educational handicap constitutes a barrier to women's access to essential knowledge of health care.
- Family size reduces as the education of mothers increases. In states where literacy is high, child-woman ratio is lower.  
[Ratio of children in age-group 0-4 to 1000 women in the age-group 15-49:  
Kerala: little over 400—Rajasthan: nearly 700.]
- Married females in the age-group 15-19 as percentage to females in the same age group is much less in States where literacy is high.  
[Kerala: 13.98%—Rajasthan: 64.25% as against national average of 43.47%—1981 figures.]
- Due to amendment of Child Marriage Restraint Act in 1978, raising the minimum age of marriage to 18 for girls and 21 for boys, the 1981 census for the first time has shown that the average age of marriage, namely, 18.3 years was higher than the minimum prescribed.
- Female infant and child mortality rate is higher than male mortality rate in same age-group although there is hardly any difference of expectation of life at birth.
- Sex ratio in 1981 was 934 females to 1000 males. It exceeded 1000 in states where literacy rate was high.
- Majority of women live in rural areas and forming is the main work. Women work harder, meet responsibilities of different roles, yet are hardly considered participators in work and are also recipients of less food.
- Poverty and illiteracy have a close co-relation and states with high rate of illiteracy rates also show high rate of poverty.

It was in this context that the Prime Minister stated that it was necessary to improve and raise the status of women in our society not only because this is ethically needed but because this would raise the productive force of half of the population and it was for his reason that the Government had made education in India free for women upto the secondary level and also set up a separate department of women's welfare. Investment in women's education and specially female literacy would be a forceful instrument for economic growth and welfare.

**10.2** In this Chapter, the problem is viewed particularly in the context of the following aspects:

### **10.2.1 Recognition of women's special needs**

**10.2.2** Special facilities for women's programmes and strengthening of ongoing programmes

**10.2.3** Involvement of women's organisations in adult education work.

**10.2.4** Special role of women's educational institutions in adult and continuing education programmes.

### **10.3 Recognition of women's special needs**

In order to ensure active participation of women in the programmes of adult education, first and foremost, an awareness amongst the people about the prevailing situation, but more important among women themselves, needs to be created.

A majority of women live in rural areas and constitute under-privileged group and through tradition have come to be regarded inferior. Unfortunately, women themselves hold a negative attitude and derive only a token advantage from educational opportunities to accentuate the situation, cultural and traditional considerations also keep the girls at home and general poverty, looking after siblings, poor health are other deprivations which prevent girls from going to school resulting in wastage of educational resources. One of the UNICEF studies has focussed on the discrimination and prejudice against woman beginning from her childhood. In some cases, discrimination starts even before birth with modern medical test which provides the knowledge about the sex of the unborn child leading to abort the foetus if the child happens to be a girl. A survey carried out showed that most of the abortions carried out after prenatal sex determination were of female foetuses.

The task of changing old fashioned attitude towards girls and women rests with society and specially women themselves. The stereotyped role of women reduced to mere performance of daily domestic chores, drawing water, collecting fuel and so on needs to be changed. Programmes for women should promote fuller participation of women in the various tasks and complementarity of the roles and responsibilities of men and women as partners in development.

Women have to adjust to several roles—worker, learner and home-maker. It is extremely difficult to cope with all and as a consequence, the learner's role suffers. Efforts are needed to relieve the woman of the other roles to enable her to concentrate more on the

learner's role. this problem can be met to some extent by:—

- opening creches;
- introducing home management skills, skills related to rearing children, family life education in adult learning programmes;
- Providing facilities to lessen drudgery under the science and technology projects; and
- integrating development skills in the learning process with a view to help them not only to survive but improve their quality of life through decision making, participatory role. etc.

Studies have clearly shown that there is a positive nexus between literacy and productivity. In order to take advantage of this process:—

- economic roles of women should be recognised and women should be made conscious of their rights;
- literacy programmes must be integrated with functionality and income-generating programmes; and
- access to knowledge should be provided in other areas like health, child care, family planning, legal rights, etc; they should be assisted to form their own groups of learning and productive activity and to participate in the development process.

The 1985 World Population Report of the United Nations Fund for Population Activities examined population issues related to women and emphasised that education was one of the keys to changing the role of women, particularly with reference to childbearing. Women lag behind men particularly in the sector of modern technology and have remained on the periphery of development until now. Demands of child-bearing and child-rearing are cited reasons for exclusion of women from education and training. There is a close nexus between education and reproductive freedom and participation of women in taking their own decisions about family size, spacing and so on can take place mainly through education and training for which every opportunity should be provided. During the Sixth Plan, women from all sectors have gradually come to accept family planning in ever increasing numbers and advantage of this development should be taken in the Seventh Plan.

Keeping in view the above issues, a holistic or comprehensive approach integrating functional literacy with ongoing developmental programmes is suggested with the entry point of literacy being a community need

interwoven with a social function or an income-generating activity. Adult Education should also constitute an integral component of relevant schemes. Some of the experiments in this direction have proved to be successful.

### **10.3.1 Special facilities for women's programmes and strengthening of ongoing programmes**

Poverty, and as a consequence greater need for female labour to enhance family income, accentuates the problem. There is a high rate of drop-outs and non-enrolment of girls in the formal and non-formal programmes and this is attributed to economic needs, social attitudes and early marriages. Unfortunately, programmes meant to improve women's well being and household income do not necessarily improve. In order to ensure steady progress through adult education programmes:—

- classes should be held at convenience of the women learners from the point of view of timings, venue, season and so on;
- number of women instructors should be increased considerably;
- girls who have dropped out of school and gone upto ninth or tenth standard should be trained as instructors for women will be accepted more as teachers;
- contents of learning should be related to the needs and characteristics of women's groups; and
- girls who drop-out from schools should be permitted to attend adult education classes conducted for the age group 15–35.

The material prepared for neo-literacy for Women's groups should, inter alia, have themes which will give them awareness about their roles and happenings around them, use of technology in their daily life to reduce drudgery, inculcate consciousness about their rights, status and position and programmes to build confidence in them.

'Non-formal Education for Women and Girls' to strengthen family life education in general and mother and child-care in particular, 'Functional Literacy for Adult Women' aimed at imparting literacy skills to rural and urban women under the Integrated Child Development Services Scheme are some of the centrally sponsored ongoing programmes for women. Information about such programmes should be disseminated on a larger scale and voluntary organisation

and women's organisations should be encouraged to take up these schemes.

Financial assistance should be liberalised through a greater number of schemes like 'Incentive Awards Scheme for Female Adult Literacy' and should be introduced at different levels.

### **10.3.2 Involvement of women's organisations in Adult Education work**

Women's organisations can contribute immensely to this programme as change agents by expanding their present roles which are generally concerned with social and cultural activities and so on as this was being done in the pre-independence period.

They must now go beyond organising social and cultural activities by making women aware of their status and position, helping them build linkages with development agencies, offering special programmes and courses to give them skills to build confidence and organisational skills to start cooperatives, secure loans and go to institutions and agencies when in difficulty.

So far, women's organisations are by and large involved with middle class groups. They must now reach out to meet the needs of weaker sections by motivating their members to work in the community.

Panels of women volunteers and Mohalla committees, specially of educated housewives should be constituted in urban areas to help in the work of adult education as motivators, teachers, for disseminating information and so on.

Information about success stories of women's self employment programmes should be disseminated to women's organisations so that they can be motivated to take up similar programmes. Some of these programmes which have made a mark and which can be emulated are:—

SEWA

Annapoorna

Tilonia

Manav Seva

Women's organisations must help in the networking

process which will help women's groups in bulk purchase, 'marketing, setting up co-operatives, women's banks, securing loans, investing, savings and so on.

Voluntary organisations should organise training programmes for training personnel to train functionaries at grass root levels and also organise Mahila Mandals and voluntary agencies at community level to help woman to form their own organisations for learning and productive activities and strengthening their participation in developmental process.

### **10.3.3 Special role of women's educational institutions in Adult and Continuing Education programmes**

The role of women's institutions and women's colleges is considerable in pushing ahead the programme of adult education.

Restructuring of courses to equip students for the task of adult education should be an important thrust of colleges.

Professional colleges have an important role in this work, specially in developing curriculum, disseminating of information, building rapport with women groups, preparing modalities for application of skills to rural area, overviewing work of community centres, specially the income generating programmes and so on. The Home Science and Education colleges have Extension Education units. These should be activated and geared towards community programmes. The Home Science Colleges have a special role today and can help the women to develop skills for management of their homes more effectively in the same resources and with a better knowledge of innovations in science and technology, nutrition, childcare & aesthetics.

The Home Science and Social Work colleges can also help in setting up Balwadis, training community workers who are equipped to organise the Balwadis and setting up creches.

The Nursing Colleges can help in health programmes and coordinating work with primary health centres. Besides, involvement in normal adult education activities, specially functional and skill programmes, women's colleges have much to contribute in rural development programmes for women through the different disciplines.



The Integrated Rural Development Programmes would have a greater success if colleges, and specially women's colleges contribute effectively to the programme through their specialisation, integrating with it in the real sense.

In the area approach and mass campaign strategies also women's colleges can act as catalysts and help in co-ordinating work with developmental agencies.

The model of setting up rural or community women's polytechnics with a cluster of community centres around would help effectively in spreading technical and skill generating programmes for women and providing meaningful courses for dropouts. The women's polytechnics can also give leadership to the programmes of Industrial Training Institutes.

Women's institutions should help ICDS and similar programmes for overviewing, monitoring and training by using their resources.

Women's colleges should assist voluntary organisations and mahila mandals to organise programmes and

provide expertise in different areas.

Women students and teachers would be more acceptable for household surveys and conducting centres. More than two-third of the illiterate population is that of women and hence the involvement of women students would be helpful. Students' involvement should be much more than merely conducting classes. Their talents can be used in a number of ways to make the adult education programme meaningful. Women have histrionic talents which can be used to advantage to motivate community groups. Teachers and students should also be motivated to undertake action researches at grass-root level to find out needs of women.

Women's colleges and other organisations committed to the cause should be sanctioned additional grants, specially for undertaking functional programmes.

The second National Conference on Women in 1984 recommended that female illiteracy should be reduced to 50% by 1990 and 0% by 2000 A.D. The target must be achieved with an all out effort and co-operation of different agencies and organisations.

## 11.0 INSTITUTIONALISATION OF CURRICULUM

### 11.1 Introduction

All the activities started so far under different UGC schemes may be grouped together under EXTENSION and should include Adult Education, Population Education, Continuing Education, Planning Forum, Integrated Rural Development, etc. At present concern is expressed about the fact that the activities are mostly peripheral and confined within the parameters of grants only. They could stop completely and forgotten easily the moment grants are stopped.

**11.2** We believe that the college has to become a catalyst in the future learning of society, a centre of education and development for the students and the community through both formal and non-formal means. The students would have to use the community as a social laboratory for their practical, moral and attitudinal education and learn by working in and serving the community. The UGC during the Seventh Plan, therefore, should institutionalise extension so that it perpetuates and grows along with education.

**11.3** Institutionalization of extension can be achieved by giving the activities their due place in teaching and research and by ensuring proper manpower and resource support. Following approaches are suggested:—

#### 11.3.1 Giving Credit to the Activities

The students may be given some additional marks (say at least 5%) for working in the programmes. Their participation could be judged by the teachers and marks may be linked with their work as incentive for better work.

#### 11.3.2 Restructuring of Courses

The extension activities can be incorporated in the undergraduate courses in:—

- (i) Foundation Courses by including the topics with proper mix of knowledge, skill and service aspects.

- (ii) Applied Courses like social service, andragogy, rural development, planning, etc. with emphasis on field and service activities.
- (iii) Community Service oriented courses with high emphasis on field/service work (say 75% field and only 25% on knowledge aspect). All the present activities and their expansion could be implemented under this.
- (iv) Project Work on the relevant topics directly related to some aspects of community development.
- (v) Basic or Core Courses by orienting the contents to be relevant to various developmental aspects concerning socio-cultural, socio-economic and ecological needs of the man and society.

**11.3.3** All these course should be part of the degree or special diploma requirements and should be 'taught' or supervised by teachers either from the college or from community. Many of the courses are not the usual cognitive type and would need different teaching and evaluation methods. Some experience on this has been accumulated by some universities like, Madras, Rajasthan, Delhi and SNDT. This experience should be used to evolve guidelines for teaching, evaluation and implementation.

### 11.4 Research

Academic acceptance which is automatically ensured when the activities enter at a stage of studies and research which enlarges our understanding and contributes to the knowledge can enter into research through:—

- (i) Project work or dissertation at undergraduate and postgraduate level.
- (ii) Postgraduate courses with research component related to extension activities.
- (iii) M.Phil. and Ph.D. programmes.

**11.5** Study and research areas could be broadly divided into two parts pertaining to:—

- (a) effectiveness and efficiency of the contents and materials, methods of teaching and learning, eva-

luation (short and long term) of students, programmes, institutions and policies in fulfilling goals of the extension programmes; and

- (b) development of the community for their social and natural environment. This forms very extensive area of research and is partly covered in present educational system. However, it needs to receive further emphasis and diversification into *action research* on various developmental and reform activities.

### 11.6 Community Colleges

In order to develop and evolve different models of education linked with development, to institutionalise extension, to make community as the place of learning for students through working and serving and the college as the place of learning for community, it is essential to transform some selected colleges into COMMUNITY COLLEGES. They need to be given complete academic autonomy for innovation and experimentation. They should be guided and sup-

ported for the next five-ten years for evolving replicable pattern of education linked with community development in a substantial way.

### 11.7 Use of Communication Technologies

Radio, T.V., Video, Audio tapes, VCR, VCP, etc. are the modern electronic communication media that are reaching slowly every village and house. Through broadcast and non-broadcast channels, they can be used for creating learning atmosphere and imparting knowledge. The media in a non-broadcast way are intimate and interactive when used in group viewing and discussion. They have a great capacity to influence and motivate masses and universalise knowledge. However, they should be made available to the disadvantaged regions and communities through community centres, controlled and supervised by the community itself. Colleges can play a great role in organising and maintaining such centres and make them very effective units of extension.

## 12.0 POST-LITERACY AND FOLLOW-UP PROGRAMMES

### 12.1 Introduction

**12.1.1** The spread of literacy has created an urgent obligation for creating a mechanism to ensure a life-long education process for the learners. Such a process should be accessible to the learners at their convenience and according to their aptitudes and needs. This makes it inescapable to make education-community-based. The community and its learners will be the central focus in this type of a process. The post-literacy stage in adult education is, therefore, a stage of integrating knowledge with life and of uniting home, school and community.

**12.1.2** The adult education has now been conceived to run over a period of two years divided into 3 phases (of initial 8 months of basic literacy, middle 4 months of first stage of post-literacy and last 12 months of second phase of post-literacy and follow-up programmes). There would be 300–350 hours of teaching and learning at the basic literacy phase, 150 hours' work at the middle phase and 100 hours work in the last phase.

### 12.2 Objectives

**12.2.1** One of the major objectives of the post-literacy and follow-up has to be a continuous reinforcement of literacy skills to prevent relapses; its further development is to enable the neo-literates to put them into practice in various life situations leading to habit formation of reading and writing. Building of awareness on all aspects related to the life of neo-literates should be achieved along with development of reading and writing skills and through other means available.

**12.2.2** The above should be considered as common goals or core contents of all the post-literacy and continuing education centres. In addition to them, facilitating the neo-literates to join the stream of formal education, as some of them would naturally desire, should also be considered as one of the goals. Recreation and entertainment and need-based education have also to be the additional aims.

### 12.3 Activities

**12.3.1** Post-literacy, follow-up and continuing education programmes have to be related to the social, cultural, political, economical, environmental and other needs of the neo-literates which should be organised in a manner suited to local conditions, situations and the interest of the neo-literates.

**12.3.2** The activities could broadly include the following:—

- (i) Reinforcement and augmentation of literacy skills and generation of new ideas and knowledge to be achieved by means of supply of books, booklets, newspapers, magazines, holding discussions and clarification of issues by the instructors, supervisors, resource persons, etc;
- (ii) For the purpose of development of skills resulting in economic gains, utilisation of services of skilled persons and co-ordination with development departments should be achieved on regular basis. The objective of enabling the desiring neo-literates to attain V grade and VIII grade school education should be realised through special provision of coaching centres by involving school teachers;
- (iii) Need-based education should be provided through well designed courses of short duration by competent persons;
- (iv) Recreation, entertainment, games should be organised by involving the neo-literates, instructors and youth leaders of the locality. Electronic media should be exploited for providing new information and knowledge wherever possible.

### 12.4 Materials

**12.4.1** The materials produced by the state resource centres as also by the state Departments of Adult Education or Voluntary Agencies as also by development departments be normally used. The Universities/Colleges could prepare materials with greater focus on awareness, scientific temper and functionality, which may help the participants in

improving their life conditions. Some of these approaches could be included in the materials as below:—

### *I Bridge Material*

The neo-literates are not in a position to read a booklet, though specially written for them, directly immediately after they complete the first phase of basic literacy. To bring them from that stage to reading booklets, some bridge material is needed which may be in the form of comics, very short stories, with cartoon style pictures and a little literacy content, content sheets in an attractive form a collection of cinema posters, a set of posters from development agencies and so on.

### *II Post-Literacy Text*

This should contain 20 to 25 lessons in the format of story and song. A touch of humour and humanity is necessary. The text should be prepared in such a way that it will help the reader to revise, retain and consolidate the literacy gained during the first phase.

### *III Wall News Papers*

Some wall news papers could be procured. Similarly, a centre can prepare its own fortnightly or monthly wall newspaper with the help of the participating members.

### *IV Black board Write ups*

Everyday some 7 to 10 important news items may be written on the black board which is kept at a central place where everybody could read it. The Grampanchayat may be requested to write such news on their black boards also.

### *V Talking Points*

An instructor should give information to the neo-literates on various developmental topics viz. small saving, social forestry, population education, environmental education, etc. In order to facilitate his/her work, talking points on such topics may be prepared.

### *VI Scripts for Folk Media*

Scripts for folk dramas and folk songs may be specially prepared which will present new message in the same traditional format. Street plays also may be considered.

### *VII Booklet on Games*

To facilitate to organise varieties of games at the centre, a booklet giving information about such games that could be organised indoors in a limited space of the centre be prepared.

### *VIII Exhibitions*

Topics like environmental education, science for masses, superstitions, etc. could also be handled through exhibitions. Every college may prepare exhibitions on such themes with the help of universities.

**12.4.2** The materials and exhibitions as indicated above could be prepared/organised with the help of students, supervisors and teachers.

## **12.5 Training**

In the training of functionaries of adult education at the University/College level, post literacy and continuing education activities should form a part of the normal training of the adult education programme. 10 hours training for supervisors and instructors together seems to be adequate and seven hours for teachers.

**12.5.1** The training programmes could be further augmented, if need be.

## **12.6 Funds**

The Commission has already agreed to assist the universities/colleges for the period of 12 months for instructors, supervisors, college teachers, etc. which should not, therefore, call for any additional manpower for the implementation of the post-literacy and follow-up programmes save and except the materials required for the post-literacy. The Commission, may, however, provide funds for post-literacy material as per norms of the Government of India.

## **12.7 Implementation**

The same student instructor or a non-student instructor identified for the purpose will be the post-literacy and follow-up programme worker. The supervisor and the college teacher incharge will be responsible for successful implementation of the programme.

### A. Programme Schedule—Instructors & Supervisors

<i>Topic</i>	<i>Duration</i>	<i>Method</i>	<i>Aid</i>
1. Adult Education programme and its three stages	1 hour	Lecture	Charts, transparencies, slides
2. Use of materials for post-literacy	1 hour	Demonstration and exercise	As above
3. How to conduct a circulating library	1 hour	Role play	Books
4. How to prepare a wall newspaper	1 hour	Exercise	—
5. Newspaper reading	1 hour	Exercise	—
6. How to listen to a radio programme and initiate discussion	1 hour	Demonstrations and exercise	Radio/radio cassetted programmes
7. How to organize an exhibition	1 hour	Practical	Exhibits
8. How to conduct various sports and physical exercises	1 hour	Lecture/Demonstration	—
9. Role and functions of instructor for post-literacy work	1 hour	Response to a picture	Picture
10. Collaboration with Govt. voluntary organisation, developmental departments, etc.	1 hour	Discussion	—

### B. Programme Schedule—College Teachers

<i>Topic</i>	<i>Duration</i>	<i>Method</i>	<i>Aid</i>
1. Adult education programme and its three stages	1 hour	Lecture	Charts, transparencies slides
2. Post-literacy programme and its three stages	1 hour	Panel discussion	—
3. Varieties of programmes for post-literacy and how could the teachers in-charge help the same	1 hour	Demonstration and exercise	—
4. Importance of sports, games, cultural activities, etc. in post-literacy programme	1 hour	Lecture/Demonstration and discussion/exercise	—
5. Monitoring and evaluation of the programme	1 hour	Lecture and discussion	—
6. Role of college teacher in-charge as regards post-literacy and follow-up programme	1 hour	Discussion	—
7. Collaboration with government, non-government voluntary organisation and development departments	1 hour	Discussion	—

#### 12.8 Approaches/Methods of Post-Literacy and Follow-up

The centre of adult and continuing education and extension may adopt different approaches and models to respond to the educational needs of the neo-literates as well as to enable them to effectively use the literacy skills and knowledge acquired during their first 8 months of literacy-functionality-awareness programme at the adult education centres.

##### 12.8.1 Library/Mobile Library Model

Some follow-up literature may be provided to the neo-literates through a small library which could either be a

part of the adult education centres itself or may be set up at any other convenient and suitable place in the locality. Such a library would become more effective if it could be converted into a mobile library/a bicycle library. This arrangement would have two distinct advantages over the centre-centred library:—

- it would provide books at the very door-steps of the neo-literates and thus remove certain demotivating factors (valid or otherwise) such as distance or conflicting time-schedules, etc; and
- it would provide more and varied books and also reach a larger number of neo-literates.

### **12.8.2 Correspondence/Self Learning Model**

For the more motivated neo-literates who wish to pursue certain subject matters/skill oriented knowledge or information, certain correspondence courses or self-learning programmes could also be set up. For this model, suitable material in the form of simple messages, leaflets and newsletters would need to be procured and developed. Support of SRC and open schools system could be obtained for these activities.

### **12.8.3 Supervise Studies Model**

This will also be meant for these neo-literates who seriously desire to continue their education through the use of library facilities but at the same time are unable to pursue their interest without the help of a facilitator with whom they can frequently discuss what they have read and gained. Initially, this facilitator can be the adult education instructor, but if interests persist and grow, then resources of open school system could be exploited.

### **12.8.4 Community's Centre Model**

It is imperative to have community education centres which should be comprehensive enough to meet the diverse needs of neo-literates. Such centres will make learners feel a part of a progressing community with whom they have joined in an onward march to knowledge, skills and new attitudes. Such community education centres will use the existing infrastructure of schools, colleges, panchayat house, voluntary agencies, etc. The thrust of the programmes will be towards diversity and integrativeness. There may be one such centre for 5- 10 AE centres. Such centres will provide the forum for discussions amongst neo-literates for demonstrations by the different development programmes of development departments, where reading material and information of development programmes can be displayed for the benefit of the neo-literates in the villages.

### **12.8.5 Community/Extension Worker Centred Model**

In urban areas where accommodation is a problem, a modified form of the model based on extension approaches may be more feasible. Under this model, an extension worker (instructor or supervisor) would be engaged to work for (a) the identification of learning, training and placement (employment) opportunities that exist for the neo-literates; and (b) enabling

the neo-literates to exploit the available resources to the best of their advantage. To achieve this, the resources of agencies and institutions like Shramik Vidyapith Open Schools, Industrial Estate Association, Community Polytechnic, etc. can be suitably utilised. These extension workers will also help the neo-literates in getting the necessary information about the various governmental and non-governmental schemes introduced for such people from time to time.

### **12.8.6 Vocational Training Model**

The other model that may be suggested would require an establishment of some skeleton facilities for vocational training of both male and female neo-literates. This could either be done in collaboration with other departments of the university or independently by the centre itself. Towards this end, services of some technical hands from different vocations may be enlisted on part time basis; and with their help training programme can also be organised in various communities by rotation, depending upon the needs of the neo-literates.

## **12.9 Evaluation**

Besides regular supervision and monitoring of the activities of phase II, there should be evaluation of learner's achievement twice in 4 months; one at the end of the second month by the Instructor and the other at the end of the fourth month by the Project Officer through the Supervisors, in literacy, awareness and functionality imparted to the learners.

### **12.10 Record**

There should be well maintained records of enrolment, attendance, activities, visits of officials and achievements of learners.

### **12.11 Pattern of Assistance**

**12.11.1** The expenditure pattern on salaries, remuneration, contingencies, etc. remains the same as in the first 8 months. However, a separate allocation of Rs. 300/- be made for purchase of books and newspapers.

**12.11.2** At the close of the session of 4 months, the books would be presented to the learners along with a certificate. An entry would be made to this effect in the registers where the neo-literate would put his signature in token of receiving the books and the certificate.

### 12.12 Phase III of Adult Education Programme

Some assumptions made are: —

- All those who have received education in the I and II phases would continue to receive it further.
- Those who have undergone the first two courses would have gained enough literacy and numeracy skills to be on their own in acquiring further knowledge through the printed material specifically prepared for them.
- The total number of AE centres of a project that were running during the I and the II phases could be reduced to two-third, i.e. 300 centres to 200 centres, by keeping only one Gyana Kendra per village as a general practice.
- Adult education would not stop at phase III. Each village would be able to have a Gyana Kendra which serves as a library-cum-reading room and would develop into a nerve centre of educational and cultural activities.

### 12.13 Duration

The total duration provided for the phase III is 100 hours spread over a period of 52 weeks or a year. It comes to 2 hours per week.

### 12.14 Objectives

The major objectives of this would be retention and

improvement of literacy and numeracy skills; formation of reading habit; requisition of more knowledge and information; and acquisition of more functional skills.

### 12.15 Evaluation and Monitoring

The achievement of learners should be undertaken every quarter by the Gyana Kendra workers with the help of Supervisors. The programme should be monitored quarterly giving information on all the aspects. A certificate of participation would be given to each of the participants at the end of a phase.

### 12.16 Total Amount for Phase III

The total budget for the phase III would remain 20% of the total budget of one year.

### 12.17 Continuous Learning

AE programme has been visualised in the perspective of life-long education. It is, therefore, imperative that the beneficiaries of the programme continue to receive education for life enrichment and national development. In view of this, it is necessary to keep alive and active a learning centre in each village which is equipped with books, periodicals extension literature of development departments.



## 13.0 MONITORING AND EVALUATION

### 13.1 Introduction

**13.1.1** Adult Education Programme has been given high priority by the Government by including it in the minimum needs programme as well as in the 20 point programme of the government of India. About 11.5 crores illiterate persons in the age group of 5 to 35 are to be made literate by 1990. While doing this special care has to be given to women, SC/ST, rural masses, etc.

**13.1.2** The programme is being implemented by a number of agencies including voluntary organisations, universities, etc. besides, the State Department of Education and Development.

**13.1.3** The Directorate of Adult Education, Government of India is monitoring the entire programme at the national level being implemented by various agencies. It is, therefore, extremely important for the universities to send their monitoring returns to the State Directorates of Adult Education so as to appraise them of the innovative attempts and contributions made by the universities in this programme.

### 13.2 Aims and Objectives

**13.2.1** Monitoring is an essential requisite in any programme and it is more so in the eradication of illiteracy among adults. It is aimed at steering clear of all hazards with a view to achieve the targets. Timely feedback is needed for ensuring proper conduct of the programme and that is the major aim of monitoring.

**13.2.2** The monitoring of the programme could be broadly classified into the following heads: —

- Administrative aspects
- Financial aspects
- Academic aspects
- Targets achieved

#### 13.2.3 Administrative

—To see whether positions sanctioned at the university/college level including those of super-

visors and instructors, etc. for the implementation of the programme, have been filled up;

- To ascertain whether there is an adequate and timely supply of essential materials as well as provision of space and equipments for the proper conduct of the programme; and
- To find out whether Advisory Committees at university/college level are functioning.

#### 13.2.4 Financial

- To ascertain whether funds released are received in time, distributed effectively and made good use of with proper maintenance and audit of accounts.

#### 13.2.5 Academic

- To ensure adequate coverage of content areas, proper training and retraining of personnel, evaluation of the impact of the programmes and taking up of follow up and research activities.

#### 13.2.6 Targets achieved

- To see whether there is an adequate coverage of backward sections of the society, especially women, SC/ST, etc. and whether illiteracy pockets are identified and special attention given to them have to be enquired into; and
- To ascertain whether institution in districts having literacy level below the national average and whether women's institution and institutions in the tribal areas have been involved in the implementation of the programme.

### 13.3 Procedure

**13.3.1** Administrative, financial, academic and institutional involvement.

**13.3.2** The universities should periodically (twice a year) appraise the UGC of the administrative, academic and financial position of the programme. Such returns should include: —

- (a) details of positions sanctioned, filled up, etc;
- (b) details of training and retraining of functionaries involved in the programme;

- (c) details of workshops and seminars organised for different purposes;
- (d) materials produced, procured, supplied etc;
- (e) evaluation carried out together with results;
- (f) research studies attempted;
- (g) number of women's colleges involved in the programme;
- (h) number of colleges from the tribal areas and from districts having literacy level below the national average;
- (i) financial support granted, received, amount released to the colleges (collegewise), amount spent at the university level (categorywise); and
- (j) meetings of the Advisory Committees held etc.

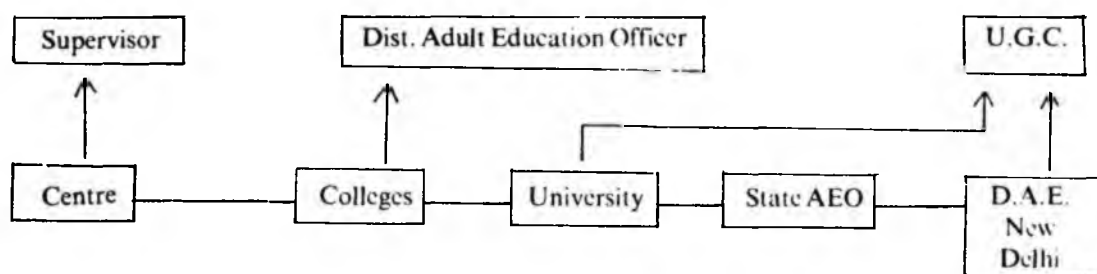
number of illiterates at different age levels, number already enrolled, number completing the programme, number made literate, etc. have to be clearly noted in a proforma. The thrusts, targets, achievements, hazards, if any, also need accounting.

**13.4.2** The university will collect all the necessary returns from the colleges and after consolidation, they will be sent to the UGC and the State Directorate of Adult Education for onward transmission to the Directorate of Adult Education, Government of India as per schedule prescribed in this regard.

### 13.4 Targets

**13.4.1** The area covered by the university/college, the

**13.4.3** The following organisational chart clarifies the position: —



**13.4.4** The undermentioned monitoring returns are to be filled in regularly: —

- (1) Initial project report (IPR)
- (2) Monthly progress reports (MPR)
- (3) Quarterly progress reports (QPR)
- (4) Annual progress reports (APR)

- The annual progress report is to be sent latest by within a month on the completion of the project; and
- The university should consolidate the reports and forward to the UGC/State Directorate within fifteen days after the receipt of annual progress report for the colleges.

It is important to note that: —

It is important to adhere to the above schedule of monitoring in all cases.

- Initial project report is to be filled in by each college and sent to the university immediately after starting the project;
- Monthly progress report is to be sent latest by the 5th of the following month to the university by all the centres through the respective college/unit;
- Quarterly progress report is to be sent every quarter to the University latest by the 5th of the next quarter;

- Evaluation of the curriculum and materials. (This will permit the use of the findings getting reflected in revised curriculum based on inadequacies observed and making the materials more learner-based and need oriented).
- Evaluation of the training programmes. (The process of training itself is studied to find out its effectiveness and the training content, so that methodology gets improved as a result of such exercises).

—Learner evaluation (If learner evaluation is carried on at frequent intervals in a systematic manner it helps in designing new learning strategies and in optimising results).

### **13.5 Important Data that the University Unit should always have**

- (1) List of colleges involved in the programme along with number of centres sanctioned as well as the number of centres actually organised;
- (2) Number of centres organised in different districts;
- (3) Number of centres in the backward districts/areas;
- (4) Intake in terms of R/U, M/W, SC/ST, etc;
- (5) List of centres with enrolment, working hours at the centre, etc;
- (6) Dropout details with reasons, if found;
- (7) Impact of the studies;
- (8) Involvement of colleges—professional/women;
- (9) Teaching-learning materials, records, proformas, etc. made available to the colleges; and
- (10) Register of grants.

### **13.6 Evaluation**

**13.6.1** The Advisory Committee of the UGC has suggested self-evaluation and external evaluation of the programmes as indicated below:—

Self evaluation—during the 2nd, 3rd year of the programme

External

Evaluation—during the 4th year of the programme

Total evaluation of the impact of the project in the 5th year

**13.6.2** Self-evaluation has to be attempted from different angles, namely, instructor, learner, learning materials, training methods, etc. The learner's achievement in terms of literacy, numberacy, awareness, attitudinal and behavioural changes need evaluation at the centre level. The centre has to be critically evaluated to ascertain its impact in the community and especially to the learners. Similarly, the impact of the programme on the masses has to be found out. A continuous evaluation of all aspects is needed. The Instructor's Diary and the various proformas and records will themselves reveal some, if not all, of the merits and demerits of the programmes.

**13.6.3** External evaluation by the university using a common tool with necessary adaptations with inbuilt statistical analysis may be attempted towards the end of each project for comparative studies and cost benefit analysis.

**13.6.4** The examples of internal evaluation techniques helping in the formative stages of the programme are:—

—needs assessment of the area and population covered. (This will be used in curriculum preparation and for reflecting the nature of flexibility and the element of relevance as provided in the programme)

### **13.6.5 Important data that a college should have**

- (1) Details of centres, their location, intake, working hours etc.
- (2) Area covered—specially backward areas
- (3) Total enrolment—categorywise, drop-outs, if any, etc.
- (4) Impact of the programme
- (5) Materials procured and supplied to the centres

### **13.6.6 Important Registers to be maintained**

(a) At the college level:—

- (1) Register of centres—with all necessary details
- (2) Stock register—books and furniture
- (3) Issue register
- (4) Acquittance roll
- (5) Accounts book
- (6) Inward and outward
- (7) Programme register

(b) At the adult education centre level:—

- (1) Admission register
- (2) Attendance register
- (3) Visitors' diary
- (4) Instructors' diary
- (5) Stock register
- (6) Issue register

### **13.7 Important Points**

**13.7.1** The universities have the nodal responsibility of coordinating and monitoring of adult education programme in respect of the colleges affiliated to them.

**13.7.2** The instructor is required to maintain a register of attendance which includes particulars of the

centres, the learners, their attendance, visits to the centre, monthly progress of the centre, etc. This register enables the instructor to prepare initial and monthly reports which he is required to send. The instructor is required to see that the required material is available at the centre. If the same is not available, he has to contact the supervisor or the teacher in-charge at the college level to get the required material. He/she is also expected to take the help of local extension workers in providing the needed information to the learners in respect of development programmes of various departments. In case of difficulty, the supervisor or teacher in-charge of adult education at the college level should provide necessary help so that the programme reflects awareness and functional aspects and does not remain only a literacy programme.

**13.7.3** The college teacher is to send the Initial Project Report (IPR), Quarterly Project Report (QPR) and Annual Project Report (APR) to the University Department of Adult Education and send a copy to the District Adult Education Officer. To enable the University Department to send a report on the monitoring of 20 Point Programme of Adult Education, the teacher in-charge is also required to send abstract information for each quarter giving the number of centres organised by the college and enrolment distributed by sex and caste (SC/ST).

**13.7.4** The University Department will send initial, quarterly and annual reports to the State Adult Education Officer and to the University Grants Commission.

**13.7.5** The State Government will compile information in respect of all types of programmes implemented by various agencies including universities and colleges in the State and send to the National Directorate of Adult Education

**13.7.6** The forms for sending the monitoring returns are available with the State Governments. These are meant for Initial Report of the University (IRU), Quarterly Report of the University (QRU) and Annual Report of the University (ARU). These are available with the State Directorate or District Adult Education Officer. The proforma and necessary records have to be made available to the colleges and through them to the adult education centres by the university unit for maintaining uniformity and ensuring regular supply of returns.

**13.7.7** Since the preparation of detailed quarterly report takes time, it is essential that an abstract information indicating the number of colleges implementing adult education programme, number of centres functioning and enrolment by sex and caste is sent by the university to the State Government latest by the 5th of the month succeeding each quarter. A proforma on which the information is to be sent by the universities to the State Government and to the UGC is included in the Appendices. This information is required by the State Government to send abstract information on monitoring of 30 Point Programme to the Directorate of Adult Education, Government of India, New Delhi by the 10th of succeeding month of each quarter.

### **13.7.8 Quarter ends in March, June, September and December**

The schedule of flow of monitoring forms at various levels within the university system indicating the schedule of University Department sending reports to the State Government and the UGC is given in the appendices.

## **14.0 ADULT EDUCATION RESEARCH AND UNIVERSITIES SOME GUIDELINES**

### **14.1 Introduction**

Adult education, especially after the promulgation of National Adult Education Programme, has been considered as a powerful instrument in the development of skilled manpower and human resources. Community consciousness and participation in the eradication of illiteracy, functionality and social awareness conducted by different government and voluntary agencies like Gram Shikshan Mohim, Nehru Yuvak Kendras, Farmers' Functional Literacy project, Shramik Vidyapeeths, and University Centres for Adult, Continuing Education and Extension. Of late, it was decisively realised that the university including its constituent colleges could undertake a leadership role in research and extension, specifically in the area of adult education. The major initiative came up with the publication of the Sixth Five Year Plan (1980–85) in which the major objective was minimum essential education to all citizens irrespective of their age, sex and residence.

### **14.2 The Sixth Five Year Plan**

**14.2.1** The approach concerning non-formal education followed in the Sixth Five-Year Plan was flexibility, inter-sectoral co-operation and inter-agency co-ordination. Technocracy was considered as the major instrument for the spread of literacy, numeracy and practical skills relevant to the economic activities of the people. The whole programme of adult education was to be supported by post-literacy and continuing education through rural libraries and instructional programmes from INSAT. Priority was to be given to the age group 15–35 (because of its potential for immediate impact in raising the economic productivity), especially women, SCs, STs, agricultural labourers, and slum-dwellers. The important strategy adopted was development of methods and contents suited to the varied needs and situations that would promote flexibility in the programme and in the means of delivery of education to the illiterate adults.

**14.2.2** In spite of massive effort put to achieve the targets of the Sixth Plan, the magnitude of the problem

of illiteracy has tremendously increased. The resultant slow growth has been due to an increase of illiterates in the country from nearly 300 million in 1951 to 437 million in 1981 with much regional disparities. There has been slow growth in the rate of literacy. The major constraint has been lack of research and feed-back, and absence of environmental support from other developmental agencies to the programme of adult education at the grass-root level. Moreover, except literacy and numeracy, there has been complete negligence of functionality and awareness.

**14.2.3** The drawbacks and failures are large in number along with the various constraints that can be detected and corrected through research. As is evident from the speeches and remarks made by the Union Education Minister and the Chairman, U.G.C., adult education is to be given high priority in the Seventh Five Year Plan and more so, the draft Seventh Five-Year Plan has spelled out details to promote the open learning systems and the non-formal approaches to education, including that of adult education. Here, the centres for adult and continuing education at the university level have the major role to play in the adult education programmes.

### **14.3 Need for Adult Education Research**

**14.3.1** Research in the field of adult education is a scientific bent of mind to investigate into the occurrence of various phenomena, namely, policy planning, management, financing, training of functionaries, curriculum construction and methods, evaluation, the psychology of illiterate adults, and so on, concerning adult, continuing education and extension within the existing socio-economic and political frame work. Research provides not only direction to the execution of various policy programmes of adult education but also suggests means as corrective actions to the various constraints to achieve the stipulated targets. Both formative researches along with concurrent monitoring have a complementary role to play in this direction. Research in this areas can be either applied or action-

oriented. The main issue before the adult educators is to integrate adult education with development work and in this regard two points need high consideration, they being: (i) what should be the priorities in adult education research and (ii) how research in adult education can be organised and funded. The former is as important to development orientation as the latter.

**14.3.2** For having greater development oriented research in adult education, it is necessary to have more systematically carried out exercises for fixing priorities with a view to keeping development as the focus. Priorities may be fixed at the national level with due consideration to regional variations, and at times it may go down to the level of individual institutions of higher learning depending upon the type and nature of the research work to be carried out.

#### **14.4 Role of Universities in Adult Education Research: Suggested Outlines**

**14.4.1** The universities in India have a major role to play, especially in the task of conducting research activities so as to improve upon the machinery and policy-planning of adult education programmes. The university centres for adult and continuing education have to gear teaching in adult education to development oriented research inputs, and to institute suitable incentive systems for the adult learners.

**14.4.2** Universities have to engage more and more in participatory research that leads to action and more adequate decision-making in adult education. Moreover, they act as liaison between the UGC and the adult education functionaries functioning at the grass-root level by not only giving guidelines and directions to them but also by communicating the research finding to improve them upon. It is suggested that besides social scientists in the universities, the various adult education practitioners be allowed to undertake competent research activities in problems affecting adult education.

**14.4.3** Besides this, the university is to undertake development-oriented research activities that aims at developing research capacity as an integrated part of social development and the concept of "skill development for self-reliance" is to be considered as one of the major objectives of development-oriented research in adult education.

**14.4.4** It is the university that can tie adult education to action programmes through well-designed and

effectively conducted research programmes. Universities can undertake projects that would exhibit innovation regarding combining adult education with productive activities, and common cost benefit or cost-effectiveness logic. At present, very little systematic and sustained effort has been made to study the various aspects and problems of adult education in our country. In concerning research, there has been adhoc attempts that have hardly resulted in significant contribution to the theory and practice of adult education. There is an urgent need to undertake more experiential, evaluative, correlational and follow-up studies including case studies to probe deep into the field of adult education.

**14.4.5** All the research activities can be grouped under three headings; fundamental, applied and action. The universities at the apex of the educational ladder can undertake more fundamental and applied researches rather than action-research. The various issues concerning adult education research can be categorised into: definitional issues, policy issues, curricular issues, and the like. Listed below are some of the important research areas that can be undertaken by any university, especially by the centres for adult and continuing education, with due consideration to regional disparities or variations: —

##### *(a) Policy Planning*

This would include development or devising of suitable methods of administration and supervision, financing and management of adult education machinery.

##### *(b) Economics of Adult Education*

Here various problems like, adult education as consumption or investment (i.e. related to economic productivity, community development and socio-political awareness), adult education and productivity, cost-benefit/cost effectiveness of adult education programmes, etc. are to be deal with.

##### *(c) Factors related to Adult Literacy and Adult Learning*

This aspect includes probing into the various socio-economic (costs, family structure, first generation learning, family size, economic position, occupation, religion, residential accommodation, etc.), *psychological* (cognitive abilities, reading interest, achievement,

motivation, attitude towards the programme, adjustment, self-esteem, level of aspiration, personality, etc.), and *institutional/environmental* (instructors, their sex and training, teaching experience and age, place of teaching, seating facility, teaching aids, incentive schemes, curriculum and contents, community participation etc.) factors related to adult literacy and adult education.

*(d) Indicators for determining the effectiveness of Adult Education Programme*

This includes determination of various indicators that suggest effectiveness of adult education programmes concerning literacy skills (reading, writing, computing, picture literacy), knowledge in functional areas (vocational, scientific, health, economic, civil, etc.), degree of participation (in economic, social, political institutions), uses of literacy and taxonomy of adult education curriculum outcomes.

*(e) Development of Appropriate Materials and Methodologies*

In this area are included: (i) training of different levels of functionaries, training strategies, their duties and functions, determining the impact of various factors on the effectiveness of training programmes of the functionaries, etc., and (ii) development of materials and teaching methods for illiterate and neo-literate adults (in social awareness, literacy, numeracy, feedback, teacher behaviour, teaching skills, instructional procedures, and development of on-the-job skills among adults).

*(f) Evaluation*

This includes evaluation of existing teaching-learning materials, learning outcomes, development of appropriate tools and criteria for judging material for readability, interest and gradation.

**14.4.6** Conducting research in the areas of adult education is more difficult and rigorous than other disciplines of either education or social sciences that would demand high expertise on the part of the researchers. The U.G.C. may provide guidelines and act as a monitoring-co-ordination-cum-financing body to augment more qualitative researches in this field. So far as the financing of the various project undertaken by researchers in the field of adult education is concerned, the UGC may keep apart a portion

of the budget provided for the centres for adult and continuing education at the university level or may have selective allocation to a few interested, devoted and competent universities. The universities can function well in this task only when they get co-operation from the constituent colleges and members of the community and the various development organizations.

## **14.5 University and the Country**

Universities have their special roles to play in not only transmitting culture and knowledge but also in providing leadership to the whole nation. Universities have to give priority to those areas in adult education that are of wide national importance and that would lead to accelerated national development. So, as earlier mentioned, only development-oriented research can help solve this problem. Priority is to be given to the problem and process of how the various programmes of adult education like literacy, numeracy, functionality and social awareness try to teach not only the modern techniques of production in the industrial and agricultural sectors, but create changes in the willingness to undergo consequent changes in attitudes, habits and ways of personal life, so that we can think of a highly functional and conscious citizen of India through adult education.

## **14.6 Universities and Colleges**

**14.6.1** As the universities function as mediators between colleges and the UGC, in a similar fashion, the colleges perform the task of mediators between the university and the adult education functionaries. As earlier referred to, the colleges have the main responsibility of undertaking action researches in adult education. This would include solution of immediate, on-the-spot problems concerning motivation, interest, drop-out of the illiterate adult and the like. They can undertake action researches concerning. How many people attend functional literacy classes? Where do they come from? What is the attendance pattern of individuals? How often do they come? Who drops out; sex and age ratio in drop-out, the reason of drop-out, and the potential attendance for the programme.

**14.6.2** The colleges can further undertake the task of investigating the socio-political religious, cultural, economic, population, environmental needs and awareness of the illiterate adults before starting any programme of adult education. Moreover, they can

locate, through village information schedules, the problems of adults, availability of reading materials, suitability of reading materials and visuals, etc. While the universities are to undertake research projects of a global perspective, fundamental or applied in nature, the colleges are to concentrate on problems of regional variations that would fall in the domain of action research.

## **14.7 University and Teaching Departments**

**14.7.1** Besides, the Department of Adult and Continuing Education, the allied and related departments like Social Work, Sociology, Home Science, Economics, Law, Management, Biological Science, Psychology, Medicine, etc. are to be actively engaged in the research activities in adult education that would provide a shape to lead to inter-disciplinary research activities. The various allied disciplines can provide a forum/umbrella under which all can assemble together for exchange of ideas and suggestions to solve immediate and long range problems. This would create an inter-disciplinary spirit in the researches of various departments in a university. At times, individual and departmental projects can be extended to invite and include various faculty members from different disciplines that can give shape to inter-disciplinary research projects.

**14.7.2** The various problems faced by the adult educators concerning staff, activities of adult education, profusion of agencies, finance, and diffusion of professional effort have left them little time to engage in research and publication. As a new discipline, it has been pre-occupied with daily problems of organisation and administration with very little time left for research and communication. Dearth of relevant research studies has been the result of lack of adequate funds. The attitude of adult educators to borrow and preserve should be shifted to modification, development progress so that it can face the challenges of future. In this regard, the universities, colleges and the UGC, including various fund-disbursing authorities should come forward to meet the challenge of establishing a learning-society on the principles of life-long education.

## **14.8 M.Phil. and Ph.D. Programmes**

**14.8.1** Since the non-formal adult, continuing and extension education programmes are growing very fast in all the sectors namely, universities, voluntary organisations and government agencies, it is urgent and

imperative that systematic efforts are to be initiated to develop professional man-power suitable to conceive, plan, train and implement these programmes effectively. The country is already experiencing acute shortage of professionally trained manpower resulting in adhoc recruitment of personnel with hardly any professional abilities and skills which slows down the pace and efficiency of the programmes. To meet the objectives and targets planned in the Seventh Five Year Plan, the non-formal educational programmes are further to be accelerated, which means accelerated demand for trained manpower.

### **14.8.2 The need for M.Phil/Ph.D. Programme**

To meet the present crisis of shortage of trained manpower, certain adhoc measures like providing short term orientation training programmes, recruitment of personnel with some experience in similar programmes are resorted to. These measures cannot meet the needs because they suffer from the major weakness of lack of professional expertise required for the job. At best these training programmes familiarise the personnel with the objectives, structure and content of the programmes rather than developing appropriate abilities and skills among the trainees.

**14.8.3** Another measure initiated by the UGC to promote professional manpower in the field of non-formal education is to permit a few universities to start the Post Master's Diploma in Adult and Continuing Education. Though this is a welcome measure, it should be noted that the curriculum and pedagogic strength of these courses depend upon the availability of appropriate systematic body of knowledge in terms of well knit concepts, principles and theories. Hence, both for the strengthening of the short term training programmes and building into the existing Post Master's Diploma course, it is imperative that a systematic and meaningful base of further professional knowledge is to be developed. This means the undertaking of a well directed academic activity of study, research and experimentation. To generate such an activity in a systematic manner, it requires an organisational framework. In the university set up integrated M.Phil./Ph.D. programme provides such a framework of organisation. This is to be considered by the UGC as a programme of studies and research in continuation of the Post Master's programme intended to break new ground in developing and consolidating further appropriate body of knowledge in non-formal adult, continuing and extension education. The UGC



should identify a few universities to start with on the basis of availability of senior academic persons with proven commitment, experience and academic abilities in the field of non-formal education and fully support them in terms of funding.

#### **14.8.4 Specific nature and objectives of integrated M.Phil./Ph.D. Programme**

The nature of M.Phil./Ph.D. Programme in non-formal adult, continuing and extension education is essentially inter-disciplinary in nature and should function as power-house to generate appropriate systematic body of basic and applied knowledge to develop professional manpower resource at various levels of functioning with the main objectives of:

- developing professional expertise for the functionaries at research, planning, management other field functions. Similar postmaster's diploma and research degrees should be instituted for Population Education also.

#### **14.8.5 Structure and pattern of assistance for the M.Phil./Ph.D. Programme**

This programme will have two major components, viz., theoretical and practical, which means the course will consist of both laboratory or classroom activity and field activity both for the students as well as for the teaching staff. The course will be considered as a full time course with limited intake of students. They will be drawn from various disciplines on the basis of their aptitude and abilities. The intake of students may not exceed six, since it is a full time research course. The staff will consist of at least a professor, a reader and two lecturers. In this programme, teacher-student ratio should not be seen in conventional terms because the staff in collaboration with the students will all be

engaged in research. The students should be paid fellowships to attract the talented and interested students. It is also to be conceived further that this unit is likely to help the various training programmes undertaken in the region as a resource centre.

**14.8.6** The course will have two terminal points, viz. M.Phil. and Ph.D., though it is desired that those who enter into M.Phil. will go through Ph.D. programme. No candidate will be admitted into this programme directly for Ph.D. It is essentially an integrated M.Phil., and Ph.D. programme.

**14.8.7** The duration of this programme is proposed for four years to complete M.Phil. and Ph.D. the M.Phil. part should be of three semesters and the remaining five semesters for Ph.D. work. It is expected that the M.Phil. students will pursue to work on their dissertation further for Ph.D.

**14.8.8** While designing the work for individual scholars, it is expected that the staff will work out the co-ordinated and directed research which will help in building up the well-knit knowledge.

**14.8.9** Besides the staff assistance, this unit should also be provided with the grants for field work, audio-visual equipment, library, documentation, publications and maintenance expenditure.

#### **14.8.10 Caution**

The M.Phil./Ph.D. programme should not automatically be granted to all the Department/Centres of Non-formal Adult, Continuing Education and Extension. This has to be seen more as a Special Assistance Scheme to those Departments who have already shown convincing evidence of training, research work and bringing out publications.

## 15.0 MISCELLANEOUS

### 15.1 Introduction

Viewpoints of the Committee on some of the issues which require immediate attention are highlighted in these paragraphs though they have been referred to in one chapter or the other. They are:—

**15.2** Aspects related to organisation, co-ordination, staffing pattern, qualifications, training and manpower development are dealt with at length in other chapters.

### 15.3 Financial Implications

The UGC as already decided will give 100% financial assistance to all programmes leading to removal of Adult Illiteracy under Point No. 16 of the new 20 Point Programme of the Government of India. The assistance will be given for Seventh Plan period, i.e. upto 31st March 1990.

#### Financial Norms

#### (a) For Adult Education Centre Model

As per present financial pattern for 2, 5, 10, 30 centres.

#### (b) Each one Teach one Model

Rs. 25/- per learner as per details given below:—

Rs. 20/- Literacy kit
Rs. 5/- Slate and pencils
<hr/>
Rs. 25/- Total
<hr/>

The eligibility of a college for receiving assistance for this project will be involvement of at least 100 students in the Each One Teach One/Each One Teach a Family activity in addition to organisation of centres. It is not obligatory that a student must teach only one adult learner. One is the minimum. A student may take 2, 3 or 4 or more adults together and teach wherever possible.

#### (c) Post Literacy (Phase II)

While phase I, i.e. basic literacy comprises of 8 months, the phase II, i.e. post literacy comprises of 4 months. Now the financial pattern given by UGC for the centre model pertains to the period of 12 months. It is clarified here that this financial pattern for the period and Phase II, with only two additions for the phase II, as shown below:—

Reading Materials	Rs. 210/- per centre
Newspapers	Rs. 90/- per centre
	<hr/>
	Rs. 300/- per centre
	<hr/>

#### (d) Continuing Education (Phase III)

The phase III of Continuing Education follows the phase II of post literacy. The duration of this programme of continuing education is envisaged to be 100 hours spread over a year. In this way, while the Phase I (basic literacy) and phase II (Post literacy) will be completed during one year, the phase III (Continuing Education) will be conducted during second year with the same group of beneficiaries.

Since this will be the second year in the same area it is envisaged that more and more community and local resources will be mobilised for this programme. Nevertheless some financial provision could be made from the UGC and that will not exceed 20% of the programme cost made available for the Phase I and Phase II programmes.

#### (e) Mass Movement for Educational Literacy

Each affiliating university is expected to cover all adult illiterates in the adopted areas. In the university jurisdiction, the financial assistance will be Rs. 25/- per learner as in the case of Each One Teach One programme. Besides, funds for promotional activities and training on the merit of each case.

#### (f) Innovations

The UGC should encourage all sorts of real in-

novations in the field of adult and continuing education and give separate financial assistance, on the merit of the proposal.

The Universities will make separate proposals to the UGC for the purpose.

#### (g) *Research Projects*

The assistance may be provided as per its norms and guidelines for research in Humanities, Social Sciences, etc.

### 15.4 Special Target Groups

A chapter on issues and programmes related to women is included in the report.

The special target groups include scheduled castes, scheduled tribes, other backward communities, educationally backward minorities, rural population and handicapped and these groups should be given the higher priority.

The tables enclosed with the chapter on 'Performance and 'Appraisal' give a fair idea of the coverage of women, scheduled castes and scheduled tribes by the universities. Preference should be given to women, representatives of scheduled castes and scheduled tribes on the advisory committees at various levels and also while appointing functionaries.

Every effort should be made to involve all the women's colleges, specially in tribal belts in this programme. Some specific recommendations in regard to women are in respect of helping them through special measures to adjust to their dual or triple role and how to take advantage of the positive co-relation between literacy and productivity in this age when economic need is a priority need.

The chapter on 'Women: Issues and Programmes' also makes suggestions on the expectations from colleges, voluntary organisations and so on in this work.

### 15.5 Mass Campaign

For the mass movement campaign, some of the suggestions made are as follows:—

- Panels of women volunteers and mohila committees should be constituted in urban areas in the

neighbourhood of colleges or in the neighbourhood of residences of the groups.

- Adopting the area approach. Assigning post literacy work to NSS students for 3–5 hours a week. Researchers may be asked to supervise the programme and arrange lecture discussions on current affairs or themes of interest to inmates. Study circles should be set up. Mobile libraries should be organised.
- Participatory approach should be adopted to make the learners aware of their problems. Linkages with grass-root developmental agencies should be developed.
- A proper climate should be created in educational institutions and the neighbourhood community through publicity campaigns, mohalla committees, volunteer groups, mass media, playcards, hoardings, banners, etc. Today we are lacking in publicity material which is essential when we are thinking in terms of mass movement in rural and urban areas.
- Newsletters or newspapers for adult learners should be published regularly and distributed to the centres as part of post literacy and continuing education programme. Themes and subjects should be of interest to them and writing should be of interest to them and writing should be in bold print.
- Periodical involvement of majority of students is feasible and fullest advantage should be taken to involve them in different aspects of the programme as promoters, campaigners, motivators, undertaking surveys, working in developmental programmes, etc.
- Mini convocations should be organised when learners complete the course and the community should be invited. Rallies of adult learners can also be taken out to give a push to the movement.
- Celebration of certain days should be organised as campaign days like Literacy Day, Gandhi Jayanti, Integration Day and the like.
- Involvement of top functionaries, namely Vice-Chancellor, Principals in the programme and specially through visits to centres would give a boost to the movement.

### 15.6 Environment Support

Measures for environmental support should inter alia include:—

- Publishing a wall-paper in non-verbal style for

illiterates in all major regional language dailies through advertisements every week.

- Daily lessons on T.V.
- Big hoardings on all highways and rail-bus stations and bus-stops of State highways and wherever possible at the entrance of the villages.
- Similarly big posters in all primary schools, co-operatives, credit societies, panchayats should be displayed.
- Literacy fairs and exhibitions along with Krishi Melas at tribal weekly markets.
- Wide publicity to literacy convocations.
- Saksarta Jyot to continuously move on in each district.
- ‘Sakshar Bano’ padayatras.
- Puppet shows.
- Bhavais.

### 15.7 Local Community Involvement

The following strategies will help in this regard:—

- Community leaders should be involved in the organisational aspects of the work by inviting them on Advisory Committees. Village community members should also be invited in identifying learners and programme planning.
- Students from local areas should be identified for the task. Their work should be supplemented by the local community workers.
- One integrated community education centre be created in every village or mohalla by providing full time ongoing community organiser and book and non-verbal resources of learning, etc. Current post-literacy schemes be merged with Community Education Centre so that there is no duplication. In each area, a consortium of voluntary and governmental agencies may be formed to ensure community involvement.
- View-points of some eminent thinkers and workers in the field of adult education in facets of Mass Movement are included under one of the appendices. Different models suggested for the implementation of adult education programmes also forms one of the appendices.

### 15.8 Creation of Learning Society

The suggestions made below will help in this direction:—

- Primary school drop-outs (6–14 age groups) should be considered as learners under the AEP.

—After Post-literacy programme, neo-literates should be enabled to appear in elementary Class IV studies through distance education. This should be further followed up to make them eligible in Class VII or VIII exam. through distance learning.

—A local news-bulletin, fortnightly or monthly, must be published in easy language and bold letters by every university and be circulated to every centre. The news-bulletin should give developmental information and news concerning the common people of the area about their joy and sorrow, marriage and death, success and failure and so on.

—Downtrodden people of society living in the slum areas and harijan colonies be also provided with all the information for their uplift through the centres.

—Literacy and functional work should be simultaneously undertaken. Functional work should be given the same credit as literacy as very often it is through the former that literacy inputs are given. Once poverty is decreased, literacy has a better chance of survival as literacy and productivity are as linked.

—Energies of the academic communities need to be mobilised for the benishment of future illiterate population. They should help in the remedial coaching for the students and also in getting the group outs readmitted in the schools.

### 15.9 Some Expectations from Universities and Colleges

#### 15.9.1 Universities should:—

- Make special efforts to raise the quality of instruction of Adult Education Centres so as to enlighten the learners with latest knowledge in the most simplified manner.
- Adopt unsophisticated, simple and non-verbal methods of communication and instruction in the learning process at the centres.
- Give higher priority to the weaker sections of the society and women in appointment of instructors and supervisors.
- Prepare and publish case studies of success as well as lessons of drawbacks of literacy programmes at the grass-root level and should disseminate these extensively.

#### 15.9.2 Incentives

Some of the suggestions in this respect are:—

- NSS students are given marks. Same system should be adopted for AEP.

- A system of recognition at different levels like: Admission to courses; additional certificates; credit in course work as a substitute for half/full paper corresponding to project work; award of degree depending on completion of specified community service work; special certificates and weightage in appointment or promotion in the case of teachers; remission in work-load; enhancement of honorarium; providing transport for access to internal areas; additional incentives for working with hill tribes; involvement of subject specialists like home scientists, nutritionists, teachers of economics, fine arts, sociology, nursing, etc. in the work of adult education through an inbuilt process as a part of their responsibility; rewards for learners, e.g. by displaying materials prepared by them; arranging rallies of learners; organising mini-convocations; giving literacy awards at different levels, namely, learners, instructors, teachers, community workers, organisers and so on; special grants by UGC to universities and colleges for good work done in adult, continuing and extension work.
- An economic component should form part of adult literacy programme. In view of severe poverty, the biggest incentive is to generate more income and greater employment opportunities.
- Women learners should be provided special incentives as educating them helps in raising the standard of life of the whole family.

### 15.9.3 Role of professional colleges

Professional colleges have a special role to play in adult education programmes on the basis of their specialisation. Some suggestions in this matter are as follows:—

- Law colleges*: They could impart legal literacy at Adult Education Centres; prepare booklets and pamphlets on legal issues; organise free legal aid centres for adult learners.
- Medical colleges*: They could take up various activities such as:—
  - (a) giving lectures and demonstrations at adult education centres;
  - (b) organising health education camps;
  - (c) organising medical check-up camps;
  - (d) organising mass immunisation;
  - (e) preparing wall papers, posters, pamphlets and leaflets on health issues for the use of common people.

- Engineering colleges*: They could take up care of functionality aspect of the programme by organising small skill development programmes at different centres. The tools and equipments belonging to the college could be utilised for instruction.
- Home Science colleges*: They could develop their own curriculum for giving literacy through issues implied in Home Science. In addition to this they could organise lectures, demonstrations, short courses on topics like nutrition, home management, home budgetings, child-care and various related areas.

If all the professional colleges are involved in the programme in their own specialised way, the entire programme of adult education will be richer and more substantial.

## 15.10 Linkages with Development Departments

**15.10.1** Adult Education should be built in as an integral component of the different development programmes. The varied literature published by the Government in connection with various development programmes should be procured by all the functionaries of the programme and explained in a very simple language to the learners so that they could make use of the same. **LINKAGE WITH DEVELOPMENT PROGRAMMES SHOULD** be an important component of the training of all the functionaries.

**15.10.2** It is of no use blaming the development department personnel for not getting involved in the programme on a big scale. It is the main responsibility of the functionaries of the programme to secure their co-operation through frequent visits and friendly relationships.

## 15.11 Documentation Centre

**15.11.1** It is an experience of past 6–7 years that though many of the universities and colleges are doing very good work in adult education, the same is not documented properly. Consequently, a number of excellent pieces of work either get a sporadic publicity or are lost unnoticed. As a result of this, the universities/colleges have not been in a position to project the proper image of their contribution towards the programme, no are they in a position to translate their previous experiences into take off point for their future programme.

**15.11.2** With a view to solving this undesirable contingency, it is essential to establish at least one documentation centre per state/region. The UGC may provide assistance for such a Documentation Centre to one university in each state/region.

### **15.12 Journals**

Monthly, bi-monthly or quarterly journals are published by some of the universities; but not by all. A journal has its unique place as regards establishing rapport and having continuous dialogue with the field functionaries, disseminating information and getting publicity. It is, therefore, desirable that at least one journal through the university system is brought out at this stage. The journal may be quarterly.

### **15.13 Proposal Formulation**

The universities and colleges should send a comprehensive proposal comprising of three types of programmes, namely:—

- (i) Centre based approach;
- (ii) Each One Teach One model or Each One Teach a Family model; and
- (iii) Mass Movement.

For preparing such a proposal, the universities and colleges should adopt an area approach through mass campaign strategies so that efforts are concentrated and give better results.

Universities and colleges should try all the three approaches simultaneously involving thereby maximum number of students in the programme.

### **15.14 Assistance to Universities up to 1995**

The UGC has agreed to provide assistance to the universities participating in the programmes of Adult Education, Population Education and Continuing Education for weaker sections of the society up to 31st March 1990 on 100% basis. The UGC has requested the universities to persuade their state governments to take over the expenditure on the posts after 1990 when the UGC assistance ceases. Only the states of Maharashtra, Madhya Pradesh and the Union Territory of Chandigarh have agreed to this. The UGC is persuading the other states in this regard. The Minister for Education in the state of Orissa has requested the Commission to consider extending the period of

assistance beyond 1990 by the UGC. The Committee is of the view that the extension programmes relating to Adult Literacy, Population Education, etc. have to take roots and the departments of Adult and Continuing Education have to be stabilised in most of the universities. With this in view, as also to ensure that extension becomes a part of higher education system as envisaged in the policy frame of the UGC, the Committee recommends that UGC may provide assistance on 100% basis to the universities up to 1995 at least for the programmes for the weaker sections of the society at large, i.e. for programmes relating to Eradication of Illiteracy, Population Education, Continuing Education for weaker sections, Science for the People, Legal Literacy, etc.

### **15.15 Funds**

The Commission during the Sixth Five Year Plan period provided assistance on 100% basis for programmes of Eradication of Illiteracy, Population Education and Continuing Education for weaker sections.

In the Seventh Plan, the extension programmes will receive greater emphasis both in terms of coverage of areas as also in terms of activities to be organised. While removal of illiteracy, population education, upgradation of the functional skills of the poor people in terms of programmes of continuing education may receive priority, universities will have to be inducted effectively in other programmes of extension relating to rural development, science for the people, legal literacy, environmental education and so on.

The Committee recommends that the UGC may consider providing larger allocations for the programmes of removal of illiteracy, population education, continuing education etc. from its own funds during the seventh plan period. In the opinion of the Committee, it would need on an average about Rs. 3 to 4 crores per annum for the adult education, Rs. 1.5 to 2 crores per annum for Population Education and upto 1 crore for programmes of Continuing Education for the weaker and other sections.

In view of the fact that other extension activities like legal literacy, science for the people, environmental education, rural development and national integration have to be inducted into the higher education system, the UGC may consider providing at least upto Rs. 50 lakhs per annum for each of these activities in its own

budget, during Seventh Plan Period. This will enable the UGC to initiate these activities which extremely important for development and the instructionalising extension.

The UGC may consider approaching the various ministries of the Government of India as indicated below for implementing these activities intensively through the universities and colleges during the Seventh Plan Period for ear-marked funds:

- (a) Ministry of Human Resources Development—for a grant of Rs. 3.5 crores per annum for eradication of illiteracy;
- (b) Ministry of Health and Family Welfare—for a grant of Rs. 1.5 crores per annum for the strengthening of population and health education activities;
- (c) The Department of Science and Technology—for grant of Rs. 1 crore per annum for science for the people;
- (d) Ministry of Law—for a grant of Rs. 50 lakhs per annum for the promotion of legal literacy;
- (e) Department of Environment—for a grant of Rs. 1 crore per annum for strengthening environmental education activities; and
- (f) Ministry of Home Affairs—for a grant of Rs. 1 crore per annum for national integration activities, through universities.

#### **15.16 Strengthening of Existing Department of Adult and Continuing Education**

The departments of adult and continuing education during the Sixth Plan concentrated largely on adult and continuing education activities and to some extent on population education. These activities will receive greater thrusts in the Seventh Plan; besides other extension activities such as science for the masses, legal literacy, etc.

Monitoring of these programmes, analysis of data and other technical support services have to be strengthened during the Seventh Plan Period in these university departments for their effective functioning.

The Committee recommends that departments may be provided one stenographer, one statistical assistant, one technical assistant and a helper to handle A. V.

aids and equipments, etc. during the Seventh Plan period. This will ensure submission of timely monitoring returns also. In some departments, positions of accountants would also be needed.

#### **15.17 Umbrella Approach and the UGC**

The present infrastructure in the UGC deals with the programmes of adult education, continuing education, population education, etc. in one division and other activities relating to summer institutes, workshops, seminars, etc. in another division.

The Committee is of the view that all programmes of extension and activities relating to the promotion of programmes of continuing education and the scheme of restructuring of courses should be dealt in the bureau of non-formal education to ensure a coordinated approach to the whole programmes of non-formal education.

#### **15.18 Use of Distance Education Technology**

As the coverage of extension activities will increase during the Seventh Plan Period, it would be desirable to use the technology of distance education for programmes of continuing education and extension. The social awareness programmes should be included in UGC country wide class room programme. It would, thus need co-ordination between the departments of Adult Education on the one hand and departments of Distance Education on the other.

#### **15.19 Projection of Universities' Work.**

It is necessary to prepare a good national document, projecting the work done by universities during the Sixth Plan. Such a document should be brought out soon with graphic presentations to highlight the role of universities in the work of adult education. The universities should also prepare similar documents on the lines of the above model.

During the Seventh Plan, every year a national document should be published which would review the annual work and set pace for the next year. This would serve as an important reference document.

**PART II**  
**OTHER EXTENSION PROGRAMMES**  
**(CHAPTER XVI TO XXIII)**





## 16.0 CONTINUING EDUCATION

### 16.1 Introduction

The scientific and technological growth in India and the national resolve to upgrade levels of living in our rural areas have necessitated the acceptance and operationalisation of a culture of lifelong education. Individuals and groups need to be continuously galvanised into developmental action through a process of periodic updating of their knowledge and skills, a better understanding of their work environment and living and its challenges, and through a process of adoption of innovative behavioural practices. The Educational Policy Perspective recently circulated by the Government of India visualizes a lifelong learning society.

The present scheme of the University Grants Commission under its Continuing Education Programmes offers an excellent opportunity to institutions of higher education to extend its physical and technocratic resources to all segments of the community in their area in the form of short-term need-based educational programmes. Continuing Education is thus a low cost educational provision deriving its support from the existing infrastructure in the institutions of higher education; it requires an innovative approach to target group identification, assessment of their needs, formulation of educational programmes, choice of innovative instructional methodologies, low cost financial management strategies and ongoing feedback mechanisms. The sixth plan progress in this area needs to be viewed in terms of a beginning made towards the assimilation and adoption of these alternate behavioural practices by institutions of higher education.

### 16.2 UGC Guidelines

The University Grants Commission guidelines on Adult and Continuing Education and Extension of 1982 inter-alia laid emphasis on the following:

It is imperative that the universities and the colleges become sensitive to the learning needs of community and respond to the same through relevant learning programmes and tools.

It is necessary to bring all aspects of continuing

education, adult education and population education, planning forums, etc. under a single umbrella and adopt a uniform nomenclature for the department, namely, Department/Centre of Continuing Education and Extension Work.

The programme of continuing and adult education and extension work should use non-traditional approaches and innovative methods which will be participatory and work-centred in the content.

It is not adequate that universities alone should participate in this programme. It is imperative to involve colleges in this work to extend this programme to absorb local needs.

The programmes of continuing education should have inter-alia objectives such as to:—

- enable the universities to establish the necessary linkages with community;
- provide opportunities for disseminating knowledge in all walks of life;
- cater to the felt-needs of all sections of society, but specially to the needs of the less privileged and underprivileged sections;
- enrich higher education by integrating continuing and adult education programmes and extension work in the system; and
- provide an opportunity to the faculty and the students to an exposition of field experiences, faculty and student participation in Extension Research and Action Research in selected areas in relation to major problems of development in cooperation with the Government.

Programmes of continuing education should be tailored to the felt needs and requirement of different target groups.

The programmes can broadly be conceived into four categories:

- Awareness and development of general interest in contemporary affairs
- Imparting functional literacy and numeracy, post-

literacy and supplementary education through non-formal programmes

- Imparting and improving professional skills through special training
- Developing curricular linkages between field work and action

The target groups belonging to the less privileged and underprivileged sections of the society may include women, in particular women of rural and slum areas; Scheduled Castes and Scheduled Tribes; Drop-outs; Unemployed and out-of-school youth; Handicapped; Workers in the unorganised sectors; Workers in the organised sectors; teachers, teaching primary, secondary and handicapped children; and University students from underprivileged rural groups and from slums.

### 16.3 Progress Made

The University Grants Commission during the period upto 31.3.1985 was able to involve universities and colleges in the scheme of Adult and Continuing Education and Extension in a fair measure.

The implementation of the scheme revealed that :

- Umbrella approach was adopted.
- Universities organised different categories of programmes for different target groups in a manner that an initial thrust towards response to the total alternate educational needs of the area can be easily noticed with the possibility of strengthening the area-service approach in the Seventh Plan.
- Participation by colleges in programmes of continuing education, was marginal.
- The university departments of continuing education, in many universities, were not treated as non-vacation academic departments as visualised by the UGC.
- The progress of continuing education could not permeate within each subject and discipline in the form of change in curriculum, teaching method and evaluation strategies though a good beginning is in evidence on the area of formulation of programmes, learning packages, etc.
- In view of the utmost importance being given to the task of eradication of illiteracy through teachers and students, the implementation process in Continuing Education through workshops and promotional exercises could not be organised on as large a scale. However, a meaningful beginning has been made in this regard.

- The financial management of the Continuing Education programmes has not been decentralized as in the case of Adult Education and Population Education.

### 16.4 Future Directions

The involvement of universities and colleges in the programmes of continuing education during the plan period should receive high priority with particular reference to involvement of women's colleges located in tribal/backward/rural areas, and professional colleges dealing in areas like medicine, engineering, technology, agriculture, home science, nursing, pharmacy, law, education etc.

### 16.5 Thrust Areas

The following suggestions are made with regard to the thrust areas, to receive priority in the Seventh Plan in this regard:

- Development of vocational skills and professional competence among technical, managerial, and professional industrial and office workers, entrepreneurs, unemployed youths through in-service programmes.
- Arrangement for remedial and bridge courses and programmes for students from urban slums, rural areas, tribal areas, handicapped and other weaker sections.
- Conduct of pre-examination training and career preparation classes for various competitive examinations and entry to professional and technical courses.
- Promotion of activities to general self-employment and self-reliance.
- Identification and organisation of need-based instructional programmes for community development, particularly for less privileged sections of society.
- Training and extension packages for functionaries of various social development programmes such as Population Education, Legal Literacy, Science for the People programmes, Environmental Education, Rural Development, Peace Education, etc.

### 16.6 Operational Strategy

In order to identify and meet the felt-needs of the different strata of society, more especially the weaker sections, the following eight-fold operational strategy is proposed :

**16.6.1** Programmes for the scheduled caste/scheduled tribe and backward classes.

**16.6.2** Continuing education for women.

**16.6.3** Workers' education.

**16.6.4** Continuing Education for professionals and para-professionals.

**16.6.5** Continuing Education for Business Executives.

**16.6.6** School drop-outs and unemployed youth.

**16.6.7** Continuing Education for slum dwellers and migrant workers.

**16.6.8** Social development education for all citizens.

**16.7 Continuing education programmes for scheduled castes/scheduled tribes and backward classes**

At the university level, they need special pre-examination coaching for various competitive examinations conducted by various governmental and non-governmental agencies for admissions to various technical institutes, for getting scholarships, for higher learning for entry into service. Inservice personnel need professional/educational training and workers' education to enhance their proficiency levels in work. The Ministry of Social Welfare is operating a number of schemes for the welfare of these sections of society.

**16.7.1 Continuing Education for Women**

The courses offered under Continuing Education for the benefit of women need to cover a wide spectrum covering them such as social development (practical Home Science courses, nutrition, health and hygiene and child welfare), economic development and courses in contemporary socio-cultural awareness.

**16.7.2 Workers' Education**

Continuing Education programmes for education of the workers may be sub-divided into two units:—

○ *Illiterate and semi-literate workers*

More than half of the community belongs to this category which includes skilled and semi-skilled workers and artisans like masons, carpenters,

barbers, bus and taxi drivers, transport workers, para-medical staff, class IV employees, etc. So far, no attention has been given to their education. It is desirable to conduct comprehensive surveys of each category of these workers with a view to initiating a process of target group needs assessment and consequent formulations of continuing education programmes for their social, economic and cultural enrichment.

*Literate workers*

Teachers of all categories, including those working in colleges and universities, ministerial staff in the offices, officers of all categories, and skilled technicians, administrators need regular staff development courses to enhance their skills and efficiency in their day-to-day work. It is desirable to identify areas in which workers of these categories need orientation/staff development programmes and the manner in which these can be best organised.

**16.7.3 Continuing Education of the Professionals**

Continuing professional education is of critical importance to members of professions in the context of a rapidly expanding volume of science and technology with a view to enabling professionals to develop greater occupational proficiency and to encourage a climate of innovativeness in society.

**16.7.4 Continuing Education of the Business Executives**

The continuing education of Business Executives visualizes participation of managerial personnel in programmes specifically designed to enhance their professional proficiencies. The term 'business executives' includes persons in private, public and voluntary organisations.

**16.7.5 School Drop-outs and Unemployed Youth**

Continuing education for school drop-outs would facilitate their entry into the national development mainstream. It would help unemployed youth to identify and undertake some useful vocations including those involving self-employment.

The problem can be tackled by organising job-oriented bridge and remedial courses and well-planned career counselling efforts.

### 16.7.6 Programme for slum dwellers and migrant workers

The migrant workers and slum dwellers constitute the bulk of weaker sections of our society; these sections are living in miserable conditions and are being exploited by various kinds of middlemen. Hence, they need special care and awareness to better their lot. Besides Basic Literacy and Numeracy, awareness regarding health and hygiene, labour laws, environment, economic opportunities, social development benefits, etc. will be extremely critical.

### 16.7.7 Social Development Education for all citizens

The complexities of modern urban life require of each individual a large number of roles and skills in the form of a parent, a member of the neighbourhood, a resident of the city, a citizen of a nation and the world, and, above all, an integral part of the ecological system. Specific programmes can be devised to enable individuals and groups to efficiently perform these roles; some examples are: education of the children, area development programmes, environmental education, legal literacy, national integration, global brotherhood, etc. Each University/College needs to develop competence to identify the social development needs of an area and its inhabitants to undertake such education efforts.

### 16.8 Recommendations

In addition to a systematic area-based identification of priority target groups and their unmet educational needs, and the addition to the formulation of meaningful continuing education programmes for these unmet educational needs, the following areas need critical attention in the Seventh Plan:—

- Training of personnel in each university and its colleges in the methodology of continuing education programmes with a view to acquainting them with knowledge and skills required in identification of total educational needs in their service area, priority target group and their priority educational needs, formulation of educational programmes, wide range of instructional methodologies, low cost financial management strategies and ongoing feedback mechanisms. Such training programmes need to be organised at the following levels:—
- Directors and Assistant Directors in the Departments of Adult, Continuing Education and Extension

at the national level;

—Project Officers and Technical Assistant in the Departments of Adult, Continuing Education and Extension at the regional level;

—College Principals and faculty Deans/Heads of Departments at the University level; and

—College teachers-in-charge at the University level.

- Preparation of a Handbook on Continuing Education with a view to providing a guide to the management of Continuing Education programmes by universities/colleges.
- Development of a Course Bank stating titles of courses, course content, management strategies, instructional methodologies, and feedback mechanisms.
- Preparation of a Directory of Resources in Continuing Education identifying Departments/Agencies/Organisations in the various development sectors under the sponsorship of the State and private sector and non-governmental organisations, Learning materials (print) and learning materials (audio-visual) available with such agencies, and collaborative mechanisms with which the concept of University-community partnership can be strengthened.
- Setting up a monitoring mechanism to overview the growth of continuing Education as related to area-development and national development needs in the institutions of higher education.
- Developing learning materials (print and audio-visual) bank to support University/College in relevant programmes of continuing education.
- Institution of teacher-fellowships to enable teachers to devote their time to the development and management of continuing education programmes in particular and extension programmes in general through benchwork surveys.
- Encouragement to research in the area of continuing education.
- Setting up institution-based and community-based evaluation studies in the area of continuing education.
- Development of a series of films on the operationalisation of extension in higher education.

### 16.9 Pattern of Assistance in the Seventh Plan

The financial assistance to the programmes of continuing education the Sixth Plan has been at three levels; University level, College level and the community level. The Commission's assistance has been in the

form of staff inputs and programme inputs and some non-recurring infrastructural inputs in the Departments of Adult, Continuing Education and Extension. The staff inputs have generally been in the nature of an Assistant Director, a Project Officer and a Technical Assistant along with some secretarial staff. The programme assistance at the University level has been in the nature of a consolidated amount, on programme basis at the college and community levels.

On the basis of feedback received from the Universities and Colleges implementing this programme, the quantum of programme support and non-recurring infrastructural support needs to be augmented in the Seventh Plan in the following manner: —

#### 16.9.1 University level

Staff inputs:	Assistant Director	1
	Project Officer	1
	Technical Assistant	1
	Steno-typist	1

Programme inputs:		
Programme Management	: Rs. 1 lakh	
Training	: Rs. 20,000/-	
Monitoring and Evaluation	: Rs. 10,000/-	

Contingencies	: Rs. 10,000/-
Non-recurring:	
Books and journals	: Rs. 30,000/-
Equipment	: Rs. 30,000/-

#### 16.9.2 College level

Staff inputs:	
Teacher-fellowship	: 1
Programme inputs	: Rs. 5,000/- per course
Administrative expenditure	: Rs. 3,000/-
Non-recurring:	
Equipment	: Based on the requirements of the courses offered Rs. 5,000/- per course

#### 16.9.3 Community level

The system of disbursement of grants be decentralized by making the University as the nodal agency responsible for its own programme, and that of the colleges and the community. It may be stated that a similar practice already exists in programmes of Adult Education and Population Education.

## 17.0 POPULATION EDUCATION

### 17.1 Introduction

India, among the developing countries, presents a unique case in terms of the sheer size of its population characterized by wide diversities in respect of physical, economic, social and cultural conditions. Its population constitutes about 15 per cent of the total world population with only 2.4 per cent of total land area. Population in our country is increasing at the rate of 2.5 per cent every year. With this rate, our population doubles in 30 years and we have already more than doubled in number since the beginning of the century and this will be the second doubling within hundred years.

Education is the most important instrument in bringing about the desired change in society. The late Prime Minister of India, Mrs. Indira Gandhi, in the first conference of the Asian Forum of Parliamentarians on Population and Development, held in New Delhi from February 17–20, 1984 stated in her inaugural address: “In schools and colleges and through non-formal education they must be made conscious of the dynamic of population growth and its implications for their own future well being and that of the nation. Properly planned population education programmes need to be introduced at various levels so that when young people marry, they are fully aware of their responsibility to themselves, to future generation and to society”.

Population education is the process of developing an awareness and understanding of population education as well as developing rational attitude and behaviour towards that situation for the improvement of quality of life for the individual, the family, the community, the nation and the world.

- “Population education is an educational programme designed to study the population situation, human reproduction and family planning and their impact on quality of life in the family, community, nation and the world”.
  - “Population education, therefore, is not family planning as the latter is associated with such terms as birth control, birth planning, child spacing, fertility control/regulation, planned parenthood, etc.”
  - “Population education is not sex education, as the latter is mainly concerned with human sexuality, reproduction and often times the ethical issues relevant to sex-related morality”.
  - “Population education is not demography, as the latter deals with the quantitative study of human population and the changes in them that result from births, deaths, and migration”.
  - “Population education is not population studies as the latter is more academic and research-oriented. It covers the body of knowledge, concept and theories which describes and attempts to explain the dynamics of human population and their relationship with the social, cultural, economic, political and biological environment”. Like demography, population studies is a source of content for population education programmes.
- What then is population education? What are its distinguishing attributes?
- It is an educational programme designed to make learners understand the inter-relationship among population change/situation, development, and aspects of quality of human life.
  - Its ultimate goal is to make learners contribute to the improvement of the quality of human life now and in some future time.
  - It is population problem-centred hence lends itself to discovery and inquiry learning processes.
  - It is value laden hence more open to the use of values clarification approach to learning, i.e. to pose realistic alternatives, to examine consequences of each alternative, and to enable learners to make sound decision for action about population issues.
  - It derives content from demography and population studies.
  - It may include family planning and sex education.
- While formulating the programmes of Population Education, the following relevant portion of 1974 “World Plan of Action” adopted at Bucharest is important:—
- “Educational institutions in all countries should be encouraged to expand their curricula to include a

study of population dynamics and policies, including where appropriate family life, responsible parent-hood and the relation of population dynamics to socio-economic development and to inter-national relations”.

The recent UN International Conference on Population held in Mexico City in August 1984 under recommendation-81 stressed the role of education and training in population matters. The Mexico Conference has not only reaffirmed the underscored their inseparability. This brings the population issues into far wider focus than comprehended so far. This makes it evident that population education cannot be confirmed to only school education—formal or non-formal—or to merely curricular programmes. It should permeate all levels of education, including higher education.

### 17.2 National Goal

The country has set before itself the long-term demographic goal of achieving NRR of unity by 2000 A.D. with a birth rate of 21, death rate of 9 and instant mortality of less than 60. In order to achieve the goal, the National Family Welfare Programme has been launched and is being constantly strengthened.

### 17.3 UGC Policy

The UGC has now accepted and operationalised in its policy frame the role of extension work as a third dimension equal in importance to research and teaching. It is, therefore, most appropriate for Universities and Colleges to develop systematic linkages and ultimate integration of population issues in the curricula of every department of study at the University level as well as in its extension and community services. The Conference of Vice-Chancellor (May, 1984) also stressed that the University system should absorb the concept of extension culture as its integral component. Population Education will be recognised and accepted as such a component.

The UGC envisages the active involvement of the entire massive infrastructure of 139 universities and over 5000 colleges for inculcating understanding of Population Education issue among students and to the wider community through their extension work.

### 17.4 UGC's Efforts

The University Grants Commission has already taken

following steps in promoting the cause of Population Education through Universities and Colleges:—

- Circulation of a set of 15-lecture series on various aspects of population education for use by the Universities & Colleges.
- Inclusion of Population Education in the scheme of restructuring of courses at the undergraduate level in foundation and applied courses.
- Strengthening of population education at the postgraduate level and provision of the UGC assistance under its normal developmental programmes.
- Assistance to the Universities and Colleges for surveys/research projects on Population Education to be undertaken by Universities/Colleges, with particular reference to small family norm, infant mortality, malnutrition, age composition, sex ratio, indigenous practices of population control knowledge, attitude and practice (KAP), etc.
- Population Education as one of the major activities under the programme of Adult, continuing Education and Extension through universities and colleges.
- Promotion of television series on Population Education.
- Institution of Population Education Clubs through universities and Colleges for students and the general community with the objectives.

—to make the student community aware of the dynamics of population and to enable them to understand the determinants and consequences of the population problem;

—to make the students understand the population policies and programmes of the country and appreciate the need for “Small Family Norm”, and

—to educate the community about the consequences of rapid population growth at the family and national levels.

The institutionalization of Population Education in the system of higher education has been possible largely due to the leadership role provided by the Union Ministry of Health and Family Welfare and the University Grants Commission. These two institutions have worked in close collaboration to convert the idea of seeking educational intervention towards promoting an understanding about the very critical relationship between population size, development and the quality of life of the people through curricular and co-curricular activities in University/College extension



programmes in the community. It is in the last about three years that the two institutions which the dynamic leadership at their helm have systematically created awareness regarding this issues, formulated a scheme, and initiated steps for involvement of 70 universities and 1200 colleges in the country. The University Grants Commission aims at involving all universities (140) and colleges (5400) in this scheme.

The Population Education Clubs comprising of student members in each institution devote their time and energy to the promoting of awareness between population, development and environment through appropriate activities for the college youth and through them in the community.

Population Education activities are being undertaken through Departments/Centres of Adult, Continuing Education and Extension in Universities/Colleges. The University Grants Commission has accepted the need to involve all the Universities/Colleges in population education activities latest by 31.3.1990, i.e. the end of 7th Five Year Plan period, by providing 100% assistance from its allocated funds from the Government of India.

### 17.5 The UGC-UNFPA Project

- The Project has been formulated in the realisation that Population size and its quality have an inextricable link with the process of development in every country and that such realisation of this critical linkage has to be promoted through an interactive and participatory learning process. The extension of the National Population Education Project to the level of higher education in India offers an opportunity to the young people in the universities/colleges and through them to those in the community to utilise this awareness in taking decisions about their own lives with the focus on the urge for a better quality of life not only for themselves, but for other fellow-beings as well.
- The Project seeks to set up 12 Population Education Resource Centres (PERCs) in University/DACEE/CACEE in a phased manner with at least one of these specializing in programme for women and another for rural populations: —

1986	: 6 PERCs
1987	: 3 PERCs
1988	: 3 PERCs

The DACEE/CACEEs would be suitably streng-

thened for its PERC with suitable personnel and materials for time-bound target-oriented involvement of all universities/colleges in Population Education programmes by 1990.

Each PERC would provide support services in PE programmes to universities/colleges a specified are in terms of

- training
- production and distribution of learning materials in print and audio-visual forms as part of well-formulated curriculum.
- evaluation
- action research
- documentation
- integration of PE at UG level

The UNFPA has agreed to assist the UGC for strengthening the population education activities during 1986 to 1990.

12 University Departments/Centres of Adult, Continuing Education and Extension will be developed as Population Education Resource Centres (PERC) distributed all over the country. At least one of them would specialise in Population Education Programmes for women and another for Rural Population.

The long-term goal of the project is to secure involvement of the entire higher education system in the country and link it with the developmental process of India. The following are the specific long-range objectives of the programme: —

- To help students develop an insight into inter-relationships between population growth and the process of social and economic development at the individual, family, society, national and international levels.
- To make the students and teachers aware of the population situation in the country and the targets and efforts of the Government of India in solving this problem.
- To institutionalize population education in the formal curricular and co-curricular system of the universities and continuing education programmes.
- To develop desirable attitudes and behaviours in teachers and students as well as in the community at large towards population issues so that they may take rational decisions about their family size and

the quality of life may keep continuously upgraded.

- To institutionalize population education at the University and College level.
  - To establish an inbuilt programme of action research having a direct bearing on population issues and to determine from time to time impact of Population Education on the attitude formation and behavioural pattern of university and college students as well as the general development process.
  - To secure population education as an integral component of all disciplines of studies at all level of higher education.
- To secure quality of status for women in all spheres of life so that women have equal freedom to exercise their rights in population matters.

### 17.6 Future Directions

The Committee makes the following recommendations in this regard:—

- The activities pursued through the university departments of adult, continuing education and extension on population education should be strengthened and made more widespread. The formation and monitoring of the functioning of the population education clubs in colleges. Their utilisation in the population education component of the adult/education literacy programmes, training of college teachers on the various aspects of population education activities are in the right direction. However, we support that some periodic evaluation is necessary to assess the efficiency and effectiveness of the programme.
  - The University departments of Adult, Continuing Education and Extension in collaboration with Departments of Population Studies/Demography should engage, in addition to their normal teaching programmes, etc. in organising and conducting workshops/summer courses/short orientation courses in population problems for college teachers, mainly drawn from social science disciplines. These college teachers, in turn, can organise orientation courses/workshops, etc. for school teachers drawn from the respective areas. The required curricula and teaching aids/materials should be prepared by the University departments.
  - One compulsory paper should be introduced at the undergraduate level for all students who opt for humanities and social sciences. For others, population component should be incorporated in sufficient length in the general education curriculum.
- Teaching on the subject should be carried out by trained demographers/population specialists. Each college should have atleast one faculty member well trained in population education studies. The University department/faculty should be required curriculum and teaching aids. Certain amount of uniformity may be ensured for the curriculum at national level with special emphasis on the local sub-national population issues.
- At postgraduate levels, the social science curricula of the university should contain or incorporate adequate population component.
  - The colleges as well as universities should be instructed to hold discussions, symposia and debates among students and the public in order to create and sustain public awareness of the need for population control. Elocution and essay writing competitions should also be arranged for University and College students. Expertise available in the university departments of Adult, Continuing Education and Extension, Population Studies, Population Research Centres, etc. may be utilised maximally. Special funds may also be provided for these activities by the UGC directly.
  - Frequent, well planned exhibitions should be organised in urban as well as rural areas highlighting and educating the need for population control. These should be open to college students, high school students and public. The social service wings of the colleges such as N.S.S. can be associated with this fruitfully. In the rural areas especially the support and assistance of the local formal and informal leaders (males as well as females) should be gathered before hand. This will help launch the educational programmes successfully.
  - Each university and college should be promoted to adopt a nearby area/village for population education activities. Meetings for leaders as well as youth may be organised in university departments and colleges. This in a modest way is likely to fulfil our cherished need of reorienting education to reach the masses.
  - University departments of adult, continuing education and extension should function as clearing houses for materials and literature on population education.
  - University departments of continuing education should be utilised for arranging extension lectures on population issues for college teachers, students

as well as govt. officials/non-Govt. officials.

- Trained college teachers may be utilised in arranging orientation courses for out-of-school youth. Funds for providing some incentives may be made available to colleges.
- The medical graduates can play a very significant role in population education since they require a high level of source credibility once they start practising in the community. Hence, the medical curriculum should contain a compulsory paper on population issues and its related aspects, especially health-related ones.
- University Departments of Adult, continuing Education and Extension in collaboration with Population Studies should be urged to organise short term training programmes for administrators of various Government departments including local self-government bodies. This will go a long way in making family welfare programme a people's programme.
- University Departments of Adult, Continuing Education and Extension should be entrusted with the responsibility of conducting feasibility studies and research on the development of curricula and training materials. As far as possible, internal multi-disciplinary research should be encouraged.
- Agricultural universities in India can play a significant role in disseminating the message of population problems among the rural masses. In their various extension programmes, population component can be suitably incorporated. For example, in the farmer's training programmes, 'Charcha Mandals', farm advisory service, communication services, etc. the population issues can be suitably included. The agricultural extension workers and others have opportunities to disseminate population information through Krishi Vigyan Kendras, Rural Youth Organisations and Panchayat Samities. The concerned agricultural university personnel should be trained at the Departments of Adult Continuing Education & Extension in respective universities.

### 17.7 Population Education Clubs

The UGC scheme for institution of Population Education Clubs needs to be expanded in its coverage in the Seventh Plan with a view to involving all institutions of higher education. The concept of the Population Education Club as a co-curricular activity first for the institutional youth and through them in the community needs to be detailed in terms of its structure,

composition of membership, activities in the college and in the community, its co-ordination with various development departments, etc.

Each Population Education Club should comprise of 30 to 50 student members with a teacher-in-charge. From among the student members, the club would have office-bearers such as President, Vice-President, Secretary and Joint Secretary. Each member would devote 1 hour each week for the College programme and 1 hour each week for the community programme. For the community programme, the student members of the Population Education Clubs would associate themselves with the Adult Education Centre in the community.

While each college would have on Population Education Club, a University Department of Adult, Continuing Education and Extension can have one club in each faculty subject to a maximum of five clubs.

The activities at the community level would be supportive of the adult education centre; the activities at the college level would aim at promoting awareness relationship between population development and quality of life.

### 17.8 Revised Pattern of Assistance

The Sixth Plan pattern of assistance for Population Education had been visualized at three levels: —

- University level
- College level
- Community level

The University level assistance includes staff inputs depending on the strength of the programme, a consolidated amount of Rs. 10,000/- and programme assistance for the Population Education Clubs.

The college level assistance comprises of a consolidated amount of Rs. 3,000/- for the Population Education Club.

The Community level assistance comprises of a consolidated amount of Rs. 250/- per adult education centre.

In view of the increase in responsibilities arising out of expanded involvement of colleges in the Population Education programme in terms of training/orientation, development/procurement of

learning materials (print and audio-visual), and monitoring and evaluation, an enhanced pattern of assistance is absolutely essential. Each University would need to have the following inputs: —

○ *Staff inputs*

*Project Officer* : 1

*Technical Assistant* : 1

○ *Programme inputs*

Training : Rs. 10,000.00

Learning Materials : Rs. 10,000.00  
 Monitoring & Evaluation : Rs. 5,000.00  
 Contingencies : Rs. 5,000.00

○ *Non-recurring*

Equipment : Rs. 10,000.00

Books & Journals : Rs. 10,000.00

## 18.0 PLANNING FORUM

### 18.1 Objectives

The scheme of Planning Forum had been introduced in the universities and colleges with the following two objectives:—

- to create an awareness of need for planned development of the country among the students community and involve them in national development efforts right from the planning stage; and
- to develop plan consciousness among the educated youth in particular and through them among the general public.

The Planning Forum is envisaged as a Plan information centre in the area which could serve as a common platform for students, teachers and community in the neighbourhood for receiving, disseminating and sharing information on varied aspects of planning for development, through different activities.

The Forum is expected to help people in the neighbourhood area to see how far the objectives and provisions for local area are being achieved and utilised. The Forum is envisaged as a live wire to provide feedback to the local/state authorities regarding the implementation of the plan on the basis of response of the people and the survey findings.

The Planning Forums are organised by the universities and colleges through their Departments/Centres of Adult & Continuing Education and Extension. The Forums are to work in close collaboration with the development machinery at the district/block levels.

### 18.2 Scheme

The Scheme of Planning Forum as revised by the UGC in 1984 is currently being implemented by over 50

universities and 300 colleges in 17 states and 2 Union Territories. While the implementing universities and colleges have generally adhered to the objectives of the scheme, the performance appraisal reveals the following constraints.

- Universities/colleges tend to view it as a distinctly separate scheme, rather than viewing it as a part of schemes under Extension mutually integrated through a process of co-ordination in the provision of planning of activities both in the institutions and in the communities. A more meaningful situation would emerge if the institutional programme of activities under this scheme dovetails itself to the work of such schemes as adult Education and other extension programmes as listed in this report in this chapter.
- The Planning Forum, though being actively dominated, have yet to adopt an intensive area approach whereby multiple social development inputs can be brought together in one area with a view to maximising outcomes in terms of awareness regarding the planning process as affecting the quality of life of the people, skills enabling people to participate in the process of planned development and attitudes conducive to organised efforts towards socio-economic transformation.

### 18.3 Recommendations

The scheme of Planning Forum needs to be activated by adopting various measures as mentioned below:—

- Greater number of universities/colleges should be involved in the scheme of Planning Forum.
- A handbook on the scheme of Planning Forum should be brought out for giving specific guidance to universities and colleges.

## 19.0 RURAL DEVELOPMENT

### 19.1 Introduction

India continues to live in villages. According to 1981 Census, 76.17 per cent population lives in 5.75 lakhs villages. Nearly 4.50 lakhs villages have a population of less than 1,000 persons. There are hardly 1,000 villages with optimal population size of 10,000. This makes it obvious that any process of 'Planning and Development' in India can hardly succeed without transferring its "Rural Society".

The approach to the Seventh Five-Year Plan envisages "growth, equity and social justice, self-reliance, improved efficiency and productivity as its guiding principles. As a strategy to achieve these objectives, it calls for a "Sharper focus on employment and poverty alleviation" through Rural Development Programmes. It is believed that "Provision of productive employment will help people to stand on their own feet and work with self-confidence and self-respect which will in turn help in people's participation in developmental tasks. Employment generation will be both through agriculture and agro-based rural industries. Raising literacy levels of rural population is seen in the context of its impact on functional relevance of education as also in the acquisition of new skills.

The rural poor are increasingly being seen as clusters of people rather than as individuals for the thrust of the schemes and programmes. Similarly, effective linkages are being visualised among various development activities planned for poverty alleviation. It is felt that information, education and training can play a critical role in creating awareness among the beneficiary population, equipping them with skills required in the process of being able to sustain their own upgradation and inculcating an attitude wherein they view themselves as part and planners of area development programmes. While the media and state-supported extension agencies are making concerted efforts to heighten their awareness of and respectivity to planned efforts, it is being increasingly felt that universities/colleges can effectively utilise their manpower resources (more than 3 million students), technocratic resources (more than 3 lakh teachers) and other physical facilities to support the State extension

and media efforts for programmes of rural development.

The situation after independence, however, seems to be quite different. Except a few institutions which have taken keen interest in rural development, the universities in general have ignored the aspect. The Agricultural Universities have had a limited focus and perspective of covering only few aspects of rural development and seldom treated its Rural Development activities with an integrated approach.

In order to achieve a Macro-Planning model, Gandhigram Rural Institute has been conducting an experiment of Village Planning Committees. All the 26 villages have village Planning Committees representing the various sections of the village community. It is a quadrangular model. The Village Planning Committees draft their annual plans at the beginning of every financial year in consultation with the Extension Department of Gandhigram University. A quadrangular meeting is called where (1) the Development Officials (BDOs and BDOs), (2) Managers of financial institutions (commercial and nationalised banks), (3) Chairman of the Village Planning Committees, and (4) the Deans of the various Faculties of Gandhigram Rural Institute participate. The draft annual plan is discussed in detail and final plans are formulated for implementation. The development officials take final plans and find adequate that in their block plans. This experience shows that these villages with Village Planning Committees are able to develop as per expectations.

The Universities have to seriously plan low cost alternatives in upgrading knowledge levels, employable skills, and attitudes conducive to people's participation in development. While the Universities visualize a co-ordinating/initiating role in this regard, College as grass-root units of higher education can undertake meaningful field work within the context of a Scheme/programme an approach to which has been suggested to this chapter.

A programme of integrated rural development devised by the institutions of higher education through their Departments of Adult, Continuing Education and

Extension should not be of ameliorative nature, but of the nature of social change. 'Education for rural development' would mean 'Education for social change through rural communities'. In fact, it should be the obligation of all the departments of studies to extend and shape their knowledge and skills in a set of communities and get their feedback by actually working with the people. The Department of Adult, Continuing Education and Extension could become a nodal agency to act as a bridge between the departments of studies and the rural communities by promoting programmes of continuing and community education in every branch of learning with emphasis on the following functions:—

- creation and dissemination of *knowledge*
- the development of human *resources*  
the management and implementation of *projects*
- creating usable literature for I.R.D.

## 19.2 Recommendations

We suggest the following approach for adoption by Universities for the purpose of rural development in an area with thrust on removal of poverty:—

- Identification of poverty—concentration areas all over the country.
- Of the blocks so identified, small number of blocks be identified which are at the bottom list of these poverty concentration areas.
- Once these blocks are identified, the neighbouring Universities and Colleges should be requested to select the blocks for the concentration of efforts.
- An Advisory Committee should be formed consisting of heads of participating institutions, active faculty members and student leaders and block development officers, lead bank representative of the selected area, representatives of voluntary agencies in the service areas and competent individuals with capacity to contribute to rural development experience in a significant way.
- A study should be initiated to formulate a five year development plan of the area. Most of the blocks are expected to have a basic five year plan.
- In the light of the five year plan, thus formulated, the participating colleges and universities should identify their role contributions, quantify them, budget them and phase and operationalise them for proper articulation with the overall plan.
- The Universities/Colleges and other research in-

stitutions have resources of "knowledge available" and of "gathering new knowledge". This "knowledge resource" can be utilised "for speeding development, specially in those rural regions which have remained relatively underdeveloped, such as tribal areas, drought-prone areas, forest areas, hill regions and areas of heavy population pressure, where a large proportion of the population continues to subsist in a stage of grinding poverty".

- The Universities/Colleges and other research institutions could undertake such tasks as survey and assessment of natural, material and human resources, evaluation, appraisal and monitoring, investigation of how knowledge already available could be utilised more effectively, and exploration of problems that call for more intensive study. The involvement of Universities/Colleges and other research institutions may also take such forms as action-research planned experimentation to design suitable pilot projects, etc. The neighbourhood colleges complex (including medical, engineering, nursing colleges, etc.) can take up the task of area development planning and implementation through the following steps:—

- understanding area profile;
- identifying disadvantaged groups;
- preparing inventory of physical resources;
- identifying gap between existing segments of the poor;
- estimating income and employment potential of different ongoing projects;
- identifying supportive services for main programmes for target groups;
- monitoring the programme; and
- a statement on the mechanism by which the local population could participate in the development efforts being undertaken

## 19.3 Seventh Plan Directions

Some directions in the Seventh Plan in promoting the Scheme/Programme on Rural Development through Universities/Colleges would thus require identification of a number of University Departments of Adult, Continuing Education and Extension willing to adopt rural areas for intensive development in active collaboration or co-ordination with various Development Departments of the Government. Such Universities may be suitably strengthened in terms of staff and programme inputs.

## 20.0 SCIENCE FOR THE PEOPLE

### 20.1 Scientific Literacy

Science is at the heart of our world today. New discoveries unlock more and more of the mysteries of life. New technology brings a better standard of living all over the world. Our way of life is complex and the people today need to be able to understand the basis of nature and science, understand modern scientific way of life and what the future can hold for us. In a world where science and the applications of science play an important role in society as they do today, it is essential that educated persons possess some basic understanding of science in order to make informed decisions in their daily lives and to function effectively as citizens. The basic understanding of science that should be possessed by everyone, not only by professionals in scientific and technical fields is frequently referred to as "scientific literacy". The development of scientific literacy is a central concern of science education in all its ramifications, both in the formal science instruction offered to students in primary, secondary and tertiary educational institution and also in the less formal teaching that takes place through the mass communication media, adult education programmes, science museums and science-technology centres.

### 20.2 Rationale for Scientific Literacy

For thoughtful adult educators throughout the world, developing "Scientific Literacy" for adult learners has become a central aim or purpose of science instruction at every level. This aim provides the very essence of education-providing young people with opportunities to acquire the necessary skills, knowledge, understanding and attitudes which enable them to behave as successfully functioning adults and responsible members of society. In the closing decades of the twentieth century and into the next century, virtually every nation will be increasingly affected by science and its application in technology. Though the extent and form of the scientific technological society will differ between nations, to a greater or lesser degree adults in every country must be able to cope intelligently with two kinds of problems related to scientific literacy. The first problem is how to survive in safety, in good health and with sanity in a physical environment pervaded by

science derived products, machines, devices and processes whose characteristics or functions can be properly understood only with some knowledge of science. Persons lacking this knowledge are likely to behave foolishly or even make fatal mistakes. Second is the problem of participating responsibility in formulating policies and making decisions concerning public issues having technological components which involve a basic understanding of science. Again persons who are ignorant about the relevant science principles, the nature of scientific evidence and the process of science, will be unable to take responsible actions concerning these ideological reasons for developing students scientific literacy through education which is the pragmatic realization that desirable jobs and careers in many fields are becoming increasingly dominated by technologies which involve a basic grounding in science.

The need for adults to be scientifically literate is so important today that in countries today, for both ideological and practical reasons, where the formal educational system has failed to foster, adequate levels of scientific literacy, massive efforts are often undertaken through retraining programmes or the informal education media of publications, radio and television programmes and science-technology centres to remedy the deficiency.

### 20.3 Components of Scientific Literacy

Since the notion of scientific literacy has existed for many decades under various guides (e.g. general education in science, survival science, science for effective citizenships), it has been constructed rather narrowly by some authors and very broadly by others. In the contemporary context, a full definition of scientific literacy is considered to be composed of five components:—

- Knowledge of significant science facts, concepts, principles and theories.
- An ability to apply relevant science knowledge in situations of every day life.
- The ability to utilise the process of scientific inquiry.
- An understanding of general ideas about the charac-



teristics of science and about the important interaction of science, technology and society.

—The possession of informed attitudes and interests related to science.

When proper knowledge, understanding and skills expressed in these components are fully developed, they can function successfully in contemporary technology based society. Without this literacy in science, people are likely to be confused by many events that happen in the world and less likely to lead healthy and secure lives.

#### 20.4 Mode of Instruction

Number of ways and means have to be adopted for imparting science literacy to masses. No single method will be effective but the combination of the following methods will achieve the desired goal. The following are some of the methods which may be tried.---

##### 20.4.1 Science Clubs

In the selected communities, these may be established for its adult population. These clubs may become nerve centre of discussions on scientific topics which directly affect the community, for example, topics like nuclear power and community, science and war, science in the service of community, space research, science and rural development, etc. For urban population, seminars and symposia and extension lectures through science clubs can be arranged. Science Clubs for students, not specializing in science may also be set up in colleges.

##### 20.4.2 Science Forums

Through Science Forums, much latest scientific information can be disseminated which may be of use to the community towards their better living and economic benefits. For example, through these Forums, the household use of solar energy can be propagated which may result in saving of fuel.

##### 20.4.3 Science Exhibitions

Periodic science exhibitions with the help of schools and colleges, research laboratories may be organised. The local students can also participate in these science exhibitions. It will be an excellent means of propagating the message of science.

##### 20.4.4 Film Shows

Excellent films on Scientific topics like Pollution, Health and Hygiene, Common Diseases, Space Research, Preservation of Wild Life, etc. are available which may be procured and exhibited which will be helpful in inculcating the desired scientific temper.

##### 20.5 Conduct of Science in Adult Education Programme

The modern concept of adult education is that it is no longer equated with reading, writing and arithmetic alone but must have an element of socio-economic awareness helping the adult learners to perceive situations in their natural way. For creating this type of awareness, modern scientific knowledge based on fundamental principles of science must be imparted to adult learners. The curriculum designing should, therefore, be such that it must contain fundamental component of science.

##### 20.6 Popular Science Reading Material

Popular science reading material like science fiction, science stories (N.O. Wells type), science posters, brochures, books, pamphlets, flash cards, etc. be prepared and distributed among masses for achieving wider science literacy.

##### 20.7 Curriculum Contents for Science Literacy

The curriculum contents should include such topics of general interest which may have some effects on our daily life. The suggested broad topics which may be included as course contents for imparting science literacy may be grouped as follows:---

- Our Body and its Care
- Science Literacy and Medicine
- Environmental Protection
- Natural Calamities
- Science in Agriculture
- Modern Technology

The challenge today is to identify and implement a process that will lead to sustainability of the environment.

## 21.0 LEGAL LITERACY

### 21.1 Legal Literacy and Adult Education

The constitution of India visualizes developmental mechanisms through which it seeks to secure for all its citizens "Justice, Social, Economic and Political; liberty of thought, expression, belief, faith and worship; and to promote among them all, fraternity assuring dignity of the individual and the unity of the Nation". The achievement of justice, liberty and equality for the individual is sought to be materialised through provision of Fundamental Rights which include equality before the law, equality of opportunity in matters of public employment, prohibition of discrimination on grounds of religion, sex etc., protection of life and personal liberty, protection of right to freedom of speech, of assembly, of association, of movement and of profession or occupation, prohibition of forced labour, right to freedom of religion, protection of interests of minorities, and right to constitutional remedies for enforcement of the above rights.

Chief Justice Shri P.N. Bhagwati has championed the cause of legal literacy for the people as a meaningful extension activity by the university system through a process of internal collaboration between departments of Adult, Continuing Education and Extension and the law colleges and external collaboration with various governmental agencies and social action groups.

The traditional legal service programme, which consists of providing legal assistance to the poor seeking judicial redress for the legal injury caused to them is not adequate to meet the specific needs and the peculiar problems of the poor in our country. The success of the traditional legal service programme depends upon at least on two factors: —

- The person affected should be able to realise that the problem he faces is a legal problem and that a lawyer can help him.
- He must know where he can get such legal help.

The above two preconditions are markedly absent in our country and their absence would render any traditional legal service programme ineffective and deprive it of meaning and utility.

Unfortunately our society is still a status-oriented caste-ridden society with marked inequalities among the different strata of society. These social inequalities interact with economic inequalities and in the process each strengthens the other. The result is that the element of assertiveness on the part of the poor which, apart from awareness, is another requirement of a successful litigation-oriented legal service programme is largely absent. There are also psychological and sociological barriers between the poor people and the lawyers who generally come from the upper strata of society or at least share the middle class approaches and attitudes, with the result that a poor man generally finds a lawyer rather remote. Even if a poor man is conscious and assertive, he may still be afraid of social and economic reprisals from his opponent who usually comes from a dominant or powerful section of the community. Moreover, the traditional legal service programme is highly expensive and burdensome and it would almost certainly suffer not only on account of paucity of lawyers but also on account of their indifference and lack of enthusiastic co-operation.

### 21.2 Universities and Social Action Groups

Our universities and social action groups have, therefore, to evolve a strategy directed towards bringing about change in the social and economic structures which are responsible for the creation and perpetuation of poverty and denial of justice to the large masses of people. It is necessary to make socio-legal investigations for identifying are the injustices from which the deprived and vulnerable sections of the community suffer within the geographical area of their operation, the deprivations of basic human rights suffered by them and the social and economic entitlements, whether under legislative or administrative measures, which do not reach them. The socio legal surveys should also ascertain whether there are any detrimental effects on the poor of the policies and programme of the Government as also whether there are any inconsistencies between its policies and actualities on the one hand and the aims and the principles, it professes on the other.

The second strategy to be adopted by universities and social action groups is education of the poor and the

disadvantaged. The poor be made aware of the rights and benefits conferred upon them by socio-economic legislation as also by administrative social and economic rescue programmes. They must be shown how these rights are often inadequate or inadequately enforced and they must search with them for the causes of these inadequacies and together they must devise legal and social solutions. This process will produce a heightened awareness in both the poor would, therefore, bring a further advantage of increasing the viability and effectiveness of the legal system by creating confidence in the poor and enabling them to make conscious use of law as an agent or instrument to further their interests. It is through awareness of their rights and benefits that they will become strong and self-reliant. The universities and social action groups must, therefore, undertake a massive programme of creating legal awareness amongst the poor. The programme should be wholly functional and oriented towards solution of the legal problems of the poor. It must be calculated to promote group consciousness, group dialogue and group action.

The third strategy must be to train para-legals or bare foot lawyers in the basic concepts of law, legal procedure, relevant provisions of socio-economic legislation, tactics and counter-tactics in the use of law and legal proceedings and skills needed to solve the problems of the poor is absolutely essential.

### 21.3 Status of Legal Literacy

The Indian University Association for Continuing Education had recently organised a three-day National Workshop in legal literacy through universities/colleges at the University of Poona with participation of 30 universities. The national workshop detailed the status of legal literacy work in the Universities/Colleges in terms of the following points: —

- Awareness programmes through legal literacy clubs in the colleges and legal literacy camps in the community (through Adult Education Centres and NSS activities) and as Forum on legal issues pertaining to specific groups of population, (women in media, etc.).
- Creation of cadres of para-legal workers through training programmes for para-legal workers and in Public Interest Litigation.
- Extension activities by various universities through organisation of extension lectures, occasional

seminars on topical issues.

- Legal Aid and Counselling clinics in institutions of Legal Education seeking to serve the communities in any of the above activities as also acting as a referral service in Legal Aid and Counselling to victims of injustice.
- Short-term Continuing Education programmes dealing with specific aspects of law relevant to social, economic and political aspects of individual lives.
- Utilizing existing curricular provisions to initiate profiles of injustice/victimization.
- Setting up curriculum/learning materials, writers' groups to modify existing biases against the poor and oppressed.
- Study groups of experts examining existing development programmes as also persistent and recurrent problems (structural injustices) like floods, droughts, etc. and identifying legal aspects of implementation of social and economic development provision.
- Taking up socio-legal surveys and initiating socio-economic and legal action.
- Interaction with community organizations, particularly the organisations of the weaker sections and the members of the law implementing agencies.

### 21.4 Recommendations of National Workshop

The National Workshop organised by the IUAC made the following recommendations: —

- Legal literacy be made a part of Extension function of the system of higher education.
- Departments of Adult, Continuing Education & Extension should set up collaborative arrangements with Law Colleges and Associations of Law Teachers.
- Constitute a group to prepare a document for discussion outlining priorities, objectives, strategies, content, activities, management systems and feedback evaluation systems.
- Support to case studies through print and audio-visual means.
- A study of Lok Adalats as these have functioned in Gujarat (96 till now) would help in future Seminars/Workshops.

### 21.5 Implementation of Legal Aid Services

#### 21.5.1 Approach

It is education and consequent awareness which can

induce social change. These and many more reasons would show that legal literacy is necessary to bring about socio-legal awareness. It is essential to bring to life the dormant social laws. Economic laws can yield results only when beneficiaries know about them. To bridge the gap between legislative intent and the actual practice, it is essential to impart legal knowledge. Legal literacy is the first necessary step to achieve socio-economic and political justice promised by the Constitution.

### **21.5.2 Strategy**

Of six hundred and eighty four million men and women in this country, only a very small number of persons are already aware of the laws. Even if the persons who can easily afford to purchase legal know-how are also discounted, it will still mean conscientization of about five hundred million persons. This by any measure, is a colossal task.

Any programme to communicate directly to these numbers within a reasonable time is not be possible. The only viable alternative is to train a cadre of legal educators by the agencies at the state/district level with an active collaboration between Departments of Adult, Continuing Education and Extension and Faculties/Colleges of Law with the help of local resources personnel, if available. These legal educators can then spread legal literacy amongst the people. This is the only way to reach out to the people and conscientize them within a reasonable period of time.

### **21.5.3 Target Groups**

Assertiveness is more easily induced in young people than later when they develop more 'tolerance' to the deprivations. Awareness of rights and entitlements is necessary not only for the persons who have the rights but also for the persons who have to make them available. They should also be aware of the rights and entitlements of others so that their ignorance is not responsible for non-availability of the rights. The functionaries at the grass root level in organisations dealing with the people are either elected or are Government employees.

The pradhans of Gram Sabhas, Panchas, Block Pramuks, etc. have important executive and judicial functions to perform. It is not un often that they are illiterate or semi-literate, and seldom that they are educated to a level where they understand the concerned rights and entitlements of the people and their own role in making them obtainable. They are usually innocent of the laws which they are elected to operate. There is not regular training programme for them.

### **21.5.4 Organisational Infrastructure**

A Legal Literacy Cell would need to be constituted in the Department of Adult, Continuing Education and Extension to undertake Legal Literacy Programme. The Legal Literacy Cell would have a co-ordinating Committee wherein representatives of the Faculty/College of Law, Department/School of Social Work/Sociology, etc. would plan the entire work.

## 22.0 ENVIRONMENTAL EDUCATION

### 22.1 Introduction

A large number of scholars in Universities and Colleges periodically contribute through their knowledge and actions to the task of environmental awareness, protection and enrichment. Yet the projection of this contribution by university/college community has been at best meagre. Concern for Environmental protection commensurate with development has been assuming critical proportions in the last ten to fifteen years. Both the environmentalists and the developmentalists have found themselves at crossroads where they have been called upon to make behavioural choices. Instead of being opposed to each other, they have rightly visualised an operational framework wherein concern for the environment can be combined with a meaningful production technology. Both formal and non-formal education systems have to respond to these analytical and awareness needs by planning appropriate programmes.

There is a happy and harmonious relationship between governmental concern and action and that of the non-governmental organizations including the universities and colleges in matters pertaining to environmental enrichment. Environmental advocacy and activism fortunately share this unanimity largely on account of the intimate relationship between environment and development both in short-term and long-term perspectives.

If the present lowering of environmental quality is allowed to proceed unchecked, it may lead to the progressive impoverishment of world resources and degradation of the global environment rendering the world totally unfit for habitation, not only for human life, but also for animal and plant life.

The issue of environmental education has been discussed at length in several International and National Seminars after the deliberations at Founex (1971) and later at Stockholm (1972) followed by Workshop on Environmental Education at Belgrade in 1975 and then Inter-Governmental Conference on the subject at Tbilisi in 1977 organised by UNFT and UNESCO. The former resulted in what is popularly called Be-

lgrade Charter and from the latter emanated specific recommendations on the role of universities in propagation of environmental education. Then followed a number of seminars at the national level including one in India in 1981. Good deal of thought and effort has gone into these seminars and some models for environmental education at different levels have been already attempted.

### 22.2 Environmental Education

The role of education in the ambit of environmental problems and opportunities is a crucial one. Environmental Education should be integrated as part of the system of formal education at all levels to provide necessary knowledge understandings, values and skills needed by the general public and many occupational groups for their participation in devising solutions to environmental questions. Non-formal education is also very important. The full utilisation of mass media would also help create widespread awareness and understanding. The aim of such an education is to enable people to understand the complexities of the environment and the need for nations to adapt their activities and pursue their development in ways which are harmonious with the environment and to improve their living conditions. Environmental awareness should also help create a knowledge of the economic, political and ecological interdependence of the modern world so as to enhance a spirit of responsibility and solidarity among nations. Since environmental education has to be holistic covering the ecological, social, cultural and other aspects of particular problems, it is inherently interdisciplinary in character. Needless to say that it should be relevant to the problems at home and must help learners to acquire knowledge values and skills necessary to help solve the problems. Environmental Education involves learning from the environment as well as about the environment and requires changes in the established methods of teaching especially in formal education. With the adoption of this problem-oriented and action-oriented approach, environmental education becomes a continual and forward-looking affair.

Based on these perceptions, the task will not only

become easier, but assimilation of such thoughts would make environmental education and training value and community oriented as also for human welfare. The success of environmental education will depend on its being related to the real-life situations as they exist in our country, while not being oblivious to the trends in other countries.

There is an urgent need to gear up our activities concerning environmental education in our country. While it is true that there is a general awareness at certain levels, it is a sad fact that this awareness has not reached the grassroots level with the result that many of those affected are living in blissful ignorance. To generate awareness and to enable handling the problems of environment, the educational system needs to be revamped.

The curricula could be horizontal embracing all the related subject, or vertical dealing with one package. The relevance of the two approaches will depend on the particular situation ensuring side by side that there is no miss-match between developmental priorities.

Continuing education in the area of environmental sciences and technology to cater to the group of teachers, scientists, technologists and others who had no opportunity to learn about environment during their school and college days is becoming popular. To create environmental awareness among people, the starting point will be to create that awareness among the educated community and more particularly among the teachers. By that way knowledge on environment can be disseminated to others more readily and effectively.

The educational process in this regard undertakes certain stages:--

- awareness supported by information (both descriptive and scientific),
- appreciation of activities by others in terms of environmental advocacy and action,
- formulation of the state of the local environmental problem.

- initiating preventive action immediately, and
- participation in the processes of area-development and people-development planning.

Towards this end, the following base is required:--

- Basic data relating to each environmental concern;
- Basic data about specific development plans;
- Development models/perspectives guiding such plans; and
- Information pertaining to the implementational agencies/personnel

### 22.3 Recommendations

With the above in view, the Group, recommends the following:--

- Initiate in some universities environmental education as an extension activity involving students as change agents in the community.
- The University Grants Commission should impress upon the universities to set up an interdisciplinary environment programme advisory committee with a view to planning, teaching, research and extension activities in environmental education.
- The University Grants Commission should impress upon the universities to make environmental education a part of the teacher training courses and in-service training programmes.
- The University Grants Commission should organise few regional workshops on Environmental Education through universities/colleges in different parts of the country with a view to promoting pilot experimentation.
- Task force on the formulation of model environmental education syllabi at undergraduate, postgraduate and extension levels be set up.
- The University Grants Commission should initiate steps to establish linkages/cooperation between existing development-oriented education programmes, e.g. education and environmental education centres.

### **23.0 NATIONAL INTEGRATION**

The universities and colleges are to be actively involved in promoting the process of national integration through students and teachers by organising appropriate curricular, co-curricular and extra curricular activities. National integration will have to be inducted in the curricula also.

The Group understands that the UGC has already appointed a Committee under the Chairmanship of Hon. Justice M.H. Bhag to recommend measures for

the larger and effective involvement of universities and colleges in promoting national integration. The report of this Group is expected shortly.

The Group further recommends that departments of Adult and Continuing Education in Indian Universities be involved in organising activities relating to national integration for students and communities through proper strategies through Departments of Adult & Continuing Education.

**PART-III**  
**SUMMARY OF IMPORTANT OBSERVATIONS**  
**(CHAPTER 24)**





## 24.0 SUMMARY OF IMPORTANT OBSERVATIONS

### 24.1 Extension-Third Dimension

**24.1.1** \* Adult Education/Continuing Education should not be an adhoc programme, but should continue to be an integral part of university activity and should get institutionalised, as a permanent component of the University system.

**24.1.2** Extension should be the 3rd important major activity of the universities like teaching and research as envisaged by the University Grants Commission in the policy frame. It should receive equal importance with teaching and research.

**24.1.3** The University system should absorb the concept of "Extension Culture" as its integral component and beginning be made by providing at least 25% time allocation for the off-campus extension work through community education type programmes.

### 24.2 Seventh Plan Directions and Strategies

**24.2.1** The programmes of eradication of adult illiteracy in the age group 15-35 should be planned keeping in view the national commitment of completing it by 1990.

**24.2.2** A very high priority should be given during the seventh plan period, to fulfil this among the adult illiterate population of women throughout the country.

**24.2.3** As the scheduled caste and scheduled tribe population together accounts for 23.6% of the total population of India, educational development of these groups needs to be specially promoted.

**24.2.4** The national commitment to the eradication of illiteracy requires the involvement and active support of every educated person individually and through institutions. Each educated person, in which students are expected to play a leading role, would be expected to take some responsibility for imparting literacy.

**24.2.5** In fact working with the community and serving the community in its developmental activities

are the best learning opportunities for students to develop their moral, social, ethical and vocational attitudes. Students learning through field and social service activities along with the relevant component of theoretical knowledge should be a part of the curricula with due credits as a part of requirement of degree.

**24.2.6** Functional literacy and universalisation of primary education should be simultaneously undertaken and given the same importance. Primary school dropouts (6-14 age group) should also be enlisted separately as learners under the Adult Education programme.

**24.2.7** It is necessary to elaborate the aims and objectives of the UGC programme of extension in a more specific way.

**24.2.8** The objectives of extension involve not only generation of more out-of-school activities but changes in the attitudes and approaches of the academic functionaries. To achieve these larger objectives, it is necessary to adopt multipronged approaches.

**24.2.9** To adopt a multi-pronged and elastic approach, taking into account abundant diversity to suit different needs of life and culture of the mass of people, greater initiative at the base institutions of university system is necessary.

**24.2.10** Universities and colleges, as autonomous institutions educating younger generation of students to prepare for future responsibilities, have greater potentialities to undertake such challenging tasks of eradication of illiteracy and containing population growth, etc.

**24.2.11** Universities should adopt areas preferably of their jurisdiction or otherwise, as major projects for imparting literacy, post-literacy and continuing education concurrently. The plans for eradication of illiteracy be drawn in consultation with and involvement of colleges and officials of the state departments of Adult Education and all local agencies including Panchayat, Municipality, Co-operative Societies, Dairies, and voluntary agencies and schools, technical

institutes, etc. as well as other semi-government agencies. A specific area/community-wise target plan should be formulated. The plan should cover all illiterates yearwise upto 1990. The plan should be widely publicised and disseminated to make people aware of this programme.

**24.2.12** The Adult Education/Continuing Education Departments of Universities should formulate their own programmes of awareness and functional literacy so as to secure consequential literacy and numeracy to fulfil the needs of contemporary society for development and progress.

**24.2.13** Motivating all the students and teachers of colleges and universities are vitally important in ensuring wider participation and successful implementation of the programmes.

**24.2.14** Literacy should be made a major activity under the National Service Scheme in the universities atleast upto 1990.

**24.2.15** Promotion of functional literacy should be an obligatory community service activity for college students of first degree.

**24.2.16** Provision of functional literacy should be treated as a curricular activity for the students through restructuring of courses at the first degree level.

**24.2.17** Each first degree student in a college be allowed to offer a paper on Adult Education involving theory and field work of 100 marks. The performance in this paper be taken into account while determining the over all merit of the student. Performance of the student should be recorded in the degree/diploma and due weightage be given in further studies/employment.

**24.2.18** Students of the first degree course in all non-professional courses should be required to opt for any of the six-semesters of his/her three years course, to work for at least 90 days wholly, in specifically assigned areas for eradication illiteracy.

**24.2.19** It must be made obligatory for every B.Ed./M.Ed. student to make at least 10 persons literate before conferment of his/her degree.

**24.2.20** Rural colleges with smaller enrolment should be specially encouraged to transform themselves as community colleges with programmes of adult literacy and population education as major inbuilt components

of their curricular system in every subject.

**24.2.21** Proportionate reduction in workload may be given to teachers engaged in the programme for ensuring increased involvement of teachers.

**24.2.22** The universities and colleges through their students and teachers as also associating schools, junior colleges, other educational institutions, Mahila Mandals, Youth Clubs, etc. including educated persons from all walks of life such as house-wives, retired personnel and others will work for total eradication of illiteracy and cultivate an environment conducive to a learning society, in adopted areas during the 7th Plan Period. In doing this, the universities should utilise fully all the infrastructural facilities available with their institutions in the areas by adopting appropriate diverse strategies and multiple approaches, ensuring the total coverage in the adopted areas by 1990.

### **24.3 Role of Universities, Colleges and Functionaries**

**24.3.1** The professional and technical services required for the implementation of the programme is abundantly available in the universities, if the potentials of their staff and other physical infrastructure is utilised.

**24.3.2** The universities and colleges should participate in the adult education programmes through their student body, teachers and the departments or centres of adult or continuing or non-formal or extension education. The colleges should organise adult education centres with the guidance of the universities.

**24.3.3** There may be three options in field work for students:—

- Conducting an Adult Education centre as an Instructor.
- Participating in "Each-One Teach-One" and "Each-one Teach-a-Family" programmes.
- Organising and conducting supporting programmes at adult education centres.

**24.3.4** The Vice-Chancellor and the University Advisory Committee should provide the policy thrust and necessary support to the programme.

**24.3.5** Principal should help in motivating the staff, students and public so as to mobilise the maximum

number to participate in the adult literacy programme.

**24.3.6** The Director will be the key person to implement the programme at the university level; he/she will coordinate and oversee the entire programme undertaken by the University and College.

#### **24.4 Institutionalisation of Extension**

**24.4.1** The college has to become a catalyst in the future learning society, a centre of education and development for the students and the community through both formal and non-formal means. The students would use the community as a social laboratory for their practical, moral and attitudinal education and learn by working in and serving the community. The UGC during the Seventh Plan, therefore, should institutionalise extension so that it continues to grow along with the progressive development of higher education.

**24.4.2** Institutionalisation of extension can be achieved by giving the activities their due place in teaching and research by ensuring proper manpower and resource support.

**24.4.3** The extension activities be incorporated in the under-graduate courses in foundation courses, applied courses, community service, project work, and in basic or core courses.

**24.4.4** Institutionalisation of extension needs academic acceptance which is automatically ensured when the activities enter at a stage of studies and research which enlarges our understanding and contributes to knowledge. Extension activities can enter into research through:—

- Project work or field-based dissertation at under-graduate and post-graduate levels.
- Post-graduate courses with research component related to extension activities in the form of case studies.
- M.Phil and Ph.D. as well as post-doctoral programmes.

**24.4.5** It is essential to transform some selected colleges into Community Colleges. They should be given complete academic autonomy for innovation and experimentation.

**24.4.6** Radio, T.V., Video-Audio tapes, VCR, VCP, etc. are the modern electronic communication media

that are reaching slowly every village and house. The access to these equipment should be available to the disadvantaged regions and communities through Community Education Centres with active participation of the community itself. Colleges can play a great role in organising and maintaining such centres and make them very effective centres of extensions.

#### **24.5 University System and the Adult Education Programme**

**24.5.1** In the Seventh Plan, the colleges and universities should be assigned the major role of providing resource and monitoring and promotional support to the total adult education programmes in the country right upto the grass-root levels, besides the role of actually running the adult education centres. Now that the colleges are spread upto the district and block levels, the resource support given by these colleges becomes locally relevant and effective. Further, since they already have definite structures and organisations, the new role and obligation requires only marginal financial support. So it would be economical for the programme to use colleges and universities as resource centres and as monitoring and evaluation agencies for the total adult education programme in the country.

**24.5.2** It is within the ability and structural conduciveness of the colleges and universities to assume effectively the role of resource centres for adult education for research, orientation, material development, and evaluation, etc. The colleges are best suited to be developed as local resource centres for adult education as they are the knowledge centres with community of scholars and students pursuing knowledge in different disciplines.

**24.5.3** For post-literacy and continuing education programmes, the colleges and universities are the most appropriate agencies to be involved.

**24.5.4** Colleges and universities can also be effectively used for the monitoring and evaluation support to be given to the adult education programmes.

#### **24.6 Post-Literacy and Follow-up**

**24.6.1** The spread of literacy has created an urgent obligation for creating a mechanism to ensure a life-long education process for the learners.

**24.6.2** One of the major objectives of the post-literacy and follow-up programme should be a continuous reinforcement of literacy skills to prevent relapses and its further development to enable the neo-literates to put them into practice in various life situations leading to habit formation of reading and writing.

**24.6.3** Post-literacy, follow-up and continuing education programmes have to be related to the social, cultural, political, economical, environmental and other needs of the neo-literates and are to be organised in a manner suited to local conditions, situations and the interest of the neo-literates.

**24.6.4** The universities/colleges should prepare materials with greater focus on awareness, scientific temper, functionality and other issues.

**24.6.5** Post-literacy and continuing education activities should form part of the moral training of the adult education programme.

**24.6.6** The Commission has already agreed to assist the universities/colleges for the period of 12 months for instructors, supervisors, college teachers, etc. which should not, therefore, call for any additional manpower for the implementation of the post-literacy and follow-up programme save and except the materials required for the post-literacy. The Commission may, however, provide funds for post-literacy material as per norms of the Government of India which may be suitably adapted where necessary.

**24.6.7** The same student instructor or a non-student instructor identified for the purpose should be the post-literacy and follow-up programme worker. The supervisor and the college teacher in-charge will be responsible for successful implementation of the programme.

## **24.7 Monitoring and Evaluation**

**24.7.1** It is, therefore, extremely important for the universities to send their monitoring return to the State Directorate of Adult Education so as to apprise them of the innovative attempts and contributions made by the universities in this programme.

**24.7.2** Monitoring is an essential requisite in any programme and it is more so in the eradication of illiteracy among adults. It is aimed at steering clear of all hazards with a view to achieve the targets. Timely

feedback is needed for ensuring proper conduct of the programme and that is the major aim of monitoring.

**24.7.3** The universities should periodically (twice a year) apprise the UGC of the administrative, academic and financial position of the programme.

**24.7.4** The university will collect all the necessary returns from the colleges and after consolidation, they will be sent to the UGC and the State Directorate of Adult Education for onwards transmission to the Directorate of Adult Education, Government of India as per schedules prescribed in this regard.

**24.7.5** It is essential that an abstract information indicating the number of colleges implementing Adult Education programme, number of centres functioning and enrolment by sex and caste is sent by the university to the State Government latest by the 5th of the month succeeding each quarter. This information is required by the State Governments to send abstract information on monitoring of 20 Point Programme to the Directorate of Adult Education, Government of India, New Delhi by the 10th of succeeding month of each quarter.

## **24.8 Adult Education Research and Universities— Some Guidelines**

**24.8.1** The universities in India have a major role to play, especially in the task of conducting applied research so as to improve upon the machinery and policy-planning of adult education programmes.

**24.8.2** The universities should establish linkages of adult education to various development programmes through well-designed and effectively conducted research programmes. Universities should also undertake projects that display innovations for combining adult education with productive activities, and common cost benefits or cost-effectiveness.

**24.8.3** The UGC should formulate guidelines and provide financial support for augmenting more qualitative researches in this field.

**24.8.4** The colleges can further undertake the task of investigating the socio-political, religious, cultural, economic, demographic and environmental needs and awareness of the illiterate adults before starting any programme of adult education. Moreover, they can locate, through village information schedules, the problems of adults, availability of reading materials,

suitability of reading materials and visuals, etc. While the universities are to undertake research projects with macro perspective of fundamental or applied nature, the colleges should concentrate on problems of regional variations that would fall in the domain of action-research.

**24.8.5** Since the non-formal adult, continuing and extension education programmes are growing very fast in all the sectors, namely, universities, voluntary organisations and government agencies, it is urgent and imperative that systematic efforts are to be initiated to develop professional manpower suitable to conceive, plan, train and implement those programmes effectively.

**24.8.6** Both for the strengthening of the short-term training programmes and also the diploma courses, it is imperative that a systematic and meaningful base of professional knowledge is developed. This means it is necessary to undertake a well directed academic activity of study, research and experimentation. To generate such an activity in a systematic manner, it requires an organisational frame-work. In the university set up, integrated M.Phil./Ph.D. programme built on the post-Master's Diploma programme, provides such a frame-work of organisation. The UGC should promote this programme of studies and research intended to break new ground in developing and consolidating appropriate body of knowledge in non-formal adult, continuing and extension education. The UGC should identify a few universities to start with on the basis of availability of senior academic persons with proven commitment, experience and academic abilities in the field of non-formal education and fully support its funding.

**24.8.7** The nature of M.Phil. Ph.D. programme in non-formal adult, continuing and extension education should essentially be interdisciplinary in nature and should function as a power house to generate appropriate systematic body of basic and applied knowledge to develop professional manpower resource at various levels of functioning.

**24.8.8** The course would have two terminal points, viz. M.Phil. and Ph.D., though it is desired that those who enter into M.Phil. will go through Ph.D. programme. No candidate should be admitted into this programme directly for Ph.D. It should essentially be an integrated M.Phil. and Ph.D. programme.

## **24.9 Special Target Groups**

**24.9.1** Women, scheduled caste, scheduled tribe, other backward communities, educationally backward minorities, rural population, handicapped should receive high priority in adult education activities.

**24.9.2** In the total enrolment of the centres, an attempt should be made to secure at least 50% women, scheduled castes and scheduled tribe learners.

## **24.10 Umbrella Approach**

**24.10.1** There should be a single mechanism in the university system whereby all activities like adult literacy, NSS, continuing and extension programmes and all other forms of non-formal learning are organised under one umbrella.

**24.10.2** A faculty/school of non-formal education be created in the universities to promote and co-ordinate all such activities. While the departments of Adult Education would be responsible for programme of adult and continuing education, there may be other centres on other aspects of non-formal education such as rural development, etc.

**24.10.3** Organisation: The departments of Adult & Continuing Education should have the same status as an academic department and universities should provide such recognition in their statutes/regulations wherever necessary.

**24.10.4** Since adult education is a field activity with a multi-disciplinary thrust, traditional authority structures should not be applied to it. A separate faculty of non-formal education may, therefore, be more congenial to the aims and purposes of adult and continuing education.

## **24.11 Posts**

**24.11.1** The UGC should persuade the State Governments for giving concurrence to the take over as a committed expenditure of staff at the end of 1990.

**24.11.2** The posts sanctioned at present are upto 1990 which are of a temporary nature. However, all benefits as given to the permanent corresponding staff of the universities be given to such staff of the Departments of Adult and Continuing Education.

**24.11.3** The State Governments may be persuaded to expedite their acceptance of the merger of these posts into the maintenance grants of the universities after 1990, when the UGC assistance ceases.

**24.11.4** The colleges having adopted an area to organise about 100 centres, besides participation in other extension programmes should have a full time college programme officer as in the university.

**24.11.5** The University Departments of Adult and Continuing Education should have adequate staff such as Directors, Assistant Directors, Project Officers, besides technical, administrative and statistical staff to ensure effective and target-oriented implementation of adult education programmes within the time bound frame.

**24.11.6** Qualifications & Scales of Pay: Appropriate qualifications conducive to extension work should be modified on the following lines:

**24.11.7** Both the new staff and the present staff be eligible in the scales of pay as recommended by the Commission lately, i.e. Rs. 700 to 1600 for Project Officers, Rs. 1200 to 1900 for Assistant Directors and Rs. 1500 to 2500 for Directors, subject to prescribed qualifications.

**24.11.8** The revised qualifications as suggested by the Committee are to be acquired by both the new as well as the present staff as under: —

—In the case of Project Officer and Assistant Director/Co-Ordinator, in case a suitable candidate is not available who meets the prescribed qualifications or a qualified candidate is not found suitable by the Selection Committee, the condition of Post Master's Diploma and M.Phil/Ph.D. or published learning materials or published research in the subject as stated in the qualifications be relaxed on condition that the candidate selected fulfil the above condition within next 8 years from the date of appointment, otherwise the increment will cease at the stage where the incumbent is at that point of time.

—As far as present incumbents holding posts of Project Officer, Assistant Director/Co-Ordinator, Director, appointed on permanent basis, who are appointed through properly constituted Selection Committee are concerned, they will be placed in the revised salary scales, irrespective of their present

qualifications, on condition that they improve their qualifications to meet those prescribed above, within a period of their reaching the maximum of the unrevised scale (i.e. Project Officer at Rs. 1,300/-; Assistant Director/Co-Ordinator at Rs. 1,600/-; and Director at Rs. 2,000/-) failing which they will not be permitted to draw further increment in the revised grade.

## **24.12 Students**

In order to motivate the students to take up adult education work, it should be integrated in the curriculum as a project or assignment to be considered for internal assessment. For this purpose a uniform system of credit should be devised for all the universities.

## **24.13 Supervisors**

Appointment of full-time supervisors for centres should be encouraged rather than present part-time supervisors. This implies that every college or department should organise at least 30 centres.

## **24.14 Advisory Committee**

**24.14.1** The Advisory Committee should be at the university, college and centre levels to ensure proper implementation, co-ordination, monitoring and achievement of targets.

**24.14.2** University representatives should also be represented on the State/District level committees relating to the programmes of adult education, population education, etc.

## **24.15 Co-ordination and Collaboration**

**24.15.1** Co-ordination mechanisms must be evolved to ensure mutual help at all levels between National/State/Area Development plans and universities and colleges, through several committees suggested in this regard.

**24.15.2** Effective collaborative linkages should be established and strengthened with voluntary organisations engaged in adult literacy or community development work.

## **24.16 Training and Manpower Development**

**24.16.1** Professional competence of adult education functionaries in the universities needs to be improved

considerably. All functionaries of adult and continuing education be motivated to participate in series of three-week summer institutes. It should be made obligatory for all Assistant Directors and Project Officers to qualify in the post-M.A. Diploma and M.Phil. course in Adult/Population Education.

**24.16.2** M.Phil programmes in Adult and Continuing Education as a sequel to the post-M.A. Diploma in Adult and Continuing Education or building it into an M.Phil programme to attract competent persons be instituted.

**24.16.3** The training/organisation aspect needs to be seen in a more comprehensive frame than programme formulation and preparation of the manual/handbook. It needs to take into account preparation of training packages including printed materials, slide-cum-cassette sets, transparencies, video-cassettes, etc. for the training of functionaries at various levels.

**24.16.4** Greater stress is needed for offering training/orientation programmes in continuing and population education.

**24.16.5** Teacher fellowships on the lines of those in other disciplines should be provided by the UGC under faculty improvement programme for adult, continuing and population education.

**24.16.6** 'National Lectureship' on the lines of other subjects should be created every year to sustain awareness on the entire gamut of the programme.

#### **24.17 Teaching and Learning Materials**

Materials should be made available on a large scale. Common materials related to media technology, e.g. slides, cassettes, should be prepared and replicated at Resource Centres and Media Centres and provided to

all university Departments of Adult and Continuing Education.

#### **24.18 Mass Campaign**

A proper climate should be created in educational institutions and the neighbourhood community through publicity campaigns, mohalla committees, volunteer groups, mass media, placards, hoardings, banners, etc.

#### **24.19 Local Community Involvement**

Community leaders should be involved in the organisational aspects of the work by inviting them on Advisory Committees, Village community members should also be invited in identifying learners and programme planning.

#### **24.20 Expectations from Universities**

Universities have special responsibility in raising the quality of instruction at Adult Education Centres so as to enlighten the learners with latest knowledge in all relevant spheres of life in the most simplified manner.

#### **24.21 Incentives**

A system of recognition through incentives at different levels be introduced.

#### **24.22 N.S.S.**

**24.22.1** NSS Officers at the Centre/State/University and college levels should be always associated on the committees of adult education programme.

**24.22.2** The scheme of NSS and Adult Education programme through universities and colleges in the country may be implemented by the UGC. This will also facilitate the integration of extension and community services in the curriculum.





**PART-IV**  
**APPENDICES**



**APPENDIX I****DIMENSIONS OF EXTENSION**

1. POLICY STATEMENT OF U.G.C.
2. CONCEPT AND CONTENT OF ADULT EDUCATION PROGRAMME.
3. PHASES OF IMPLEMENTATION
4. NORMS OF LITERACY AND NUMERACY.
5. COMPETENCIES OF LITERACY AND NUMERACY EXPECTED AT THE END OF PHASE II OF ADULT EDUCATION.
6. ORGANISATION OF ADULT EDUCATION, CONTINUING EDUCATION PROGRAMMES.

# 1. POLICY STATEMENT OF UGC

## **Adult Education**

The education of adults has received very low priority so far. But in view of the fact that it yields very few dividends, it should be accorded the highest priority in the years ahead and even among adults, the education of the large numbers of poor and illiterate persons should receive the utmost attention. The main objectives of this programme should be to educate and mobilize the masses and to involve them meaningfully in national development. It should also strive to make all adults 'particularly in the age group 21-35' functionally literate, and lay the greatest emphasis on the non-formal education of youth (age-group 15-21). A massive programme of motivating adults and enlisting and training voluntary workers and institutions will have to be developed for the purpose.

## **Extension**

If the university system has to discharge adequately its responsibilities to the entire educational system and to the society as a whole, it must assume extension as the third important responsibility and give it the same status as research and teaching. This is a new and extremely significant area which should be developed on the basis of high priority. As can be easily imagined, the extension programme of the university system will fall into two broad categories, namely: —

### *1. Extension services to Schools and Colleges*

The university should work with the colleges which, in

turn, should work with the secondary and elementary schools in their neighbourhood and help them to improve standards by in-service education of teachers, sharing of facilities, provision of enrichment programme for students and discovery and cultivation of talent.

The development of a proper Research and Development (R&D) programme for the education system is also a special responsibility of the universities.

### *2. Extension Services to the Community*

The university system also has a great responsibility to the society as a whole. All universities and colleges should develop close relationships of mutual services and support with their local communities, and all students and teachers must be involved in such programmes as an integral part of their education. The National Service Scheme (N.S.S.) programme should be expanded and improved, ultimately to cover all student programmes! should be to implant a spirit of cooperation and social commitment inter-related to moral development. It should be the obligation of the teaching community to give extension lectures to interpret recent trends in their fields to the community, to create scientific awareness, to participate in adult education and workers' education programme etc. Universities can also help in the preparation of developmental projects for the community around them, including the rural community. Such involvement will also help in bringing greater relevance into the courses at the undergraduate and the postgraduate level and into the research programmes.

## 2. CONCEPT AND CONTENT OF ADULT EDUCATION PROGRAMME

The Adult Education Programme has three mutually reinforcing elements; Literacy, Functionality and Awareness.

*1. Literacy:* It is integrated with general education which includes knowledge of the basic features of the Constitution of India, promotion of national integration and a deepening of the cultural background. The participants are encouraged to learn about health and family planning, importance of conservation of environment, relevance of science and scientific temper for shaping the future.

*2. Functionality:* The aim of functionality is improvement of vocational skills for more productive use of time. For a dry land agriculturist, for instance, it

implies an understanding of means for better care of his land, dexterity in modern dry farming and information about the institutions which can provide inputs for improved agriculture.

Functionality also includes acquisition of skills to supplement one's income through village industries and industries such as poultry farming and dairying.

*3. Awareness:* It is a significant element of the programme. It aims at making the learners capable to shape their own future through the inter-linking of learning, reflection and concrete action. The participants are encouraged to know about laws and Government policies affecting them and in raising their general awareness about the same.

### **3. PHASES OF IMPLEMENTATION**

#### **Phase I**

Covers a programme of about 300–350 hours. It includes basic literacy, general education with emphasis on health and family planning, functional programmes relating to the learners' vocations and some familiarity with laws and policies affecting them.

#### **Phase II**

Covers programme of about 150 hours. It is the stage of reinforcement of literacy skills and its use in daily life, as well as wider education including appreciation of science in relation to one's environment, elements of geography, and history emphasising India's great and composite culture. This stage envisages to improve

vocational skills and initiate learning about supplemental employment (e.g. village industries, dairying, poultry, piggery). The participants are encouraged to form discussion groups and to organise action for development.

#### **Phase III**

Includes a programme of approximately 100 hours. The aim at this stage is achievement of a reasonable degree of self-reliance in literacy and functionality and better appreciation of the scope and value of science. This stage strengthens the ability among learners to discuss important problems facing the individual, family and the community and take organised action for their betterment.

## 4. NORMS OF LITERACY AND NUMERACY

### I. Reading

- (a) Reading aloud with correct pausation and emphasis, simple literature on topics related to the concerns and interests of learners.
- (b) Reading silently the neo-literate reading material at a speed of approximately 50 words per minute.
- (c) Reading with understanding road signs, posts, simple instructions, newspapers for neo-literates etc.
- (d) Ability to follow simple written messages relating to one's working and living.

### II. Writing

- (a) Copying with understanding at a speed of 10 words per minute.
- (b) Taking dictation at the speed of 7 words per minute.

- (c) Writing independently short letters and applications and filling up forms of day-to-day use to the learners.
- (d) Writing with proper spacing and alignment.

### III. Numeracy

- (a) To read and write numerals from 1 to 1000.
- (b) Doing simple calculations involving addition, subtraction, multiplication and division, involving three digits (Without fractions).
- (c) Maintaining personal accounts.
- (d) Working knowledge of metric weights and measures, currency, time and units of distance and area.
- (e) Broad idea of proportion, percentage and interest in multiples of 100 and their use in different household jobs in the occupation.



## **5. COMPETENCIES OF LITERACY AND NUMERACY EXPECTED AT THE END OF PHASE II OF ADULT EDUCATION**

### **1. Language**

#### **a. Speaking**

Participation in discussion

Narrating experiences of expressing thoughts

#### **b. Reading**

Reading aloud fluently simple printed material with correct pronunciation and stress;

Reading silently with a speed of 70 words per minute;

Reading a variety of printed material with comprehension, viz. stories, informative materials, text-books, notices, newspapers, posters, various forms, etc.

Reading hand-written material, viz. letters, messages, instructions, etc.

#### **c. Writing**

Copying with understanding at a speed of 15 words per minute;

Taking dictation at a rate of 10 words per minute;

Writing legibly, neatly, correctly, with proper punctuation, spacing, alignment and understanding;

Writing independently letter, applications, filling up forms for bank loans, money-order, etc.

### **2. Numeracy**

The competency expected in numeracy can be as follows: Recognition, reading and writing of numbers up to 1000; Understanding of the concept of place value of numbers up to 5 digits;

Comparison and arranging of numbers upto 1000;

Addition of two or more numbers, the total sum not exceeding 1000;

Subtraction of one number from another number each having not more than 4 digits;

Multiplication of a number by another number, the multiplier being up to 2 digits and the product not exceeding 10000;

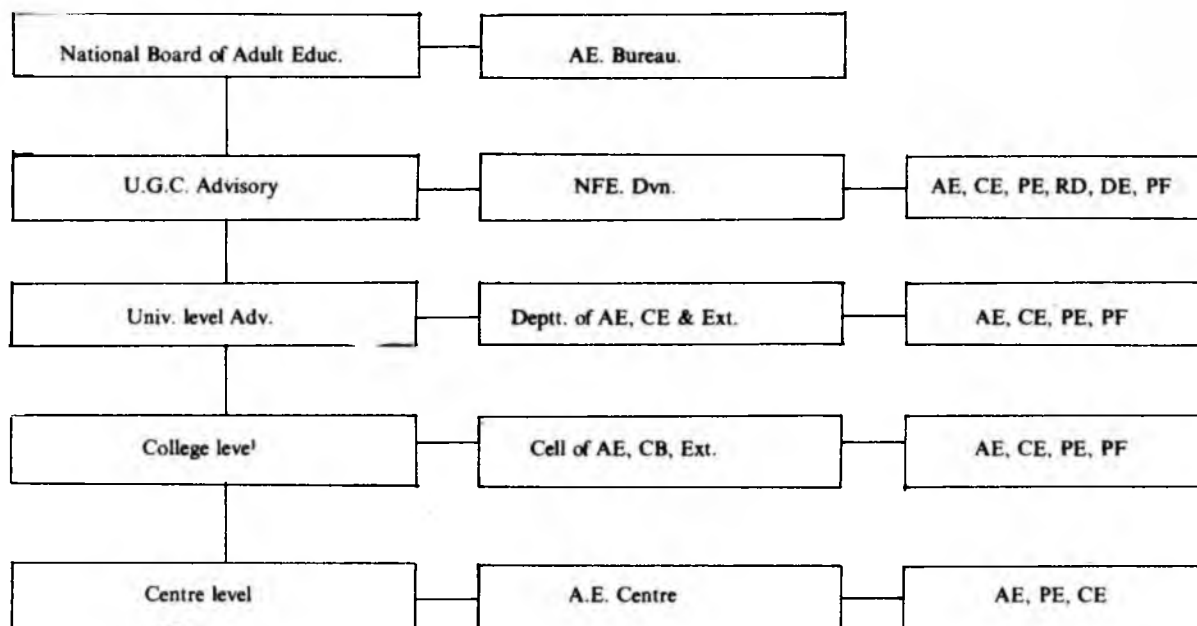
Division of a number of another, the dividend being up to 4 digits and divisor up to 2 digits;

Solving of problems involving 2 or 3 operations using not more than 4 digits at any stage of the operation; Use of unitary methods, calculation of simple interest and area, knowledge of percentage and average; Ability to do simple calculation involving standard units of currency, time measurement, weight, area, volume, etc;

Maintenance of pass books and accounts and solving of day-to-day problems involving numeracy.

## 6. ORGANISATION OF ADULT EDUCATION, CONTINUING EDUCATION PROGRAMMES.

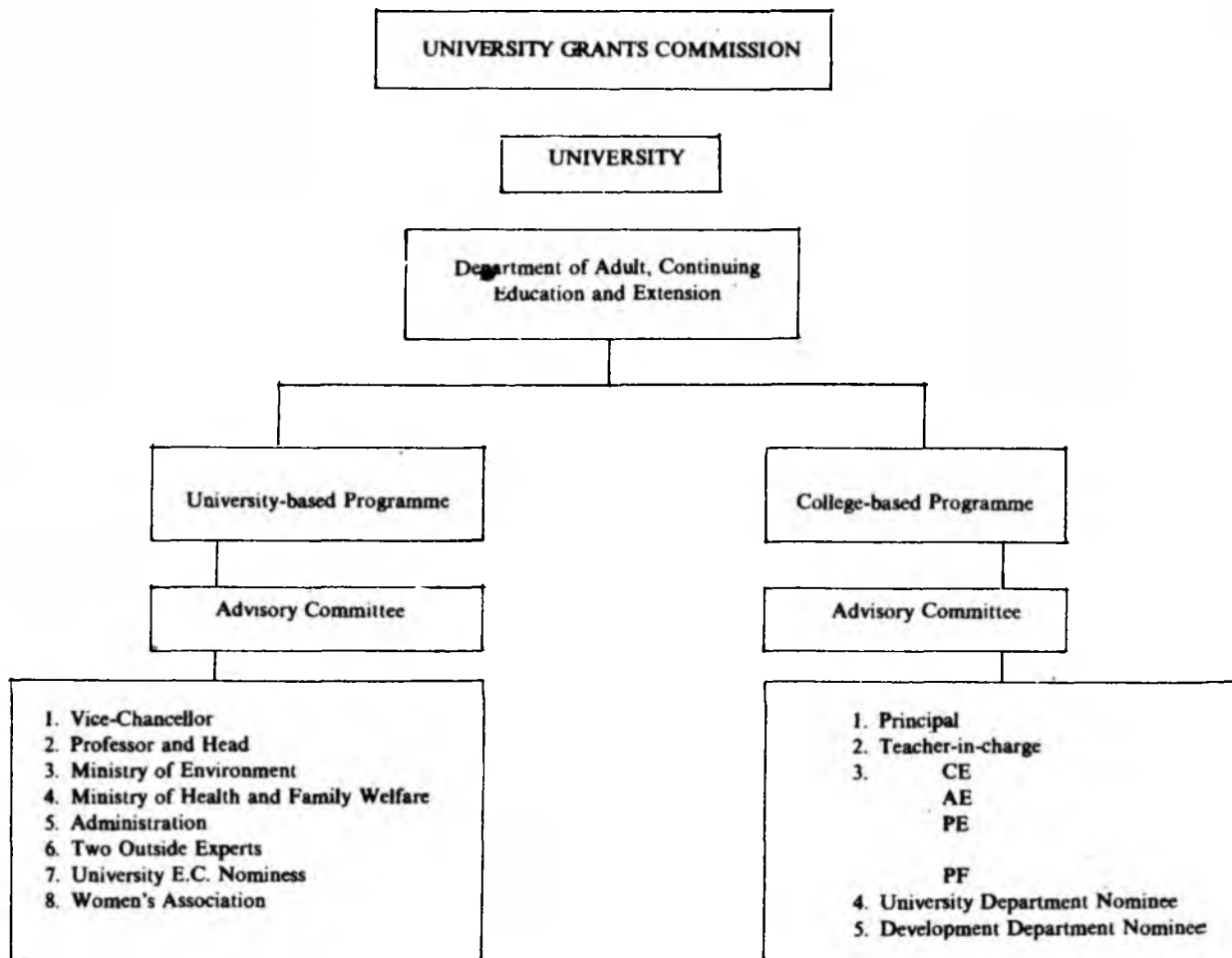
### Organisation of Adult Education Programme through Universities



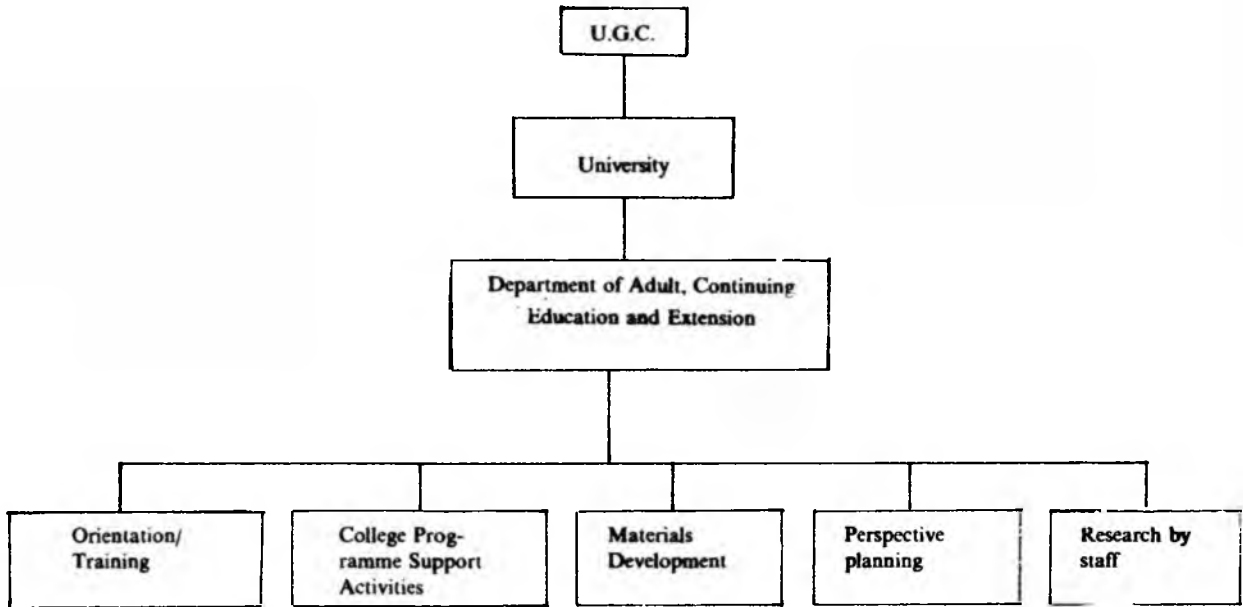
AE = Adult Education;  
 CE = Continuing Education;  
 PE = Population Education;  
 RD = Rural Development;  
 PF = Planning Forums;  
 DE = Development Education;  
 LL = Legal Literacy  
 DE ≠ Distance Education;

## CONTINUING EDUCATION PROGRAMME

### ORGANISATIONAL STRUCTURE



**CONTINUING EDUCATION PROGRAMME  
(UNIVERSITY-BASED)**



- A. Principals
- B. Teachers-incharge
- C. Course-Content
- C. Course-Content
- D. Materials Writers
- E. Directors/Asstt. Directors/Project Officers
- F. Technical Assistants in Continuing Education.
- G. Preparation of Audio-Visual Aids
- H. Course Evaluation

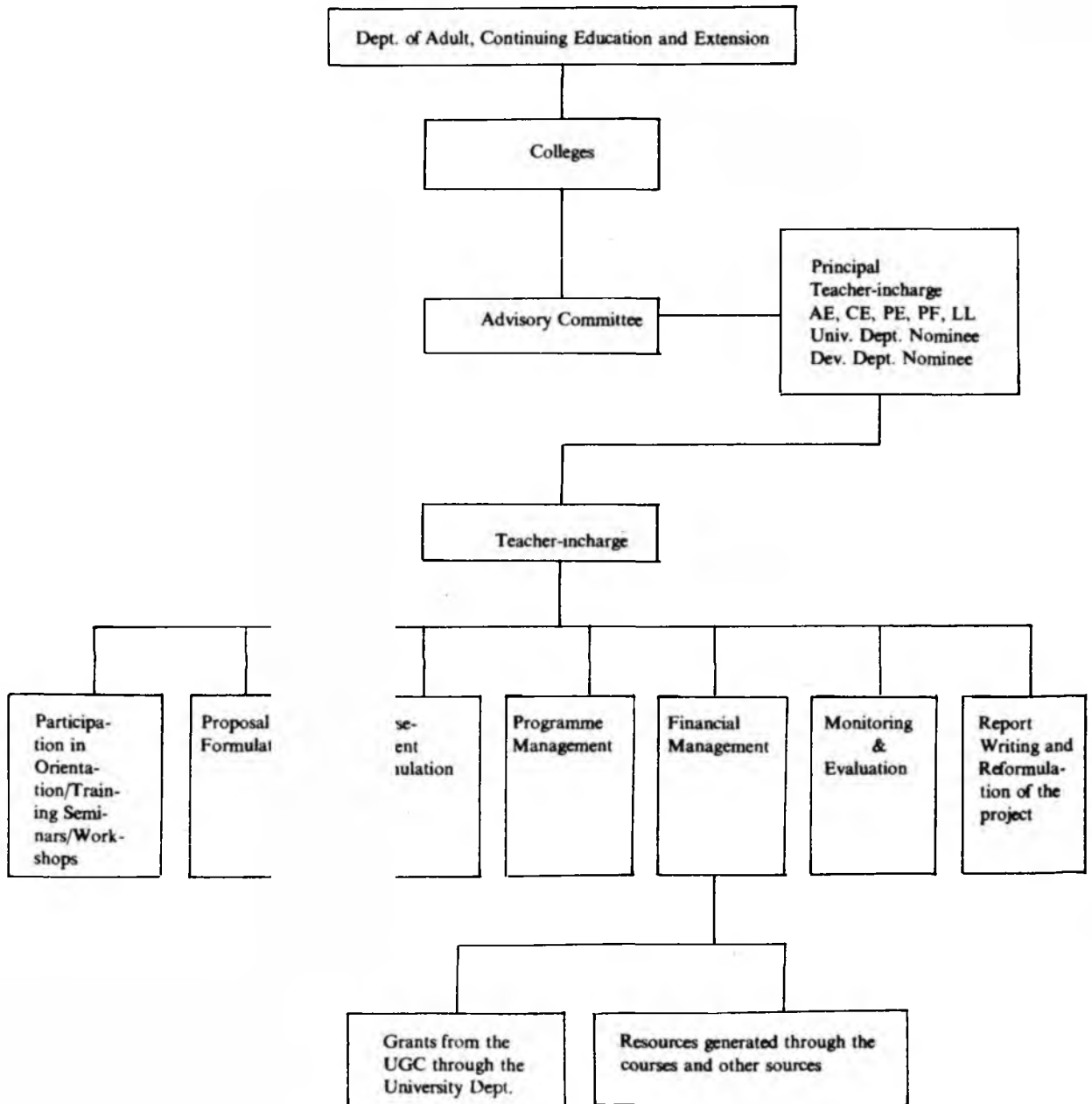
- A. Proposal Formulation
- B. Course-Content Formulation
- C. Programme Management
- C. Programme Management
- D. Learning Materials Print and Audio-Visual Aids
- E. Monitoring
- F. Reformulation of the Project.

- A. Handbook for Orientation/Training
- B. Course Books for participants

- A. Activities for the coming year
- B. Documentation

- A. Participation in Seminars/Workshops
- B. Papers
- C. Documents

## CONTINUING EDUCATION PROGRAMME (COLLEGE-BASED)



## LIBRARIES AS CENTRES FOR LEARNING

### Introduction

1. Libraries are an important component of educational institutions. They can play very important role in the education of masses. Students can contribute to a large extent in reaching the community and making the Library Services easily available to the community. It is proposed to convert the Libraries as real *Centres of Learning* for all members of the Society. This will enable students to establish rapport and close relationship with the Community they intend to serve and the Library will be media for learning, mutual understanding and self development.

### Library as a Centre for Disseminating Knowledge

*(with emphasis on learning)*

2. The traditional meaning of a library is a 'collection of books for reading'. A new dimension has to be added in the present context whereby the library would not be a Centre for disseminating knowledge not only through reading material but also through other media of communication, which could enhance their knowledge in the field of their interest.
3. The functioning of the library and knowledge dissemination should centre around 'problems' desired 'Social change' and 'Development' rather than a library to pass time or for recreation.

### Objectives of the centre for learning

1. To help neoliterates and adult learners in their learning programme.
2. To motivate and encourage good reading habits in the members of the community.
3. To encourage widening the horizons on human understanding by making information available on subjects of interest and in general knowledge.
4. To help in development of communication skills for better understanding and learning.
5. To develop the potentiality of creative thinking. Self-help and self-improvement activities in students and the adult learners.

6. This project will be landed through NSS and other students in the college.

### Functions of the project

*(A) College level:—*

- (1) The college librarian may be taken up as a member of the college level advisory committee, since he has a major contribution to make in establishing centres for learning.
- (2) The college librarian will collect and acquire all the materials received under this programme and keep them separately.
- (3) The library will be kept open on Sundays specially for the community. They could take the required books from the library, sit in the classroom specially reserved as a community reading room and read there.
- (4) Discussion on certain famous book could be organised in a college, for students as well as for community members.
- (5) Motivate the editors of the local news papers to reserve some columns for neo-litrates.

*(b) Community level*

- (1) Displaying black-broad writing at crowded places.
- (2) Displaying wall papers and posters.
- (3) Reading sessions with different groups.
- (4) Reading competitions.
- (5) Distributing pamphlets, leaflets, booklets which are available free of cost.
- (6) Home issue of books.

### Where could these Library centres be initiated ?

4. Normally such a centre should be initiated where people usually come together, eg..

*(a) In rural areas*

- (i) Panchayat Office
- (ii) Schools (for students)

- (iii) Pastures (cowherds)
- (iv) River banks (Women washing clothes)
- (v) Hospitals (Sick persons)
- (vi) Granthavachan in Shravan month or any particular day of the week
- (vii) S.T. Stands
- (viii) Farms (lunch break)

(b) *In urban areas*

- (i) Office of Yuvak/Mahila Mandal
- (ii) Buddha Vihar
- (iii) Schools
- (iv) Balwadis (for parents coming to fetch their children)
- (v) Railway station (Porters — boot polishers)
- (vi) Parks
- (vii) Hospitals.
- (viii) Prisons.
- (ix) Orphanages/Remand Homes.
- (x) Homes for the aged.
- (xi) Beggar Homes.
- (xii) Home for the blind.
- (xiii) Chawls (for housewives).
- (xiv) Small Hotels (Hotel boys).

### Stages of implementation of the project

5. Some suggestions are as under:

(1) *Reading aloud the newspaper or book*

The neo-literates cannot read on their own immediately after they complete their basic literacy stage. In order to bring them to that stage a strong motivation has to be created. If for some days some good and interesting books and daily news papers are read aloud to them, they will develop interest and confidence in reading themselves.

So far as other groups i.e. literates, and semi-literates are concerned, they also are not very much willing to read. What they are used to is an oral tradition. They are never tired of listening. They attend the reading of a religious book throughout the month. Hence this attraction towards oral tradition on the part of the common people, should be utilised as a take off point and the people should be led to reading themselves gradually. It is with this background the activity of reading aloud is enumerated as the initial activity in the implementation of the project.

(2) *Circular reading in a group*

After some days of reading aloud the people themselves should be encouraged to read. In the beginning they may not be able or willing to read the full book. Hence each of them may read one page and then pass the book on to the next person who reads the next page. In this way the book is circulated from one person to another till it is completed.

(3) *Giving the gift of the books*

The student may tell the teacher about the gift of 2 or 3 interesting books in such a way that they are eager to read them in full.

(4) *Home issue of the books*

As was done in a bell-bicycle project of Andhra Pradesh the student may carry some books with him on a bicycle. He rings the bell at the reader's house and the reader knows that his bookwala has come. He exchanges his book.

(5) *Narration of the gist by the reader*

Once a month one or two readers may be asked to narrate the gist of the book they have read. This will serve double purpose viz. we could assess how much he has comprehended and secondly when others in the group listen to the gist they will be motivated to read that book.

6. Some suggested sources are:—

1. Grants from U.G.C./Central/State Govt./Local bodies.
2. Donations from individuals, institutions etc.
3. Fund raising through charity shows, filmshows, cultural programmes etc.,
4. Private organisations to sponsor one or two centres.
5. Membership fees, if needed.
6. Approach the community to donate books, sponsor subscriptions to periodicals request for old/discarded materials of interest, gifts etc.,

### *Further Aims*

1. Motivate the people in the area where you think of starting library service and make them actively participate in collecting funds and in organizing the library. The local schools and teachers could be involved for greater participation.

2. Form committees, sub-committees, Youth clubs, Mandals to look after the day to day activities.

*Follow-up*

1. After initiating the project, students should see that the project is fulfilling the objectives for which the service was started.
2. Periodical evaluation should be done to assess the needs of the beneficiaries and improve the services.
3. Success stories should be circulated among the community.



## COMMUNITY EDUCATION CENTRE

1. It is an experience of past 6–7 years that after the ten month's duration of Adult Education Centre is over, the learners and the community are left to themselves. It is obvious that 10 months efforts are not adequate to make the people self-sufficient. Even if the stages of post literacy and continuing Education are covered people would need to learn a number of things more. Education has now been widely accepted as a life long process. Hence conducting an Adult Education centre, post literacy & continuing Education activities in a sporadic way will not help the community in the real sense of the term. It is, therefore, essential to create some infrastructure which will serve as a common platform for the community to exchange and share their experience and problems, to turn the life situations into learning experiences, to acquire ever increasing knowledge in all walks of life with a view to improving quality of their life.

2. In the light of the above it is envisaged that there should be a permanent learning centre or a community education centre in each village or a cluster of villages. This centre should serve as a forum for information and inputs of various development programmes and

not merely a centre of literacy. The Adult Education centre has to be viewed in the perspective of total development and then only it would be the real community education centre and be in a position to secure the support of various development departments.

### Operational Strategies

3. A school building or any other available accommodation may be utilised as the place for the centre. The centre will be bubbling with activities for the maximum time of the day and cater to the learning needs of all the members of the community viz. children, women, youth and adults. In addition to the part time instructor deployed for literacy, post literacy and continuing education activities there should be a full time person as a community organiser who will be drawn from the community and be available at the centre throughout the day. A local committee of dedicated local workers may be of immense help to the centre. The centre should be full of activities in such a way that every member of the community identifies his/her interest with the centre and has develops affinity towards it.

UNIVERSITY GRANTS COMMISSION  
BAHADUR SHAH ZAFAR MARG

**INSTRUMENT FOR DETERMINING PROFILE OF ADULT EDUCATION  
PROGRAMME THROUGH UNIVERSITIES IN INDIA**

**1983-84 and 1984-85**

**PROFORMA**

(Instructions at the end)

State: \_\_\_\_\_

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Name of University: \_\_\_\_\_

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*ITEMS 1 TO 14: PLEASE INDICATE NO. IN BOXES SPECIFIED*

1983-84

1984-85

1. No. of Colleges under the University:

--	--	--

--	--	--

2. No. of Colleges involved in the Adult Education Programme:

--	--	--

--	--	--

3. Category of Colleges under item (2)

a. Women's Colleges

--	--

--	--

b. Tribal Colleges

--	--

--	--

c. Rural Colleges

--	--

--	--

d. Other Colleges (including normal colleges)

--	--

--	--

4. Centres:

a. Sanctioned



b. Functioning

5. Enrolment in Adult Education Centres and output of learners.

A. Enrolment

a. SC

M					
F					

M					
F					

b. ST

M					
F					

M					
F					

c. Others (including normal Groups)

M					
F					

M					
F					

B. Droupouts

a. SC

M					
F					

M					
F					

b. ST

M					
F					

M					
F					

c. Others

M					
F					

M					
F					

C. Retention

a. SC

M					
F					

M					
F					

b. ST

M					
F					

M					
F					

c. Others

M					
F					

M					
F					

6. Area Coverage

a. No. of districts

--	--	--	--

--	--	--

b. No. of blocks	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. No. of Mohllas	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. No. of villages	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total enrolment of the University	M	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	F	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. No. of students from item (7) involved in Adult Education work	M	<input type="text"/>			
	F	<input type="text"/>			
9. No. of non-students involved in AE Work	M	<input type="text"/>			
	F	<input type="text"/>			
10. No. of teachers involved from colleges in AE Work	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11. No. of staff involved from University departments	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12. No. of post sanctioned for the University Department of Adult and Continuing Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13. No. of posts filled in the University Department of Adult and Continuing Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
14. No. of functionaries trained:					
a. Organisers (Directors, Principal Asst. Director/Co-ordinators, etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Project Officers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Persons-in-charge/Programme Officer at College	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. Supervisors	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e. Instructors/Animators	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

15. Please Mark In Appropriate boxes under Items 15 to 24

Coverage

a. Community: Rural

1	
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1	
---	--

b. Community: Urban

2	
---	--

2	
---	--

c. Community: semi-urban

3	
---	--

3	
---	--

d. Community: tribal

4	
---	--

4	
---	--

e. Community: hill region

5	
---	--

5	
---	--

16. Targets

a. Women

1.	
----	--

1.	
----	--

b. SC

2	
---	--

2	
---	--

c. ST

3	
---	--

3	
---	--

d. Handicapped

4	
---	--

4	
---	--

e. Others (including normal groups)

5	
---	--

5	
---	--

**A COMMON BOX IS SPECIFIED FOR YOUR RESPONSE UNDER ITEM NO. 17 FOR BOTH THE YEARS 1983-84 AND 1984-85**

17. Out-comes of learning

*A. Beneficiaries*

*a. Which group has benefitted more in terms of literacy, numeracy, social awareness and functionality*

*(i) Age range 15-25 years*

<b>M</b>	
<b>F</b>	

*(ii) Age range 26-35 years*

<b>M</b>	
<b>F</b>	

*b. Is it profitable to have mixed groups of men and women or separate groups*

*(i) Urban areas*

<b>M</b>	
<b>F</b>	

(ii) Rural areas

<b>M</b>	
<b>F</b>	

(iii) Hilly regions

<b>M</b>	
<b>F</b>	

(iv) Tribal areas

<b>M</b>	
<b>F</b>	

c. *What are the constraints in regular attendance on the part of learners*

(i) Utter poverty

01	
----	--

(ii) Lack of gains

02	
----	--

(iii) Lack of incentives

03	
----	--

(iv) Lack of motivation

04	
----	--

(v) Inconvenient timings

05	
----	--

(vi) Inconvenient blocks of learning periods

06	
----	--

(vii) Programmes unsuited to locality

07	
----	--

(viii) Unproductive programmes

08	
----	--

(ix) Programmes isolated from development schemes

09	
----	--

(x) Untrained staff

10	
----	--

(xi) Lack of committed instructors

11	
----	--

(xii) Lack of women's instructors for women's groups

12	
----	--

(xiii) Lack of adequate teaching-learning materials

13	
----	--

(xiv) Centres of learning not easily accessible

14	
----	--

(xv) Family responsibilities and household chores

15	
----	--

(xvi) No facility to look after small children

16	
----	--

d. *What incentives would you suggest*

(i) Help in cash

01	
----	--

(ii) Help in kind

02	
----	--

(iii) Certificates

03	
----	--

(iv) Incentive awards	04	
(v) Special incentives for women like food aid, stat programmes to decrease drudgery, etc.	05	
(vi) Programmes to supplement income	06	
(vii) Development oriented programmes for development of self and environment	07	
(viii) Direct involvement in activities from the planning stage	08	
(ix) Change in approach/techniques	09	

**B Co-relation of literacy with achievement**

a. Have learning programmes helped local initiative	01	
b. Has the process led to greater participation in community life	02	
c. Has it demonstrated improvement in quality of existence	03	
d. Has it increased level of awareness and competence	04	
e. Has it helped in creating greater consciousness of rights and roles	05	
f. Has it helped in learners becoming more vocal and organised	06	
g. Has it improved their economic and social status	07	
h. Has it contributed to better home management with reference to family life, nutrition status, health, vocational skills, savings, etc.	08	
i. Has it helped in improving the environment	09	
j. Has it transferred learners from recipients to participants	10	
k. Has it helped them act as communicators of ideas	11	
l. Has it made the learners desirous of continuing their learning	12	

## PLEASE MARK IN APPROPRIATE BOXES

## 18. Whether Benchmark Survey was taken

1983-84

1984-85

a. Yes

1	
---	--

1	
---	--

b. No.

2	
---	--

2	
---	--

## 19. Linkages with curriculum

## A. General

a. Marks

1	
---	--

1	
---	--

b. Grade

2	
---	--

2	
---	--

c. Exemption from papers

3	
---	--

2	
---	--

d. Permission to participate in programme in lieu of attendance in a regular course

4	
---	--

4	
---	--

e. Preference for admission to post graduate courses

5	
---	--

5	
---	--

f. Awards/Citations

6	
---	--

6	
---	--

g. Certificates of merits

7	
---	--

7	
---	--

## B. Curricularisation

a. Foundation Course at undergraduate level

1	
---	--

1	
---	--

b. Applied Course at undergraduate level

2	
---	--

2	
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c. Discipline or Major course at undergraduate level

3	
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3	
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d. Optional course at undergraduate level

4	
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4	
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e. Diploma at undergraduate level

5	
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5	
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f. Diploma at postgraduate level

6	
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6	
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g. Degree course	7		7	
h. Postgraduate Course	8		8	
i. Certificate course	9		9	
<b>C. Research Undertaken</b>				
a. Dissertation as part of studies	1		1	
b. Term Paper	2		2	
c. M. Phil	3		3	
d. Ph.D.	4		4	
e. D. Litt.	5		5	
f. Major research projects	6		6	
g. Minor research projects	7		7	
h. Evaluation projects	8		8	
i. Follow-up projects	9		9	
<b>D. Andragogic Researches</b>				
a. Fundamental Researches	1		1	
b. Action/Applied Researches	2		2	
c. Developmental research es for rural/urban community area [experiential/correlational]	3		3	
<b>20. Contribution to Major Fields of Development</b>				
a. Literacy	01		01	
b. Neo-literacy	02		02	
c. Continuing education	03		03	

d. Population education

04

04

e. Social awareness programmes

05

05

f. Conscientisation

06

06

g. Universalisation of elementary education

07

07

h. SC/ST coaching

08

08

i. Planning Consciousness

09

09

j. Rural development

10

10

k. Health education and improvement of public hygiene

11

11

l. Science for masses

12

12

m. Functionality and vocational education including skill training

13

13

n. Child Welfare and Mother care

14

14

o. Legal awareness and legal literacy

15

15

p. Environmental education

16

16

q. Extension Services

17

17

21. Publications and preparation of Materials (Publications: Printed or mimeographed-Teaching-learning Materials: Printed, audio-visual, etc.)

A. Publications

a. Research reports

01

01

b. Conference/Seminars

02

02

c. Annual reports of departments

03

03

d. Newsletters

04

04

e. Journals	05	05
f. Manuals and handbooks	06	06
g. Books	07	07
h. Literacy	08	08
i. Numeracy materials	09	09
j. Neo-literacy materials	10	10
<b>B Teaching-learning materials</b>		
a. Projected like films, film strips, audio and video cassettes, transparencies, slide-cum-tape programmes, etc.	11	11
b. Non-projected like posters, photographs, flash cards, flannel-graphs, etc.	2	2
c. Written like leaflets, newsletters, wall-papers, charts, posters, etc.	3	3
<b>22. Co-ordination and collaboration with other organisations/agencies</b>		
a. Voluntary organisations	01	01
b. Mohila Mandals	02	02
c. Lion, Rotary, Jaycees, etc.	03	03
d. Industrial houses	04	04
e. Community organisations	05	05
f. Nehru Yuva Kendras	06	06
g. Shramik Vidyapeeths	07	07
h. Central Board of Workers' Education	08	08
i. Co-operatives	09	09

j. Semi-government agencies	10	10
k. State Resource Centres	11	11
l. State Adult Education Programmes (SAEP)	12	12
m. Developmental Agencies [like IRDP, TRYCEM, ICDS, etc.]	13	13
n. Developmental Schemes of various ministries	14	14
o. Centrally sponsored women's Schemes [like DWARCA, NFEP, STW, ETC.]	15	15
p. National Associations/organisations	16	16
q. International associations/organisations	17	17
r. Other academic departments of the University	18	18

## 23. Organisation of workshops, seminars, institutes etc.

No.	Type	No. of Programmes	1983-84	1984-85
1.	Programme Orientations			
2.	Workshop Programmes			
3.	Seminars			
4.	Workshops			
5.	Conferences			
6.	Summer Institutes			

**A COMMON BOX IS SPECIFIED FOR BOTH THE YEARS NAMELY 1983-84 AND 1984-85**

## 24. Impact of the third dimension of extension on university system

## A. How deeply is your university involved in Adult Education and Extension Programmes

a. Marginally	1
b. Deeply committed	2
c. Engaged in minor extension activities	3

- d. Engaged in major extension activities 4
- e. Engaged mainly in field activity of conducting centres 5
- f. Engaged in restructuring curriculum with extension as a focus 6
- g. Engaged in offering special courses 7
- h. Engaged as an agency of research and training 8
- i. Engaged in tying research and action programmes for rural/urban development 9

**B. What is the general impact on the system**

- a. Programme has helped in making the system flexible and more open 1
- b. It has helped in introducing innovative and non-traditional measures 2
- c. Greater relevancy and challenge are reflected in the structured courses 3
- d. It has helped in changing attitude of teachers and students towards their obligation to society 4
- e. It is accepted that extension programmes are a two-way process benefitting the academics as well as the community 5

**Note:**

1. Details of as many items as possible be filled in. Instructions before items 1, 15, 17 and 24 noted carefully.
2. You may mark in more than one box from item 15 onwards, corresponding to work done at your University.
3. Information for 2 years, namely 1983-84 and 1984-85 is needed except in item no. 17 and 24.

## MODELS ON ERADICATION OF ILLITERACY THROUGH INVOLVEMENT OF STUDENTS AND TEACHERS

In response to the discussion which took place at the zonal meets between members of the Group appointed by the UGC to review performance of adult education and suggest strategies, information about various models operating at various universities or proposed to be put into action were received. From these some of the models are summarised below. They can be broadly categorised under:—

- Each one teach one/two/five leading to Family/Neighbourhood Model.
- Curriculum linked models.
- Community based models.

It may become necessary to use more than one type of

model, specially if an area or a community has to be adopted.

### Contents:—

Model No. 1	Each One Teach One
Model No. 2	Family Model/Neighbourhood Model
Model No. 3	Curriculum Linked Model
Model No. 4	Credit Model
Model No. 5	Partnership Arrangement Model
Model No. 6	Literacy through Arts & Crafts
Model No. 7	Morbal Model of Brazil Type
Model No. 8	Model for Hilly Regions

**MODEL NO. 1****INVOLVEMENT OF STUDENTS FOR REMOVAL OF ADULT ILLITERACY—  
“EACH ONE TEACH ONE” PROJECT**

Unlike in centre model where a student instructor teaches 30 adult learners, a student will be teaching only one adult learner in this project. If possible he/she may take 2,3,4 or more adult learners to teach.

1. Every student will receive a literacy kit with the help of which he/she will conduct the teaching/learning activity. The kit would contain the following:—
  - (a) A set of 20 cards for imparting literacy.
  - (b) Booklet I: A booklet on health and hygiene.
  - (c) Booklet II: A story book depicting various topics related to creation of awareness.
  - (d) Booklet III: A booklet on numeracy.
  - (e) A teacher's guide.
  - (f) Learner's evaluation sheets.
2. A student will work for 8 months, 4 days a week, 1½ hours per day. The total programme will be for 200 hours.
3. The place and time and days for learning activity will be decided by the student and the learners in consultation with one another.
4. The student instructor will keep a diary wherein the attendance and the units that are taught will be recorded by him/her, everyday of the learning activity.
5. There are 4 evaluation sheets which are to be filled in on completion of every 50 hours (i.e. 50 hours, 100 hours 150 hours and 200 hours) and submitted to the college teacher in charge.
6. The student will be attending monthly meeting held in the college and sharing his/her problems and experiences regularly.
7. The student will study the teacher's guide given in the kit thoroughly before starting the teaching/learning activity.
8. All the booklets and the set of cards will be handed over to the learner at the end of the programme.
9. The students working in this project will be fully honorary workers and will not expect any remuneration for this work.

**Is it a Difficult Project?**

Not at all. Every student has to make only one person

literate (or more persons if and where possible) with the help of 20 cards and 3 booklets. He/She will be teaching the concerned adult learners 4 days a week. In this way he/she will work for 34 weeks, i.e. 8 months.

**Cards and Booklets****Cards**

These are prepared by the Dept. of Adult and Continuing Education and Extension, University of Bombay. These cards imply a novel approach of teaching literacy through the names of the various parts of human body and some other words related to them. Since the words are the names of parts of their own body the learners are already well conversant with the same and their involvement and interest in these words is innate. This will help the learners to grasp literacy content easily.

**Booklet I**

The booklet contains the physiological structure of various limbs and common diseases related to these limbs, their symptoms, treatment and preventive measures. The lessons in the booklet are corresponding to the content (the words) of the cards.

**Booklet II**

This booklet contains stories depicting various topics related to the creation of awareness.

Every story is followed by a series of exercises which are devised for the purpose of leading the learner/s to functional aspect/s.

**Booklet III**

This booklet is prepared for teaching numeracy. It implies activity based learning. Numeracy is given through different activities/exercises to the undertaken by the learner.

**Methods of teaching**

- (i) Start with the booklet I (i.e. on health & hygiene) and *not* with the card.

- (ii) The lesson in the booklet has to be read out by the student instructor and the learner will listen to the same.
- (iii) The student instructor will discuss the major points in the lesson with the learner and clarify doubts, if any.
- (iv) The instructor will start with the card next day. The cards are graded and hence they must be taken in their serial order.
- (v) The story booklet again is to be read out by the student instructor and the exercises given thereon should be done without fail.
- (vi) The numeracy booklet is to be dealt with by conducting all the activities as specified in the booklet.

*Note:* The details of methodology are given in the teacher's guide.

Though 'Each one Teach One' approach is tried out by some previously, this particular project is totally different in the sense that it is not restricted to literacy alone. The 20 cards deal with literacy. Each card contains 2 words only (i.e. introducing 2 or 3 alphabets with one growth only.) Thirty-eight words in 19 cards cover all alphabets as well as all growths and card 20 deals with conjunct words.

Thus the project not only makes Literacy very Simple and Relevant by using names of the parts of human-body, but it also integrates Awareness and Functionality by means of booklets giving information about various health problems and situations including preventive measures which lead the learners to health awareness, moreover the book remains with the learners permanently so that he could refer to the booklet in times of his/her health needs and act accordingly which implies Functionality. The booklet II as mentioned earlier creates awareness and leads the learner to functionality in his/her day to day life.

### **Modus Operandi**

Every student participating in this project will identify his/her own adult learner in the vicinity. The learner may be his/her own parents, domestic servant, a cobbler sitting near his/her house, porter, coolie, a lady staying in nearby slum or chawl. The only condition is that the adult learner should be illiterate. Also those persons who have dropped out of their school education after 1st, 2nd, or 3rd standards and more than 10 years have lapsed in between may be accommodated in the programme. But in any case persons who have passed 4th std. or above should not be included in this programme. The student will fill in the learner/s the

Prof. In-charge of adult education will assess and certify that the identified adult learner is really illiterate or one who has lapsed into illiteracy (i.e. drop-out from 1st, or 2nd or 3rd standards) as the case may be.

### **Simplicity of the Project**

The experience in AEP has shown that a number of Students and Colleges find it rather difficult to organise and handle centres of 3 learners. Again the motivation of these learners and their attendance becomes a problem in majority of situations. As a result we can involve only a limited number of students in AEP.

On the other hand this project is not only simple but it also has the potential of involving as many students as needed from colleges and universities and even from junior colleges and high schools since it is physically viable and implies definite achievement not only on the part of the learner but also on the part of the Student Instructors.

### **Monitoring**

The Prof. In-charge will conduct a monthly meeting of the student volunteers involved in the project and try to get the feedback about the programme. He /she will send a monthly report of the same to the University. A group of college teachers could take up the responsibility of supervising the work of say, 10 students each, as and when they find time and keep record of the same.

### **Evaluation**

To be done by the student instructor himself/herself with the help of evaluation sheets provided in the kit.

### **Orientation**

The orientation of the students participating in this project will be done by the Prof. In-charge of the project who have been oriented by the Dept. of Adult Education and Continuing Education and Extension of the University.

### **Financial Aspect**

The expenses involved in project are quite economical i.e. Rs. 25 per learner (Rs. 20 cost of learning materials + Rs. 5 Slate & Pencils) Thus the project is Economically viable also.

Suggested by  
Shri M.A. Godi.  
Bombay University.



**FAMILY MODEL/NEIGHBOURHOOD MODEL**

This model is proposed by the Department of Continuing & Adult Education and Extension Work of the SNTD Women's University.

*A. Introduction*

The main objective of the National Adult Education Programme which was ushered in 1979 is to "educate and mobilise masses and to involve them meaningfully in national development". The scheme "Each one Teach Upto Five" leading to family or neighbourhood model envisages the active participation of the Universities and Colleges, who hold a vast reservoir of personnel resources to achieve the national goal of universal literacy under point No. 16 of New 20 Point Programme by the year 2000 A.D.

*Rationale**Specific Objectives*

This work scheme is with the very specific objectives that a student will find it easier to collect 5 learners to the mutual benefit of both. Having 5 learners will also create a sharing learning atmosphere plus the contact lessons will further be conducive to their growth and development. The effort will be preferably to contact 5 learners from the same family so that it becomes a family model.

This scheme will specially prove its usefulness taking into consideration the various limitations of girl students. Its aim is to provide greater flexibility to students to undertake adult education work according to their convenience and that of the adult learners.

The specific objectives of the scheme are as follows:—

1. To secure effective participation of students in the project of eradication of illiteracy.
2. To enrich higher education by integrating field experiences.
3. To sensitize students to social realities.

*B. Methodology of Work*

*Step—I:* Student-Instructors Orientation and Training\* at the outset the student-instructors should be given orientation and adequate training in conducting the adult education programme. The orientation and training can be given in two phase and will broadly cover the following aspects:—

1. How to motivate and build rapport with adult learners and community.
2. Concept of Adult, Continuing and Extension Education and exposure to 20 Point Programme.
3. Methods and techniques of teaching adult learners.
4. Techniques of Supervision, Monitoring and Evaluation.
5. Financial and Administrative Arrangements.

*Step—II: Identification of Adult Learners*

The student instructors according to their convenience may identify upto 5 illiterate persons mainly from the age group of 15 to 35 years. These learners should be located as far as possible in the vicinity of the student's residence or college and those belonging to the less privileged and under privileged sections of society should be preferred like domestic helpers, peons, dhobis, fisher folk, vendors, tradesmen, hawkers, drop-outs, unemployed and out of school youth, handicapped and workers in the unorganised and organised sectors.

The adult learners identified by the student instructors should be confirmed by college teacher-in-charge. A list of learners with their addresses should be given to the teacher-in-charge for records.

*Step—III: Conducting A. E. Programme*

Each one Teach upto Five Scheme will broadly include

[\*Detailed guidelines on content, methodology and weightage for the training of Instructors can be found in the "Training Manual for Adult Education Functionaries". This orientation and training will be conducted by the teacher-in-charge, with the help of internal resources from the colleges, the Department of Continuing and Adult Education and Extension Work, State Resource Centre or other State of Voluntary Agencies working in such projects.]

the 3 areas of Adult Education Programme viz. (1) Functional Literacy through non-formal education (2) Social Awareness (3) Vocational and income generating and post literacy skills, schemes and programmes.

#### *Step-IV: Contact Sessions*

Once in a month, contact sessions should be arranged to all the adult learners of this scheme together or in small groups. The venue can be either the college or any convenient place to all or even occasionally a picnic spot (educational tour).

During these sessions, the teacher-in-charge should organise awareness programmes with the help of experts, if necessary, in various areas of relevance like:—

- (a) Social problems
- (b) Civic awareness
- (c) Health and Nutrition
- (d) Family Life Education
- (e) Population Education
- (f) Legal awareness etc.

For this purpose, extensive use should be made of A. V. aids and folk media. On this occasion, an informal assessment of progress can be made.

#### *Step-V: Vocational Training*

Depending upon the needs a short term skill training programme can be organised either in the college or at a convenient place once in three/five months.

#### *Step—VI: Supervision and Monitoring*

The college teacher-in-charge should arrange a monthly meeting of the student-instructors of this project in order to get the feed-back about the programme, and fill in the necessary records. This will also provide the student-instructor with an opportunity to discuss their mutual problems and exchange views.

The teacher-in-charge should also arrange occasionally unscheduled visits to cover minimum 10% of the learners so as to effectively check the implementation of the programme.

*The programme officer should send monthly reports to the Department of Adult and Continuing Education*

#### *Step-VII: Evaluation*

There should be periodical assessment of the progress

made by the adult learner. The same may be also done at the time of contact session.

At the end of the programme, an evaluation test should be administered to each one of the adult learners by their respective programme officers and student-instructors. Also, a Rally of all the adult learners should be held in the college. It will consist of an entertainment programme where the adult learners will also be participants. During the same, an informal test can be given, like writing a short letter or few lines about the Rally itself.

#### *C. Duration*

- (i) Each One Teach upto Five Model of Adult Education will run parallel to the college programme of studies. It will cover altogether 7 months, starting from August upto February.

The student instructor will take up the A.E. class for 2 hours a day, at least on 4 days a week. So the total hours of instruction to be put in will come to 225.

The student instructors volunteering for the project should realize their responsibility towards the adult learners. Regularity of attendance in the A.E. classes on the day and hour mutually agreed upon should be strictly maintained, in order to motivate the adult learner towards the adult education programme.

- (ii) Contact lessons of awareness, need-based skill training programme and other programmes during vacation will cover the remaining hours of the total 300 hours.

#### *D. Teaching Learning Material*

Once the adult learners are identified, the student instructor should assess the particular requirements and interests of each adult learner. For this purpose, the student instructor will have to build up a good rapport with the learner based on genuine and selfless interest of service.

Accordingly, a suitable primer will have to be chosen to help the learner develop skills of reading, writing and numeracy through need-based awareness lessons or vocational skills training. Also poster, pamphlets etc., should be made use of and discussions should be conducted based on newspaper and magazine articles.

#### *E. Programme during vacations*

College vacations should provide opportunity to or-

ganise special contact lessons of awareness, vocational training courses, educational-cum-entertainment tours and programmes.

#### F. Advisory Committee

As per UGC guidelines there should be a committee at the college level to advise and promote the implementation of the programme and take a six monthly appraisal of its programme.

The committee will consist of the following:—

- |                                     |                |                  |
|-------------------------------------|----------------|------------------|
| 1. Principal                        |                | Chairman         |
| 2. Teachers                         | (two to three) |                  |
| 3. Outside Subject Ex-perts         | (one or two)   |                  |
| 4. District Adult Education Officer |                |                  |
| 5. NSS Programme Officer            |                |                  |
| 6. College Teacher-in-charge        |                | Member Secretary |

#### G. Financial Pattern

The financial pattern to be followed for the scheme "Each One Teach Upto Five" will be the one approved by UGC for Adult Education Centres Model, with suitable modifications. A group of 25 to 30 adult learners will form one Adult Education Centre. This will consist of group of 5 adult learners under 5 to 6 different student-instructors.

#### H. Awards/Certificates

Adult learners successfully completing the Adult Education programmes will be issued a suitable certificate of the Department "under the seal of the University", as per U.G.C. guidelines.

A certificate of participation in Adult Education Project will be awarded to all those student-instructors adjudged by the Teacher-in-Charge to have done good work.

### ADULT EDUCATION LITERATURE

MARATHI:	Name	Publisher
	1. Chala Shikuya	Bombay City Social Education Committee, Adarsha Nagar, Worli, Bombay-400 025
	2. (i) Sope Vachan (ii) Amche Pustak	State Resource Centre, Indian Institute of Education, Kothrud, Pune-29.
	3. Proudha Saritli Vachan Pustak	Dept. of Adult, Continuing and Extension Education, Nagpur University, Nagpur.
HINDI	Dhyanadeep	Bombay City Social Education Committee, Adarsha Nagar, Worli, Bombay 400 025.
		Department of Continuing and Adult Education, Vikram University, --Ujjain (M.P.)
GUJARATI	Nava Jagraun Proudha Vachanmala	State Resource Centre Gujarat Vidhyapeeth, Ahmedabad-380 014
URDU	Gajara	Literacy House, P.O. Alanbagh, Lucknow-226 005

Suggested by Mrs. Motia Prakash,  
S.N.D.T. Women's University,  
Bombay.

**MODEL NO. 3****CURRICULUM LINKED MODEL**

Two models are recommended—one to be operated under the general programme of social sciences and humanities and the second under humanities.

The first model is presented by Dr. Y.N. Misra, Co-ordinator Centre for Adult & Continuing Education, Banaras Hindu University. This model is based on the concept of "service learning approach". In this model the eradication of illiteracy is envisaged to be done through the active involvement of college and university teachers and students by linking the Adult Education Programme with the curriculum. The universities and colleges have been given the freedom of finding their own ways and means to work out the linkages themselves with subjects like Economics, Sociology, Psychology, Political Science, Home Science, etc.

At the undergraduate level, the students may be involved in two phases. The first phase will last for 10 to 12 weeks in which students will touch the adult learners for two hours a day. In the second phase the students will meet the adult learners once a week for a period extended upto eight or ten months.

At the post graduate level, the students will take up research projects of extension work in Adult Education & submit dissertations of their research findings. In the given model both monetary as well as academic incentives have been proposed for students undertaking adult education programme.

The Second model is presented by Prof. Y.P. Aggarwal, Kumaun University, Almora.

This model envisages that colleges undertaking teacher training be entrusted the work of adult education. The teacher education curriculum has been conceived along three dimensions, pedagogical theory, working with community and content methodology, with weightages of 20% & 60% respectively. It is in the emergence of the new area of 'working with community' which may be utilised by education colleges to participate in the work of community development through adult & continuing education. The adult education work will be then a normal B.Ed. Pro-

gramme in which one paper of androgogy with practical adult education classes will take care of the entire adult education programme.

**MODEL NO. 4****CREDIT MODEL**

The model covers both instructors/supervisor and teachers. This model has been presented by Shri J.P. Tewari, Aligarh Muslim University, Aligarh.

This model envisages an alternate strategy for eradication of illiteracy with minimum of expenditure. No monetary incentives are proposed in the model for instructors & supervisors taking up adult education work. Instead their work is suggested to be credited equal to one optional subject at undergraduate level and one paper at the post graduate level, the instructor is free to enroll any number of adult learners in his own locality. A group of 5 supervisors be placed under the charge of one teacher. The Incentive proposed to a teacher in this model is that his five years continuous work for adult education be treated as equivalent to Ph.D. Degree or five years post graduate teaching experience for purposes of promotion to next higher cader.

**MODEL NO. 5****PARTNERSHIP ARRANGEMENT MODEL**

This model has been presented by Shri D.S. Vyas, former Coordinator, Adult Education, University of Udaipur. This model proposes a partnership arrangement between the university system and local level group of young people duly trained in social entrepreneurship. A paradigm based on this strategy of interaction between students and teachers on one hand and society on the other, consisting of social youth organisations, local institutions and local leadership has been proposed. This arrangement is considered to be very effective in eradication of adult illiteracy from the country.

The Preventive Treatment Model suggested by Shri Lampa programme coordinator, NSS, Kurukshetra

University for identifying school drop outs and enrolling them back in schools as part of universalisation of elementary education, can be considered under Partnership Model.

The student force as well as educated housewives and members of local community can be effectively involved in not only identifying dropouts and make them re-enter schools but also in helping them in procuring books, teaching-learning materials, assisting them in their studies and listening to the problems of parents and helping them overcome them.

It is important to tackle the problem of Universalisation of elementary education, as much as eradication of illiteracy.

#### **MODEL NO. 6**

##### **LITERACY THROUGH ARTS & CRAFTS**

This model has been presented by Dr. Lalita Vati, Project Officer N.S.S., Baikunthi Devi Kanya Mahavidyalaya, Agra. In this model eradication of illiteracy through teaching of arts & crafts is proposed to be done in two stages. In the first stage (which will last for three months), equal attention will be paid for acquiring basic Literacy (40% of the time) and another 40% for learning of arts and crafts, while the remaining 20% of the time will be utilised for broad based awareness programmes related to the economic needs and vocational interests of the adult learners.

In the second stage which will also be for three months, more time will be devoted to acquiring reading and writing, coupled with general awareness.

A continuous evaluation has been proposed to be the integral part of the adult education programme.

Assessment of the needs of the target community has been proposed to be the pre-requisites of the model.

#### **MODEL NO. 7**

##### **MORBAL MODEL OF BRAZIL TYPE**

This model has been proposed by Dr. T.R. Bhatia, Director of the Centre of Adult, continuing & Extension Work, University of Jammu. This is a community approach based model designed on the type of MORBAL model of Brazil for the total eradication of illiteracy from the Indian soil. In this model, the selection of a suitable community either in the form of one composite area or a particular community like slum dwellers, etc, having some common features is the pre-requisite of the model. Regarding the method of teaching, instead of focusing on the ABC, the adults memorize whole words linked to drawings in their primers which feature adult themes and child care and then later link the words into sentences. It is proposed to introduce recreative methods to sustain the interest of the adults. The use of mass media will be very helpful to achieve this end. Another feature of the model is that students may be allowed to take a unit of 50 adult learners. Each student is to be paid @ Rs. 20/- for a total period of four months. For 10 such units there should be one supervisor.

The total duration of the programme proposed is four months.

#### **MODEL NO. 8**

##### **MODEL FOR HILLY REGIONS**

The model is presented by Dr. Aroon K. Mishra of Garhwal University.

In view of sparse and scattered population it is difficult to collect 30 students for a centre in hilly regions. The proposal is to permit a centre for learners with a duration of 8 months. It is further suggested that a break in the middle of the programme, during peak working period be permitted, which can later be made up. During the break period instructor would maintain informal contacts.

## MODELS OF TEACHING FOR ADULT LEARNERS

These models are suggested by Dr. G.L. Kundu, Prof. in Education at the Kurukshetra University.

Models of teaching relate to the systematic exploration of interactions of adult educational processes, and relogical strategies, curricular designs and materials based on social and psychological theory. A few models of teaching seem to be rationally structured. logically consistent, cohesive and equally relevant for adult learners in India. Some models of teaching have been found useful in literacy centres. Based on experimental evidence, these methods have raised the level of social awareness among adult learners. A model of teaching on numeracy based on expository teaching and programmed instruction has been found useful in building up the concept of functional relationships among female adult learners. A brief description of the models is given below: —

### 1. *Jurisprudential Enquiry Model*

This method is based on the concept of society in which social norms legitimately conflict with one another and help in resolving complex and controversial issue and successfully negotiate their differences. This method has been found relevant for helping adults to think and take positions in current critical issues like population awareness, literacy, life long education, responsible parenthood, health and hygiene, dowry system, caste system etc.

### 2. *Social Inquiry Model*

The primary purpose of this model is to teach adults. how to reflect on important social problem. Through genuine enquiry, adults learn how to define these problems, how to work with others in exploring different ways of looking at them and how to conclude

on the basis of data as much as possible. The model is specifically designed to teach adults to explore social issues and to develop commitment to civic improvement. A respect for the dignity of all people and tolerance in dialogue with differing people are some of the distinguishing features of the model.

### 3. *Awareness Training Model*

This model is specifically designed to help people realize themselves more fully, open up their possibilities for development and develop interpersonal relations. This model is characterized by the norms of mutuality, trust and openness. It has helped adults to gain insight into their own behaviour and develop conceptual tools.

### 4. *The counselling Model*

This model assists adults in attaining greater personal integration, effectiveness and realistic self appraisal. The model creates a learning environment conducive to the process of stimulating, expanding and evaluating new perspectives. This model has little external structure. Instructor facilitates and learner initiates and discussion about as a person, worker and citizen is problem centered.

### 5. *A Model of Numeracy*

This is based on 14 models developed on the lines of programmed instruction and expository teaching. Numeracy objectives are made appropriate to the medium and clientele. There is sufficient flexibility for an adult audience. The numeracy model incorporates the principles of small steps, active responding, immediate confirmation self pacing and adult testing. Contiguity, practice and reinforcement form the basis of the model.

## STRATEGIES FOR MASS MOVEMENT: VIEW POINTS

From the experiences of the National Adult Education Programme launched in 1978 as a Minimum Needs Programme and the Adult Education Programme undertaken under Point No. 16 of the 20 Point Programme of the Government of India, it is observed that we are still far from the targets laid down. Only 23 million illiterates are covered in the age group 15–35. If the needs of the rest of the 87 million population in this age group according to world Bank is not met by 1990, the target year, or even by 2000, India will be entering the 21st century with the largest illiterate population in the world if the present situation continues. In the Sixth Plan, as will be observed, the quantitative coverage of adult illiterates was approximately 5 million per year.

Under these circumstances, it has become necessary to devise a delivery system by giving a new dimension to the ongoing programme. To our advantage we have a political will and there is broad agreement that the movement must be for poor and disadvantaged. To meet this challenge it is essential to develop operative management strategies.

The approach which has been identified as an appropriate one is that of area approach through mass campaign strategies. A single, structured policy will not be effective. It will be necessary to adopt a multi-pronged, multi-dimensional line of action to meet the challenge through co-ordination with different agen-

cies in the selected area.

Several people have expressed their views on the objectives, methodologies and other aspect of this approach to achieve the above goal. In the following pages views expressed by eminent persons in the field as well as experienced University and Government officials working in the area are given on different facets of mass movement, with a view to give a collective pool of thinking expressed on the subject. These are rounded off with the observations of the Directorate of Adult Education in the Ministry of Human Resource Development. Similar type of recommendations also emerged when dialogues were held by the Group appointed by the UGC with university functionaries.

This Appendix is followed by the one on Area Approach as the two are closely linked.

View Points-Contents: —

- I. Model of mass campaign for Adult literacy.
- II. Renewing the Adult Education movement: Operational Measures.
- III. Mass Movement for Functional Literacy.
- IV. Suggestion for the preparation of motivational message kit.
- V. Model for mass literacy campaign.
- VI. Mass Movement for Functional Literacy.

## MODEL OF MASS CAMPAIGN FOR ADULT LITERACY

As part of the New Education Policy, if we are to make a real dent into the problem of illiteracy by 1990, we should plan now for a mass literacy campaign. For this, we can build on the infrastructure that we have created in the National Adult Education Programme—the Literacy Centres, the State Resource Centres, the District Resource Centres, and the State Directorates of Adult Education Officers.

Following the example of other countries which have liquidated illiteracy, like USSR, China, Cuba, Nicaragua, Tanzania, this Mass Campaign to liquidate illiteracy in India can be undertaken if the teachers and students of all Arts and Science Colleges, Universities and Higher Secondary Schools are mobilised to undertake a teaching campaign for a 6 month period—from January to June 1987. This will involve postponing examinations to July-August for that year and giving up one term—January to March. The teaching and learning of students can continue in the villages where they will be living (and urban slums), because the literacy classes will be held in the evening for two hours—at any time from 6 to 10 p.m.—and the teachers and students must also work with the villagers and urban slum workers to gain an insight into their ways of learning.

This programme will require the agreement and cooperation of the colleges, universities and higher secondary schools as well as the State Governments. The Central Advisory Board, which covers all these agencies, might be called to discuss and approve a precise plan that the Ministry should formulate. It could be followed by meetings of Vice-Chancellors,

and at the State level meetings of college Principals and Higher Secondary Heads.

A massive programme of training teachers and students for acting as campaign instructors, can be undertaken by the State Resource Centres and other bodies which are running training programmes with immediate effect.

The approximately 18 months available before January 1987 should also be used to turn out on a massive scale the necessary quantities of simple reading materials for the literacy classes in various languages. This can be undertaken by the State Resource Centres and the State Text Book Bureaus.

The money allocated for the Seventh Plan for Adult Literacy should be spent on the six months campaign and on the 18 months preparation. In addition, as is done in other countries and as also is the practice of our political parties (like for the Congress Youth Cadres) uniforms may be made available to all students and teachers participating in the campaigns, with medals, flags and other insignia for outstanding performers.

As soon as the campaign starts, we should begin planning for the follow-up of the campaign, which would be massive production of reading materials for the new literates and the intensive and effective use of Radio and Television on a mass scale.

Views of Malcolm S. Adiseshiah  
expressed in IJAE



## II RENEWING THE ADULT EDUCATION MOVEMENT: OPERATIONAL MEASURES

The Government of India have renewed the efforts to combat illiteracy under the new 20 point programme. At this juncture the following operational measures need to be considered seriously and urgently to ensure the credibility and stability of this vital programme of national development: —

- Consequent to the life-long character of education and crucial role that adult education has to play in sustaining a life-long learning process, it is time to consider setting up of a National Autonomous Board on Adult Education to secure an enduring place for adult education programme in national affairs.
- The instructors of adult literacy classes should be appointed for at least three to five years. Instead of part-time instructors, appointment of whole-time, instructors should be made. They should run, as community educators, at least three classes a day and to keep in close touch with the community assigned to them, on a whole-time basis.
- Supervisors should be designated as organisers or promoters to avoid the traditional inspectorial approach. Supervisors' main job should not only be to oversee the work of the instructors but also to promote learning process outside the literacy class, thus creating an environmental support for the programme, as well as to motivate those members of the community who have not joined literacy classes.
- At least one out of every 10 literacy centres should be converted into ongoing community education centres with a provision of annual grant-in-aid so that non-literates have permanent access to the learning centre. Grant-in-aid pattern similar to grant-in-aid to schools may be evolved, with maximum in-built flexibility. This should ultimately develop like a folk school type 'Lokshikshan Kendra'.
- Post literacy and literacy centres should be started simultaneously and not consecutively.
- Every effort should be made to increase the role of voluntary agencies in this programme and except where voluntary agencies are not available, priority should be given to voluntary agencies for running this programme with specific community area assigned to each agency in such a way that effective co-ordination at the grass-roots level is secured. To this end, voluntary agencies should: —
  - (a) take greater initiative in fostering programme on a long-term basis, with considerable local support;
  - (b) adopt specific, compact and contiguous territorial areas to ensure that every single adult illiterate of non-literate is covered through the adult literacy centres in the area. A comprehensive perspective plan for five years should be drawn for the compact territory adopted by them.
  - (c) make special efforts to raise the quality of instruction so that the learners acquire the latest knowledge in the most simplified manner;
  - (d) adopt unsophisticated, simple and verbal methods of communication and instruction in the learning process;
  - (e) establish exacting and high moral standards of spending public funds;
  - (f) give highest priority to the weaker sections and women in the appointment of instructors and supervisors;
  - (g) establish a local consortium of voluntary agencies in the adopted area in order to ensure greater co-ordination at the operational level;
  - (h) contribute at least five per cent of the programme cost as a proof of people's participation; and
  - (i) prepare and publish studies of successful cases as also of lessons drawn from the drawbacks of literacy programmes at the grass-root level and disseminate this information extensively.

The Planning Commission should hold business like consultations on the role of voluntary agencies in all walks of life which are interested and involved in this work, to create better mutual understanding between planners. Government authorities and voluntary agencies in the context of preparation of the Seventh Plan, as well as long term plan upto 2000 A.D.

If past experience is any guide, it should be clear to

everyone that this programme and movement can succeed only through an all pervading spirit of equal partnership and mutual co-operation between Government and voluntary agencies without any tendency of patronization on either side. This implies an atmosphere of mutual trust between the Govern-

ment administration and voluntary agencies, both acting on behalf of the people.

Views of Prof. Ramlal Parikh.  
IJAE.

### III

## MASS MOVEMENT FOR FUNCTIONAL LITERACY

#### *Seventh Plan Strategies*

Out of 110 million adult illiterates in the age group 15–35 nearly 23 million have been covered under the adult education programme during the Sixth Plan. In order to achieve the national objective of covering 87 million adult illiterates in a period of five year by 1990, the Seventh five Plan has recommended that the present adult education programme may be converted into a Mass Movement for Functional Literacy.

The Ministry of Human Resource Development, Directorate of Adult Education identified the following strategies after deliberating the issue at several meetings:—

- Generation of strong demand for literacy;
- Extensive use of Mass Media and new information technologies;
- Literacy as an obligation of every employer, if necessary, by legislation;
- Literacy as activity to be promoted through development, departments linking Adult Education Programme with their development programmes especially in the social services sector.
- Expansion of Shramik Vidyapeeths and linkages of their activities with community polytechnics, Industry Training Institutes and TRYSEM.
- Involvement of students and teachers in universities and colleges through the following:—
  - (i) Adoption of demarcated areas.
  - (ii) Re-structuring of courses.
  - (iii) Each One Teach One method.
- Development of Management information System for Monitoring of the Programme.
- Youth involvement under the National Youth Service.
- Increasing the element of functionality and skill development in literacy programme.

In addition to above, the programmes will continue to be guided by the following parameters:—

- (i) Coverage of the districts having literacy rate below the national average. There are 243 districts in the country having literacy rates below the national level and 193 districts which have female literacy rates below 20%.
- (ii) Accord priority to women, scheduled castes,

scheduled tribes, migrant labourers, and other weaker sections of the society to improve their literacy position.

- (iii) Provide grant-in-aid to voluntary organisations working in the field of adult education and which have no communal learnings.
- (iv) Strengthening the post-literacy programme to avoid relapse into illiteracy of the neo-literates.

#### *Strategy for a Mass Movement*

In any mass literacy programme services of various sections of the community and their talent should be utilised. Adult Education Programmes so far devised have really not succeeded in attracting the serious attention of educated sections of the community including students, teachers, retired personnel, housewives and voluntary organisations who can make significant contributions to the literacy campaign. The educated sections of the country should be considered as an important community resource and mobilised for eradication of illiteracy. Full mobilisation of and reliance on the masses is one of the guiding principles of the campaign in China against illiteracy, where all literates are mobilised to teach illiterates. The principle of “letting the masses teach the masses and letting those who know, teach” is one of the important factors which has contributed to the success of the Chinese and the Cuban literacy campaigns.

Sustained efforts for a mass literacy campaign would call for nation-wide mobilisation to involve all sectors of development and all agencies in the literacy efforts. A mass campaign for removal of illiteracy should involve all employers in the organised and semi-organised sectors. The Education Commission had, in fact, recommended that all employers and large firms and commercial, industrial, contracting and other concerns, should be made responsible, if necessary by law, for making their employees functionally literate within a period of 3 years of their employment. A policy decision on this matter making provision of facilities for literacy at every work-site, establishment or factory, as an obligation of every employer, if necessary by appropriate legislation and enforcing the same like other similar legislations like the Minimum Wages Act and Factories Act would make a significant

difference to the implementation of literacy programmes on a mass scale.

The potential of youth in the higher education stream numbering more than 3 million has not been utilised adequately. Considering that there are nearly 5000 colleges in the country and approximately the same number of development blocks, each college may be required to adopt one block in respect of which the responsibility for eradicating illiteracy should be undertaken as a priority task to be achieved within 10 years. The initiative taken by Gandhigram Rural University points towards successful involvement of students in over 200 villages in literacy and other rural development programmes as a result of which the literacy rate in these villages has increased to 70 per cent. The role of the Gujarat Vidyapeeth in involvement of students in adult education programmes, in the adopted villages, training of adult education functionaries, production of books and primers for neoliterates, teachers handbooks also deserve mention.

It has been argued that universities/colleges should suspend their classes for a period of one year to enable all the students to participate in a mass literacy programme. A more practical proposition would be to provide opportunities to students pursuing higher education to participate in an integrated programme of imparting functional literacy for a prescribed period as part of the curriculum, covering activities of literacy programme in the long vacation. Unlike the National Service Scheme which has remained confined to nearly six lakh students (out of more than 30 lakh in the higher education stream) as an extra-curricular optional activity, participation in programmes of functional literacy, should become an obligatory community service for all students studying for their first degree. For involving students in programmes for removal of illiteracy, participation in adult education programmes should be part of the curricula. Students who participate should be given academic credit. It may also be considered if participation in adult education programme as part of the curricular activity should be made a pre-condition for award of the first

university degree.

Participation in functional literacy programmes should be made a compulsory activity under the National Service scheme. In addition to ensuring greater involvement of non-student youth through Nehru Yuvak Kendras and National Service Volunteer Scheme under programmes like "each one teach one", opportunities should be made available to any educated person, who may volunteer to participate under this programme and Literacy Kits may be supplied to all volunteers participating under "each one teach one" programme free of cost.

The role of the university as a catalyst in the national programme for removal of illiteracy should deserve special recognition. As an institution of higher learning, the University should be considered a resource centre, and should assume responsibility for adult and continuing education as part of its social outreach programme. Programmes being implemented in the universities for removal of illiteracy should be so structured as to bring teaching, research and extension under one umbrella. It is important to establish an organic link between adult education, extension services and the university curricula. Adult education should not be considered merely as a welfare-oriented activity for the benefit of deprived social groups but should be a part of process of inter-action with society leading to acquisition of valuable learning experiences by students and as a means for making higher education relevant to the needs of society. This should call for each university to evolve a suitable time-frame for eradication of illiteracy. The university should simultaneously provide leadership to its constituent colleges in order to enable them to eradicate illiteracy in the adopted Blocks with a similar time-frame.

Mr. P.K. Patnaik,  
Joint Secretary  
Ministry of Human Resource  
Development  
ZAKIR HUSAIN MEMORIAL LECTURE  
IAEU

## MASS MOVEMENT FOR FUNCTIONAL LITERACY

### *Suggestions for the preparation of motivational message kit*

To launch successfully mass literacy campaign in a non-revolutionary society is a difficult task though not an impossible task. In our society where both elite and masses are non-responsive and sceptical about adult literacy programmes, the campaign approach is a necessary task to motivate and mobilize the people, the agencies and the institutions to recognize the problem of illiteracy and to participate in the activity of eradicating illiteracy.

Campaign is essentially a strategy to persuade and mobilize people. The theories, methods and techniques of *propoganda* and *rehetories* will help in organising the campaigns effectively.

Signs, symbols and media are to be carefully chosen and used in propoganda campaigns. *Sign* are stimuli—i.e. information bits capable of stimulating the human organism. They include sounds such as words, music, posters, and visual signs as posters, flag, a badge, a printed page and so on.

*Symbol* is a sign having a particular meaning for the given target group.

*Media* are the means used to communicate with signs and symbols to the target group.

*Written media* include letters, hand bills, posters, bill boards, news papers, magazines, books, and handwriting on walls.

*Audio-visual media* include radio, T.V., public speakers, theaters, marching bands, mass demonstrations, face-to-face conversation and talking exhibits at fairs, expositions and art shows.

*The communication message have to be natural, human and simple.* Instructive legends, parables, proverbs and lists of commandments like the Judaic ten commandments, the Budhist eight fold noble path are examples.

### *Kit for Literacy campaign*

The kit for literacy campaign should consist of not

only the primer which can be used in all situations, namely, each one teach one, teach family, teach in a centre etc. (Like “Akshara Patra” developed by State Resource Centre, Hyderabad) but also the motivational materials containing the messages relevant for general public, woman, voluntary organisations, students, people of different professions etc. Further these messages can be put across through multi-media. The following are some of the examples of the messages: —

### *General*

1. To live with dignity and equality you have to belong to the class of educated—it is today's reality.
2. Age is no obstacle to learn literacy. It only requires the will to learn.
3. The future well-being of your children and grand children lies in your acquisition of literacy skills. If you are literate your children become literate. It is literacy that brings them the opportunities in life which you cannot provide otherwise.
4. If your child is sick don't blame your child, if your land is poor don't blame your land. The remedy is not in them but in you. If you are literate you can find better ways to bring health to your child & fertility to your land.

### *Oriented to female literacy*

5. Educating a woman is educating the entire family.
6. It is the woman who bears all the drudgery of the family chores with patience and provides facilities to the others in the family. Is it not our obligation to help women by reducing the drudgery? It is only literacy that can help her to find the way of reducing drudgery and improve the quality of life.
7. An educated mother is an informed mother. An informed mother can be the best extension agency in the family who can prevent the physical and mental disease and promote health and education of the children, prevent wastages of material resources through prudent use which can save tremendous expenditure on health, education and welfare which otherwise can be utilised for the progress of the nation. Is it not a wisdom on the part of us to educate women?

8. Women's education is the real foundation of nation's prosperity and welfare.
9. Are you a service organisation? There can be no better service than helping the illiterate to become literate.
10. Are you an organisation interested in slum development? Literacy programme can be your best aid.
11. Are you an organisation looking for the best service programme to take up? Literacy programme is the best you can take up.
12. You may be a teacher, a lawyer, a doctor, an engineer, a social worker, an official in an office or bank, a businessman or industrialist or just an unemployed educated. Your help to the literacy programme is going to be an invaluable contribution to the progress of the nation.
14. Are you a college student? Remember to sustain you in the college many people deprived of even literacy are working in the fields and factories. Are you not obliged to help them to become literates atleast? Join literacy movement.
15. Student youth are the biggest and most valuable national manpower resource to contribute for the progress of the nation. The best way the student youth can contribute is through participating in the literacy programme. If each student can make one illiterate a literate we can make tremendous contribution to the development of the nation.

*Oriented to college youth*

13. Are you a college student? Remember you are the most fortunate to get such an opportunity when the large majority are not even literates in this country. For the opportunity you are given you

have a moral obligation to serve your people. The best way to serve your people is to join literacy programme to help make the people literate.

To launch and sustain the campaign it is not only enough to prepare the kite. It is essential to work out a strategy to indentify the campaign leaders/co-ordinators at all levels, namely, state, district and block and to give them through orientation about the materials, methods and techniques of campaign.

**Views of Prof. Ishwarra Reddy.**

## MODEL FOR MASS LITERACY CAMPAIGN

### *Introduction*

Literacy is not an end in itself, it is a fundamental human right, and a means to development literacy is an essential instrument for social changes.

Point No. 16 of the New 20 Point Programme relates to the spread of universal elementary education for the age group 6 to 14 with special emphasis on girls and simultaneously involves students, teachers, social workers, voluntary agencies in programme for eradication of illiteracy for the age group 15–35.

The charter of human rights proclaimed that the right of all to education is a fundamental right. Success for mass Literacy Campaign can only come from the strong and firm political will of the Government at the Centre and at the State and social commitment and devoted work of the educated groups.

Poona University decided to launch mass Literacy Campaign during the year 85–86 by first implementing a Pilot Project in addition to the centre-based programme of adult education.

The stupendous task of eradication of illiteracy requires innovative and multisided approach. The University proposes to include the following in the mass campaign strategy: —

- (1) ensure participation of students, teachers from colleges and university departments, social workers, primary and secondary teachers, women workers and other educated persons.
- (2) employ modern audio-visual media (radio, T.V. and Film) through Govt. broadcast channel and mainly through non-broadcast channel.
- (3) link adult education programmes with the needs and requirements of development of the various adult groups in the community.
- (4) ensure participation of governmental and non-governmental agencies, industries and cultural institutions.
- (5) create right kind of atmosphere and enthusiasm among all concerned to participate in the mass movement for literacy.

For the pilot the following strategies will be adopted: —

### **Motivational strategies**

- \* One day Seminar
- \* Meetings
- \* Discussions
- \* Lectures
- \* Audio-visual programmes
- \* Folk theatre
- \* Puppet shows
- \* Street Plays
- \* Articles in the regional and district press
- \* Exhibitions
- \* Mass rallies
- \* Long march (dindi, processions, pad-yatras etc.
- \* Radio programmes
- \* Pre-recorded cassetts
- \* Cut-outs, banners, posters etc.
- \* TV programmes/advertisements/slogans
- \* Kirtans, Bhajans

### *Whom to contact*

- \* Students from High School/College/University
- \* Teachers from Schools/Colleges/Universities
- \* Legislators
- \* Political leaders
- \* Trade union leaders
- \* Corporators/Sarpanchs/ZP members
- \* Women workers
- \* Editors, correspondents
- \* Workers in organised sector and unorganised sector
- \* Social Workers
- \* Youth leaders
- \* Illiterate groups of men and women
- \* Govt. and non-Govt. Officials
- \* Voluntary agencies
- \* Cultural organisations

### *Preparations Stage*

### *Coverage*

The University will cover 5 districts, Poona, Ahmed-

nagar, Nasik Dhule, Jalgaon and will launch a campaign to create awareness among the masses and motivate the students. For operational strategy, 5 colleges having different background are being selected in the Pilot Project, namely, a semi-urban Arts—Commerce College, a rural Arts—Commerce College in a drought area an Arts—Science—Commerce College in a rural setting under restructured programme, an Arts—Science—Commerce College under regular restructured programme and a Arts—Science—Commerce College close to a sugar co-operative.

All these colleges are involved in adult education work.

It was decided to involve First Year students from all streams and also suggested that teachers be involved in various operations needed for the campaign. The total enrolment of students in the F.Y. class of the five colleges is 1650.

Out of the enrolment for the F.Y. at least 1/3 have assured to participate in the campaign and as the campaign takes a start and gains the movement it is hoped that participation from students will go to 50%. Since the Science students get very little time, it was suggested to involve them in some other operations of the campaign.

The campaign envisages three models:—

- Model-A** —Centre based programme ongoing 1,000 centres  
**Model-B** —involving NSS students from all colleges under each one teach one programme.  
**Model-C** —students/non-students under the intensive literacy programme.

The following time table is suggested:—

1st Semester	14 weeks	50 days : 1hr.
Diwali vacation	30 weeks	15 days : 2 hrs per day
2nd Semester	14 weeks	50 days : 2 hrs per day
Summer vacation	60 days	50 days : 2 hrs per day
		-----
		230 hours
		-----
Evaluation of lectures		20 hours
		-----

250

### Operational stage

- (a) Campaign for motivation of adult illiterates and various groups of participants at different levels of the campaign will go on the simultaneously training for trainers and other functionaries will be organised at two levels.
- |   |                               |
|---|-------------------------------|
| 1. Principals/Prof.-in-charge/Supervisors | at University level           |
| 2. Animators                              | at college level 50 per group |
- (b) Training-team will be headed by the Director and assisted by Asstt. Directors, Project Officers, experts in the field and other resource persons.
- (c) Syllabus as per UGC guide-lines in a condensed form will be offered.  
 More emphasis will be on teaching technique, strategies to create awareness and impart functional literacy.
- (d) Mass media will be utilised for a larger outreach and generating an environment.

### Some Suggestions

- \* The Colleges which have undertaken eradication of illiteracy should be given a status as community college and special assistance may be given to them by UGC and Govt.
- \* Students who work only in Literacy work in an institutional neighbourhood or adopted areas through programme of 250 hours in this special condensed programme should get academic credit in lieu of monetary credit. The academic credit of 3% of marks may be given to the student at his annual Degree Examination after a certificate from the prof. in-charge that the learner/learners entrusted to him is/are literate.
- \* Creating of an environment favourable to launch the campaign.
- \* Preparation of case-studies (failure as well as success) of past experiences and critically examining them.
- \* Detailed planning by expert group to provide strong foundations to the movement.
- \* Establishing of necessary structures.
- \* Identification of personnel at different levels.
- \* Nature of literacy level and clarification of other competency required of a learner.



## VI

## MASS MOVEMENT FOR FUNCTIONAL LITERACY: SEVENTH PLAN STRATEGIES

Out of 110 million adult illiterates in the age group 15-35 nearly 23 million have been covered under the adult education programme during the Sixth Plan. In order to achieve the national objective of covering 87 million adult illiterates in a period of five years by 1990, the Seventh Five Year Plan has recommended that the present adult education programme may be converted into a Mass Movement for Functional Literacy.

The following strategies have been identified to launch the Mass Movement for Functional Literacy:—

- Generation of strong demand for literacy;
- Extensive use of Mass media and new information technologies;
- Literacy as an obligation of every employer, if necessary, by legislation;
- Literacy as activity to be promoted through development, departments linking Adult Education Programme with their development programmes especially in the social services sector.
- Expansion of Shramik Vidyapeeths and linkages of their activities with community polytechnics, Industry Training Institutes and TRYSEM.
- Involvement of students and teachers in universities and colleges through the following:—
  - (i) Adoption of demarcated areas.
  - (ii) Re-structuring courses.
  - (iii) Each One Teach One method.

- Development of Management information System for Monitoring of the Programme.
- Youth involvement under the National Youth Service.
- Increasing the element of functionality and skill development in literacy programme.

In addition to above, the programmes will continue to be guided by the following parameters:—

- (i) Coverage of the districts having literacy rate below the national average. There are 243 districts in the country having literacy rates below the national level and 193 districts which have female literacy rates below 20%.
- (ii) Accord priority to women, scheduled castes, scheduled tribes migrant labourers, and other weaker sections of the society to improve their literacy position.
- (iii) Provide grant-in-aid to voluntary organisations working in the field of adult education and which have no communal learnings.
- (iv) Strengthening the post-literacy programme to avoid relapse into illiteracy of the neo-literates.

## AREA APPROACH TO SOCIAL DEVELOPMENT: A NOTE ON INVOLVEMENT OF UNIVERSITY COMMUNITY

*I. Introduction:* With the progressive involvement of the University community in the programme of social development since the seventies, the need to adopt a village or city-ward has been increasingly felt by the programme personnel. Since the term adoption has a connotation of dependency as if the people adopted were 'orphans', and also the leadership in the community in certain cases has either not liked the term or this attitude of agents, the term area approach has been preferred to that of adoption in this note. An attempt has been made here to spell out such interconnected and (even overlapping) aspects of the approach as rationale, criteria, process, perspective, and methods which may be considered by the workers at the organisational and field levels. These are generic processes applicable to any situation or social field and are amendable to differential applications.

*II. The Rationale:* The need to adopt area approach may arise out of the following considerations: —

1. Selective intervention before enlarging the scope of a programme.
2. Intensive work or provision of service.
3. Preparation of bench-mark for action.
4. Possibility of innovation, experimentation and demonstration.
5. Continuing evaluation of social input, through input and output; and
6. Research, or action — research.

*III. Criteria:* The following criteris may be borne in mind in selecting a project or action-field: —

1. Accessibility of the area.
2. Perceived or felt need/problem of the people.
3. Coverage of the target group.
4. Potential of people's involvement.
5. Prospect of work or its enlargement.
6. Existing infrastructure and resources (resource potential).
7. Emerging organisations/groups and infrastructure.
8. Continuity of work over time.

9. Availability of programme personnel and their deployment or otherwise.
10. Availability or otherwise of census, plan and other secondary data and their use in programme (social development indicators).
11. Workers' interest in the programme/area.
12. Nucleus or otherwise of local leadership and its emergence.
13. Existence of socially deprived or disadvantaged groups or the powerless.

### *IV. Process — Action Phases*

1. Evolution of an idea and its rooting.
2. Mental and actual selection of the field.
3. Sharing of the idea and involving significant individuals/groups/leaders in the very process of selection.
4. Preparation of initial need and goal profile through collective efforts.
5. Initiation of indigenously evolved or sponsored programmes.
6. Preparation of inventory of needs and resources collectively.
7. Collective delimitation of action field/phases.
8. Determination of action strategies.
9. Management of conflicts and harnessing of cooperation.
10. Choice of alternative strategies.
11. Collective action and reflection.
12. Review of the need situation and its redefinition.
13. Resetting of action goals/strategies.
14. Review of perceptual change and learning experiences by the participants.

The process should aim at *collective organising* rather than *organisation learning* rather than *education* (imparting knowledge only) and *action rather than direction*. It is always evolving, and participants experience it as their own.

*V. Perspectives:* The objective in adopting an area may be to associate with an existing programmes; to co-ordinate interrelated programmes, to create a better organisation or service; and to strengthen or

counter the existing service or structure. In any of these perspectives any range from welfare, social development to that of holistic or dialectical. Welfare perspective focusses on services, programmes, (or cluster of programmes) target groups, and the agent's role is active there. Social development perspective however stresses upon the needs of the underprivileged and combined the delivery of a service or input with reflection and participation of beneficiaries. The holistic-dialectical gives priority to *organising* and *reflective* processes with service as a means to an end—understanding of the problem and its relationship with other problems in a group's surrounding and action thereon. One perspective may progress or regress into the other or be overtaken by the dialectical—thus making a wider concern dominant over the narrower

ones.

*VI. Methods:* Several methods may be tried as part of the area approach. These are visits, week-end stays, camps and day camps, occasional or regular work or assistance; audio-visual aid and exhibitions, demonstrations, formation of functional committees, periodic reviews, surveys, action-research, public meetings, awareness—building, example-setting, and the assumption of the role of a learner. These may be tried severally or in combination, & innovations/improvements may be evolved through collective action—reflection experience.

Model suggested by Dr. R.R. Singh,  
Delhi University.

## VILLAGE SURVEY SCHEME

- I: 1. Name of the village: \_\_\_\_\_  
 2. Number of Households: \_\_\_\_\_  
 3. Number of Households and Population in the Village: (According to 1981 census).

	S.C.	S.T.	B.C.	Others	Total
i) Total number of Households:					
ii) Total Population:					
Male					
Female					
Total					

**II: Infrastructure Facility: (Source: Talati, Sarpanch, Gram-Sevak & Village People)**

Particulars	At Present			
	Place	Distance from the Village	Mode of Transport	Type of Road
1	2	3	4	5
1. Taluka H.Q.				
2. District H.Q.				
3. Nearest Post Office				
4. Nearest Telegraph Office:				
5. Nearest Bus-station or (Stoppage)				
6. Nearest Railway station				
7. Nearest Marketing Centre				
8. Nearest Multipurpose Society or Credit Co-op. Society				
9. Nearest Marketing Agency				
10. Panchayat Head Quarter				
11. Primary School				
12. Middle or Secondary School				
13. High School				
14. College:				

	1	2	3	4	5
15. Dispensary or Health Centre					
16. Hospital					
17. Maternity Centre					
18. Venterinary Hospital					
19. Milk Marketing Centre					
20. Purchasing & Repairing of Agricultural implements					
21. Drinking Water Facility					
22. Approach Road to the Nearest town					
23. Bank (Specify Name)					

### III. Shopping Facilities: (for village people)

Nature of shop	Within Village	Outside Place	Village Distance
1	2	3	4
1. Clothing Shops			
2. Books & Stationary shop			
3. Food grain shop			
4. Pan bidi and Tea Stalls			
5. Cycle, Tractor, Autorepair Centre			
6. Retail grocery shop, Cloths shop			
7. Private grocery shop			
8. Tailor			
9. Barber			
10. Repairing Centres for agricultural implements:			
a) Carpenter			
b) Black smith			
11. Mixed selling shop (indicate the goods dealt in)			
12. Others			
Total number of shops within Village			

**IV: Transport Facility:**

1. No. of Bullock Carts: \_\_\_\_\_
2. No. of Tractors trolleys: \_\_\_\_\_
3. No. of Cycles: \_\_\_\_\_
4. No. of Scooters and Motor Cycles: \_\_\_\_\_
5. Others: \_\_\_\_\_

**V: Whether village is electrified or not:**

If yes, since when? \_\_\_\_\_ Year.

- (1) No. of Wells with electric motors: \_\_\_\_\_
- (2) No. of households having water connection: \_\_\_\_\_

**VI: Credit and cooperation:**

- (i) Which is the principal source of credit in the Village? \_\_\_\_\_
- (ii) Number of moneylenders in the village: \_\_\_\_\_
- (iii) Rate of interest usually charged by:
  - (a) Moneylenders: \_\_\_\_\_
  - (b) Co-operative Society: \_\_\_\_\_
  - (c) Others (Specify e.g Bank): \_\_\_\_\_

**VII: 1. School in the Village:**

Name of School	Type of School	Year of Establish-ment	Nature of School Build- ing	
			Struc- ture	Owne s or rented
1.				
2.				
3.				
4.				

**VII: 2. No. of students & Teachers:**

Particulars			In the begining	At present
Kinder garten	Students	M		
		F		
		T		
Primary School	Students	M		
		F		
		T		
	Teachers	M		
		F		
		T		
Secondary School	Students	M		
		F		
		T		
Technical school	Teachers	M		
		F		
		T		

Vii. 3. Is there an adult education centre? Yes/No

If yes, when started? \_\_\_\_\_

Average attendance at the Centre \_\_\_\_\_

No. of teachers at the centre \_\_\_\_\_

**VIII: 1. Is there a village Library? Yes/No**

If yes, since when? \_\_\_\_\_

Who runs it? \_\_\_\_\_

Total membership \_\_\_\_\_

Annual Expenditure (Rs.) \_\_\_\_\_

Numbers of Books \_\_\_\_\_ Journals \_\_\_\_\_

VIII 2. What type of news papers distributed in the village?

VIII 3. Total number of Radios in the Village \_\_\_\_\_

Total number of T.VS. \_\_\_\_\_

**IX: 1. Public Health and Medical facilities:—**

1. Number of doctors within village: \_\_\_\_\_

2. Coming from outside village: \_\_\_\_\_

3. Medical charges:

(a) Daily Fees: \_\_\_\_\_

(b) Visit Fees: \_\_\_\_\_

4. Health Centres/Veterenary doctors facility:

IX 2. What are the most common diseases in the village?

*Name of the disease*

*No. of people affected*

1. \_\_\_\_\_

2. \_\_\_\_\_

IX 3. Are you feeling that new diseases appear due to canal irrigation?

Yes/No

If yes which are they? (i) \_\_\_\_\_ (ii) \_\_\_\_\_ (iii) \_\_\_\_\_

What steps taken by village for preventing the same?

IX 4. How often D.D.T. was sprayed in reference year?

**X: Number of Latrines & Bathrooms in the village: \_\_\_\_\_**

Public \_\_\_\_\_ Private \_\_\_\_\_ Total \_\_\_\_\_

**XI: Sources of Drinking water facilities:—**

No. of Wells: \_\_\_\_\_

No. of water works: \_\_\_\_\_

Others: \_\_\_\_\_

**XII: Social Leadership in the Village:—**

Name of the leader	Caste	Principal Occupation	Subsidiary Occupation	Education
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

**XIII: Land Development in the Village:**

Type of land Development	Under-taken or not	Year	Agency	Area benefited	Total cost	Cost by Village
1) Drainage						
2) Irrigation						
3) Reclamation						
4) Social Conservation						
5) Land Consolidation						
6) Land Levelling						
7) Field Channals						
8) Others (specify)						

**XIV: Source of Irrigation:**

Source	Area irrigated	Water rates per unit
1. Well		
2. Tubewell		
3. Canal		
4. Tank		
5. Others		



**XV: Average field rate of principal crops:**

Name of crops	Variety of crops	Average yield per hectare	
		Irrigated	Unirrigated
1.			
2.			
3.			
4.			
5.			
6.			
7.			

**XVI: Village Industries:**

Name of Industry	No	Year of establishment	Seasonal or perennial	Work fulltime or part-time	Approximate No. of workers employed Fulltime Parttime
Cotton					
Groundnut					
Other agricultural products					
Processing					
Flour Mill					
Others					
1.					
2.					
3.					

**XVII: Sources of energy for consumption:**

1. Fuel for cooking/Wood or Coal
2. Kerosene
3. Electricity
4. Gobar Gas/Bio-Gas
5. Windmill
6. Solar
7. Any other.

## BLUE PRINT FOR A SCHEME FOR LEGAL LITERACY AS PART OF EXTENSION PROGRAMMES

### Why?

Every single instance of illiteracy is a human tragedy. This was said by Dr. Zakir Hussain in 1967 on international Literacy Day. In this country where 440 million people are illiterate, the tragedy is catastrophic.

An illiterate person is entombed in the darkness of ignorance and only such information as others choose to communicate, may penetrate to him. He has no direct access to knowledge. It hinders his intellectual growth and makes him dependent on others. The quality of his life is adversely effected. An illiterate person is unable to take advantage of past experience and contemporary development to improve his economic activity even in traditional occupation. He is a lone uninformed heed. He lacks awareness. He is an easy prey to superstition and willingly accepts deliberate misinformations. Oblivious of his rights he is easily exploited. He is defenceless. Illiteracy retards development and promotes exploitation.

An illiterate can not help in the development of his country nor can he effectively participate in social or political processes. A nation with 63.7% of its population unlettered is poorer to that extent in effective human resources. Illiteracy is a national tragedy. Legal Literacy is much more scarce. The system of education has totally ignored information about basic laws. One can learn about laws only in professional law classes though basic knowledge of law is essential for every good citizen.

Laws are the rules of expected behaviour. To maintain harmony and order in a society it is necessary to have rules. But it is equally essential that the people whose conduct those rules seek to regulate, know about the rules so that they conduct themselves accordingly. In absence of such knowledge the laws act as more traps even for a well meaning citizen.

Not knowing laws work hardship in many ways, if one is unaware of his rights he will not realise that the infringements of his rights are redressable wrongs. He, unaware of his rights and tresspassers duties takes such deprivation as inevitable in the system. Even if he realises the infringement, he may not be aware of the

redressal mechanism. The technicalities of the procedure may make it almost not available to him if he is unaware of them. His ignorance of legal rights and procedure may also leave him defenceless whenever the legal system is worked against him. He may be prosecuted by authorities or by exploiters, and unaware of the laws, may remain a prisoner even if he is innocent, or suffer some other deprivation.

A number of laws have been made to protect the interest of weaker sections. The intended beneficiaries usually do not know about these laws. They are innocent of their right so created and therefore, do not react against the infringements. The laws remain sheer legislative exercises in futility. The laws cannot be successfully implemented unless people know about them and can use the legal mechanism to enforce them. Even if legal aid and advice is made available to the poor, it may overcome only some handicaps. A person will approach legal aiders and seek their help only if he is conscious of the infringement of his legal rights and wants so assert it. Such awareness and assertiveness is a precondition to any legal aid programme being even a felt need.

Rule of law practically becomes rule of the persons who can operate the legal mechanism when a majority of people are sans any information regarding the operation of the Justice system. Rule and law has become only an academic cliché to be repeated in learned discourses and seminars. Law can rule the people only when they are concientised to the legal rights and obligation and have where with all moral, informational and material, to use the redressal mechanism.

No amount of legislation alone can bring out social change in a people. Fifty years of enforcement of Child Marriage Restraint Act has brought about little change in the incidence of Child Marriage. It is education and consequent awareness which can induce social change. These and many more reasons would show that legal literacy is a must to bring about socio-legal awareness. It is essential to bring to life the dormant social laws. Economic laws can yield results only when beneficiaries know about them. To bridge the

gap between legislative intent and the actual practice, it is essential to impart legal knowledge. Legal Literacy is the first necessary step to achieve socio-economic and political justice promised by the Constitution.

### Strategy

If any legal system is to work evenly, every citizen should be aware of his rights, entitlements and obligations and be in a position to assert his right. Every functionary of the system should also be aware of the rights and entitlements of the people and should be responsive to their problems. Developing this awareness, assertiveness, and responsiveness would be the object of the legal literacy programme.

Of six hundred and eighty four million men and women in this country only a very small number of persons are already aware of the laws. Even if the persons who can easily afford to purchase legal know-how, are also discounted, it will still mean conscientization of about five hundred million persons. This by any measure, is a colossal task.

Any programme to communicate directly to these numbers within a reasonable time will not be possible. The only viable alternative is to train a cadre of legal educators by the agencies at the state/district level with an active collaboration between Departments of Adult, Continuing Education and Extension and Faculties/Colleges of Law with the help of local resource personnel, if available. These legal educators can then spread legal literacy amongst the people. This is the only way to reach out to the people and conscientize them within a reasonable period of time.

This two-stage strategy will have many other advantages also.

The legal educators, being educated persons, it will be easier for the State/District Training teams to transfer legal and entitlements information to them and raise them to a level requisite to equip them to disseminate information effectively. The legal educator coming from the same milieu will easily understand the problems of the people of that area and will be able to communicate smoother. They are likely to be more effective than the trainers from outside, coming for a short programme. The trainees will be more inhibited with them. Majority of the trainee consumers will be illiterate or semi-literate. It may not be possible for any one of them to retain the information till such time as

he needs it. A local legal educator will be available to reinforce his knowledge and to help him solve his problems as they arise. This will make the people realise the importance of legal literacy making the programme much more useful and lending credibility and acceptability to it. These legal educators can in fact act as paralegals and render legal first aid to the primary consumers in solving simple problems and writing simple documents. They can, in appropriate cases, convey the consumers to the relevant redressal agency or the legal aid system. The legal educators will thus induce assertiveness in the people.

The primary strategy of legal literacy should, therefore, be to have expert training teams in each state/district. They should also identify resource personnel having requisite expertise in law, entitlement programmes and communication, in every district.

The first stage transference of information and skill should take place by training legal educators coming from different parts of the State. They should be trained in relevant aims and programmes. They should also have a reinforcement programme and subsequent continuing communication to them about any new law or change in laws or programmes. The legal educators will then conduct programmes for the primary consumers to make them aware of the laws and programmes relevant to them.

In addition to the general awareness programmes, programmes on certain specific subjects relevant to specific social or economic groups may also be conducted. Such programmes can be conducted for women, Harijans, bonded labourers, industrial labourers etc.

The right age at which the legal education can be effectively imparted is when the recipient is a student, or is a young man. Knowledge of basic laws should be given as a component of general education. The long term strategy should be to have knowledge of basic laws knitted into the system of education. Till such time as the educational authorities agree to include it as a part of the curriculum, the legal literacy programme should try to educate students and young men and women in the schools or colleges, youth camps etc. If the young people are not educated, they will have to be educated later when their receptivity will be lower and they may have already suffered deprivations because of their ignorance.

Assertiveness is more easily induced in young people

than later when they develop more 'tolerance' to the deprivations. Awareness of rights and entitlements, is necessary not only for the persons who have the rights but also for the persons who have to make them available. They should also be aware of the rights and entitlements of others: so that their ignorance is not responsible for non-availability of the rights. The functionaries at the grass root level in organisations dealing with the people are either elected or are Government employees.

The pradhans of Gram Sabhas, panchas, Block Pramukhs etc. have important executive and Judicial functions to perform. It is not unoften that they are illiterate or semi-literate, and seldom that they are educated to a level where they understand the concerned rights and entitlements of the people and their own role in making them obtainable. They are usually innocent of the laws which they are elected to operate. There is not regular training programme for them.

A legal literacy programme for these and such functionaries will help them perform their functions better and reduce the resistance caused by their ignorance in the availability of the entitlements of the people. They should also be sensitized to the problems faced by the people in dealing with their organisations.

As far as the governmental functionaries are concerned, they are usually trained and informed about the laws and the programmes. The biggest irritant posed by these functionaries is their dehumanised mode of working. To make them respect human rights, legal rights and entitlements it will be essential that they be sensitized to the problems of the consumer groups and given behavioral training. The legal literacy programme may help the training institutions for training police, revenue and developmental officials in imparting the behavioral training. These elected and government functionaries should also be exposed to social and economic laws and their role in the implementation of these laws.

These programmes are necessary to inculcate awareness about the rights and entitlements of citizens and the realisation process.

The assertiveness amongst the weaker sections can be developed only if they are able to know their rights and can give vent to their grievances themselves. Total dependence on social workers or other outside agencies will detract from their developing necessary self-confidence, selfreliability, and assertiveness. Training some members of these groups who have necessary potential to be the spokesmen of the group will

overcome this handicap. These persons can be given necessary training in leadership, law and programmes to that they are equipped with the information to project genuine grievances and assert their rights knowledgeably.

### **Materials**

Legal Literacy to the educated persons can be imparted by making available books containing information about laws and programme. This will supplement the class-room literacy procedures in simple non-technical language will have to be structured.

Material will also have to be prepared for the legal educators for reference, and for primary consumers. The legal educators shall have to be kept informed about new laws and programmes or any change in law and also of the techniques of effective communication as may be developed from time to time. A periodical will have to take care of this communication.

Training material shall also have to be developed to help the educators explain the legal provisions and to promote legal literacy.

### **Data Collection/Analysis Training**

Another important task to make the legal literacy programme functional relevant and effective, will be to collect information and to analysis it. The problems of primary consumers and information about their social and economic activities will have to be gathered. Only the laws and programmes relevant to their problems should be communicated to any group of primary consumers.

This is also necessary to evaluate the impact of programmes and to make them more effective. The information gathered will have to be analysed.

Data collection can also be used as tool for sensitisation.

Another function of this wing of programme would be to find effective mode of communication by research and development, and to monitor the work of the legal educators.

It will also be necessary to evaluate it and to make it more effective. The research cell can look after all these functions.

It will also be necessary to impart training to the members of the State Training teams.

Programme	Participants	Objectives	Resource Personnel
1	2	3	4
1. Legal educators (Primary training)	Legal educators (to be chosen from a) Adult Educators b) School Teachers c) V.L.W./Gram sewak/ADOs etc. d) Social Workers)	To inculcate 1. Ability to identify legal/entitlement problems. 2. Ability to identify redressal mechanism and manner of approaching it. 3. Ability to lodge reports and furnish information. 4. Ability to communicate. 5. Ability to solve simple problems. 6. Ability to write simple documents.	1. Local resource personnel. 2. State Training teams.
2. Legal educators Reinforcement programmes.	Legal educators (Who have undergone primary training).	1. To fill gap in above. 2. Awareness about new laws/change in laws/programmes. 3. To raise the level of awareness/expertise. 4. Sharpening the tools of communication.	
3. Theme Programmes.	Social/economic groups.	Inform them about laws/programmes relevant to the target group.	Legal Educators/State Training Teams in collaboration with relevant agencies.
4. Central legal swareness programmes.	primary consumers.	To inculcate: 1. Ability to identify legal entitlement problems. 2. Ability to identify redressal mechanism & manner of approaching.	1. Legal Educators 2. Local resource it Personnel.
5. Legal awareness sensitization of youth.	Students youth Groups.	1. To make them aware of important social economic and regulatory laws. 2. To sensitise the young persons to the problems of the weaker sections.	State Training teams/Local Resource Personal (Socio-economic data collection as in 10).
6. Legal awareness (for specific jobs).	Elected Representatives at Block/village level (Pradhans/Pramukhs Panches).	To acquaint them of the laws relevent to the jobs.	State training teams/Local officers.
7. Sensitization Training.	Grass root level officials (Policemen Revenue officials, Development officials etc.).	1. To sensitise them to the problems of weaker sections specially in relation to the job of the target group. 2. To acquaint them of their role in implementation of socialy economic laws and programmes.	State Training teams in collaboration with relevant training institute.

Programme	Participats	Objectives	Resource Personnel
1	2	3	4
8. Leadership programmes.	Persons chosen from amongst social/economic.	<ol style="list-style-type: none"> <li>1. To inculcate awareness about the problems of the group.</li> <li>2. To develop leadership qualities so that they can be effective spokesmen of the group.</li> <li>3. To inculcate awareness about the relevant laws/programmes and procedures.</li> </ol>	As above.
9. Material building.	<ol style="list-style-type: none"> <li>1) Primary Consumers.</li> <li>2) Legal Educators primers.</li> <li>3) Legal Educators.</li> <li>4) Social/Economic.</li> <li>5) General legal awareness books for literates.</li> <li>6) Periodicals for legal educators/state teams.</li> </ol>	<p>To prepare material to inculcate awareness, training material &amp; resource books for legal educators, posters, audiovisual etc., for the primary consumers.</p> <p>To prepare material for educating educated persons about laws.</p>	State/Central material Preparation Cells, in collaboration with adult education, and mass communication agencies.
10. Data collection/Analysis.		<ol style="list-style-type: none"> <li>1. To collect data to structure/evaluate programmes.</li> <li>2. To sensitise the youth/trainees to the problems of weaker section.</li> </ol>	<p>State planning and Analysis cell in collaboration with.</p> <ol style="list-style-type: none"> <li>a) Students/N.S.S.</li> <li>b) Trainees.</li> <li>c) Social action groups.</li> <li>d) Labour/Women Organization.</li> </ol>
11. Trainers training programmes.	Members of State Training teams.	To acquaint them of training methods communication techniques.	Training Experts.

**Organisational Structure**

A Legal Literacy Cell would need to be constituted in the Department of Adult, Continuing Education and Extension to undertake legal Literacy Programme. The Legal Literacy Cell would have a coordinating committee wherein representatives of the Faculty/College of law, Department/School of Social Work Sociology, would plan the entire work.

**Budget Estimates**

Staff :	Assistant Director	1
	Project Officer	1
	Technical Assistant	1

**Other Provisions**

Training	30,000-00
Learning Materials (Print)	10,000-00
Learning Materials (Audio-Visual)	10,000-00
Stationery, Postage, etc.	10,000-00
Research Support	10,000-00
Transport	10,000-00
Secretarial Assistant	10,000-00
Contingencies	10,000-00

**College Programmes**

@ Rs. 3,500/- per college per year

**Community Programme**

@ Rs. 300/- per Community

## APPENDIX IX

## Schedule of Monitoring Returns

Sl. No.	Type of the Form	Reporting Functionary	Receiving Agency	Time when due.
1.	Instructor's Initial Report	Instructor	Teacher-Incharge Supervisor	copy to Within one month of the starting of the centre.
2.	Instructor's Monthly Report (IMR).	Instructor	Teacher-Incharge Supervisor	copy to Latest by the 5th of the succeeding month.
3.	Initial Report of the College (IRC)	Teacher-Incharge.	University Deptt. of Adult Edu. copy to District Adult Education Officer (DAEO)	After about a month of the starting of the programme
4.	Quarterly Report of the College (QRC)	Teacher-Incharge.	University Deptt. of Adult Edu. copy to DAEO.	Latest by the 10th of the month succeeding the quarter
5.	Initial Report of the University (IRU).	University Deptt. of Adult Edu.	State Directorate of Adult Education copy to (UGC)	Before the first quarterly Report.
6.	Quarterly Report of the University (QRU)	University Deptt. of Adult Edu.	-do-	Latest by 20th of the month following the quarter
7.	Annual Report of the college (ARC)	Teacher-Incharge	University Deptt. of Adult Edu.	Latest by 20th April of every Year.
8.	Annual Report of the University (ARU)	University Deptt. of Adult Edu.	State Directorate of Adult Education	Latest by the 5th of May every year.
9.	Abstract Quarterly report on 20 point programme.	University Deptt.	-do-	Latest by the 5th of the month following the quarter.

## APPENDIX X

## Quarterly Provisional Abstract Information on Monitoring of 20 Point Programme. Involvement of students in Adult Education

		Name of the University _____				
Number of colleges/ Deptt. Conducting adult education Programme	Number of centres	Enrolment				
		Men	Women	Total	SC	ST
	Quarter ending:	March, 198				
		June, 198				
		Sept, 198				
		Dec., 198				

\*To be sent to the State Adult Education Officer by 5th of the month succeeding the quarter.



### SCHEDULE AND REQUIREMENTS FOR RELEASE OF GRANTS

<i>Year</i>	<i>1st Instalment</i>	<i>2nd Instalment</i>
1st Year	75% immediately after the issue of sanction letter	25% on receipt — Progress Report — Expenditure-Unaudited — Recommendations of University about satisfactory progress. — Report of Advisory Committee. — Monitoring returns of the year.
2nd Year	75% on receipt of — Self Evaluation of 1st year; — Expenditure Statement — 1st year — Recommendation of Univ. about satisfactory progress during 1st year	25% on receipt of — Utilisation Certificate — Audited Accounts 1st year — Progress Report 2nd Year — Recommendation of univ. about satisfactory progress. — Report of Advisory committee. — Monitoring returns.
3rd Year	75% on receipt of — Self-evaluation 2nd Year — Expenditure statement 2nd Year  — Recommendation of Univ. about satisfactory progress	25% on receipt of — Utilisation Certificate & audited accounts 2nd Year — Progress Report 3rd Year — Recommendation of the — Univ. about satisfactory progress. — Report of Advisory Committee. — Monitoring returns.
4th Year	75% on receipt of — External evaluation First 3 years programme — Expenditure statement 3rd Year — Recommendation of University about satisfactory progress	25% on receipt of — Utilisation Certificate and audited accounts 3rd Year — Progress report 4th Year — Recommendations of University about satisfactory progress. — Report of Advisory Committee. — Monitoring returns.
5th Year	75% on receipt of — Expenditure Statement 4th Year  — Self evaluation — Progress report 4th year — Recommendation of University about satisfactory progress.	25% on receipt of — Report of the total project with the impact it has made in achieving the goals. — Expenditure Statement 5th year. — Report of Advisory Committee. — Monitoring Returns.

**NOTES:**

1. U. G. C. should be approached only when 80% of the grants paid earlier have been utilised. It will not be possible for the U. G. C. to release the grant otherwise; the U. G. C. has to issue the Utilisation Certificate of the most of the grants paid earlier before release of grant.
2. Expenditure statement (un-audited) must be signed by (i) Registrar or Finance Officer and (ii) by the Director/In-charge of the Department /Centre of Adult Education;
3. All progress Reports will also include the copies of all quarterly monitoring Reports of the period concerned including abstract information for the period and the Annual monitoring return of the previous year; this is most essential.
4. Statutory Auditors as far other U. G. C. grants will also audit the accounts of the university/college level; Vouchers from the colleges need not be asked by the Universities; for Adult Education, Population Education etc.
5. Submission of all complete information will facilitate timely release of grants.
6. U. G. C. has prescribed forms for submission of accounts. Universities are advised to use them in their regard.



**STAFFING PATTERN**

Adult and Continuing Education Programmes may be organised by the University by setting up a new Department/Centre.

The Department/Centre of Continuing Education and Extension work would be a non-vacation, academic department and will function under the direction of the Vice-Chancellor.

The Department/Centre for Continuing Education and Extension work should have both core and supporting staff.

The expertise in the subject area should be drawn from the university departments or from outside on part-time basis or through payment of honorarium as necessary.

The *core staff* of the Department/Centre for continuing Education and Extension work will consist of: —

Designation	Scale
Director	Rs. 1500–2500; plus Allowances
Assistant Director	Rs. 1200–1900; plus Allowances
Project Officer	Rs. 700–1600; plus Allowances

The qualifications prescribed are given in the Enclosure such staff who fail to fit the qualifications prescribed earlier will be in the pay scales of Director (Rs. 1500–2000; plus allowances) Assistant Director (Rs. 1100–1600; plus allowances) and Project Officers (Rs. 700–1300 plus allowances).

The supporting Staff shall consist of Stenographer, Clerk, Typist, Accounts Clerk and Technical/Statistical Assistants in the scales approved by the University Concerned.

**Minimum qualifications prescribed for appointment to the Post of Project Officer, Assistant Director/Co-ordinator and Director in Continuing & Adult Education**

**Project Officer (Rs. 700–1600)**

*a. Essential:—*

- i. Good academic record with atleast second class Master's degree in the subject of Adult/Continuing/Community/Extension Education/Community Development from a recognised Indian University or an equivalent degree from a foreign University.
- ii. M.Phil. or Ph.D. in a subject related to adult learning or in a subject under Social Sciences or Education/Evidence of published learning materials and learning resources on areas listed in (i) above or published research in any of the relevant area/areas indicated above  
OR
- i. At least second class Master's Degree in Social Sciences/Social Work/Humanities/Education/Sciences/Home Science with at least a second class Bachelor's degree in a similar subject.
- ii. Post Master's diploma in Adult & Continuing Education from a recognised Indian University or an equivalent diploma/degree from a foreign University.
- iii. M.Phil. or a Ph.D. in a subject related to adult— learning or in a subject under Social Sciences or Education/Evidence of published learning materials and learning resources on areas listed in a (i) above or published research in any of the relevant area/areas indicated above.

*b. Desirable:—*

Two years experience of field work on a subject having bearing on Adult/Continuing/Extension/Community/Non-formal Education/Community Development.

OR

Two years teaching experience in the subject of Adult and Continuing Education at graduate/postgraduate levels.

**Assistant Director/Co-ordinator (Rs. 1200–1900)**

*a. Essential:—*

- i. Good academic record with at least second class Master's Degree in the subject of Adult/Continuing/Extension/Community Education/Community Development from a recognised Indian University or an equivalent degree from a foreign University.
- ii. M.Phil. or Ph.D. in a subject related to adult learning or in a subject under social sciences or Education/Evidence of published learning materials and learning resources on areas listed in (i) above or published research in any of the relevant area/areas indicated above.  
OR
- i. At least second class Master's Degree in Social Sciences/Social Work/Humanities/Education/Sciences/Home Science with at least a second Class Bachelor's degree in a similar subject.
- ii. Post Master's deploma in Adult & Continuing Education from a recognised Indian University or an equivalent diploma/degree from a foreign university.
- iii. M.Phil. or a Ph.D. in a subject related to adult learning or in a subject under Social Sciences or Education/Evidence of Published learning materials and learning resources on areas listed in a (i) above or published research in any of the relevant area/areas indicated above.

- b. Minimum three years experience of field work on a subject having bearing on Adult/Continuing Extension/Community/Non-Formal Education or Community Development and/or teaching the subject of Adult and Continuing Education at graduate/postgraduate level.

**Director (Rs. 1500–2500)**

- i. A person with outstanding contribution in the field of Adult, Continuing Education and Extension Work or a person with at least 10 years experience in his/her discipline and 3 to 5 years experience in Adult & Continuing Education & Extension Work.
- ii. Ph.D. in his/her discipline preferably in an area of Social Sciences or an area allied to Adult Education or equivalent research work or publications to his/her credit.
- iii. Experience of guiding research students will be desirable.

*Other Conditions:—*

- I. In the case of Project Officer and Assistant Director/Co-ordinator in case a suitable candidate is not available who meets the prescribed qualifications or a qualified candidate is not found suitable by the Selection Committee, the condition of Post Masters Diploma and M.Phil./Ph.D. or published learning materials or published research in the subject as stated in the qualification be relaxed on condition that the candidate selected fulfills the above condition within next 8 years from the date of appointment. otherwise the increment will cease at the stage where the incumbent is at that point of time.

2. As far as present incumbents holding posts of Project Officer, Assistant Director/Co-ordinator, Director on permanent basis, who are appointed through properly constituted Selection Committees are concerned, they will be placed in the revised salary scales, irrespective of their present qualifications on condition that they improve their qualifications to meet those prescribed above, within a period of their reaching the maximum of the unrevised scale (i.e. Project Officer: Rs. 1300; Assistant Director/Co-ordinator: Rs. 1600; and Director: Rs. 2000), failing which they will not be permitted to draw further increments in the revised grade.

*Note: —*

1. Posts will be considered non-vacational and usual University office hours will be observed.
2. The age of retirement for these posts will be 60 years or as for teachers of the University.
3. Merit promotion scheme will apply to these posts also as in the case of teachers.
4. All benefits given to teachers will also be given to the staff of the Departments of Continuing & Adult Education & Extension work.

Job Specifications:

**Director**

1. Overall administrative charge of the Department of Continuing Education and Extension Work including population education, planning forum, etc. under the Vice-Chancellor. Supervising the work of the staff and the functioning of the Department. Guiding and assisting the colleges and departments undertaking continuing and adult education programmes and activities related to continuing and extension work.
2. Planning the programmes of continuing education and extension work under the guidance and in consultation with the working/Standing Committee and advisory committee of Continuing Education. Implementing programme with co-operation of faculty members of the various departments of the university and colleges and other organisations.
3. Developing courses/programmes for continuing education.
4. Looking after work related to advisory committee of continuing education and extension work and its follow up, etc.
5. Implementation of the programme of adult education, population education and other courses conducted under the department as decided from time to time and maintaining public relations with mass-media and others who be associated with the programme.
6. Monitoring and evaluation of the programmes of continuing education and extension work and non-formal programmes undertaken from time to time, undertaking studies, surveys and investigations pertaining to continuing education, adult education and extension work, approved by the university.
7. Teaching some of the courses in the discipline of continuing education and adult education when introduced.
8. Teaching some of the courses undertaken the programme of continuing education and extension work if pertaining to his/her specialisation.
9. Any other work related to the department and its functions as may be assigned by the Vice-Chancellor from time to time added to the department.

*Asst. Director.*

1. Assisting the Director in administrative work and in planning, developing and execution of programmes and if necessary teaching some of the courses when the discipline of Adult Education is started.
2. Teaching some of the courses undertaken under the programme of continuing education and extension work.
3. Assisting in studies, surveys, etc. undertaken by the department pertaining to the work of continuing education, adult education, extension work and non-formal education.
4. Assisting in evaluation of the programme of continuing education and extension work.
5. Assisting in the work of non-formal or extramural education that may be taken up by the university.
6. Any other work related to the department and its functions as required to be added from time to time.

**Project Officer—Continuing Education & Extension Work Qualification & Experience.**

*Project Officer:*

Project Officer his four broad areas of work:

1. Identifying needs of the areas training and field work.
2. Supervision and co-ordinating work of different units/centres.
3. Public Relation—contacts with mass-media and community resources.
4. Evaluation—Surveys of areas where work is going on feedback, follows-up etc.

## ADVISORY COMMITTEE ON ADULT LITERACY, CONTINUING EDUCATION AND EXTENSION WORK AT THE UNIVERSITY LEVEL

### Constitution

1. The Vice-Chancellor (Ex-Officio —Chairman)
2. One member to be nominated by the Executive Council from amongst its members on the academic council
3. One member of the community/voluntary organisation industries/women's organisation from the university area to be nominated by the Vice-Chancellor.
4. Two principals to be nominated by the Vice-Chancellor in rotation.
5. One head of University Department and teachers to be nominated by the Vice-Chancellor.
6. The University Librarian.
7. The Dean of Students/Director of Students' Welfare.
8. One expert to be nominated by the Vice-Chancellor.
9. Any other expert as required for specific projects to be co-opted by the Vice-Chancellor Committee for the purpose.
10. Director, State Adult Education Department.
11. Zonal/Regional Officer of N.S.S.
12. N.S.S. Coordinator
13. Students (one or two)
14. College teacher (One)
15. Director, State Resource Centre
16. AEP Coordinator/Director —Member-Secretary

NOTE: There should be adequate representation of the women on this Committee.

### Composition of the Advisory committee at the College Level

- |                                     |                  |
|-------------------------------------|------------------|
| 1. Principal                        | Chairman         |
| 2. Teachers (two)                   | Members          |
| 3. Outside experts (one)            | Member           |
| 4. District Adult Education Officer | Member           |
| 5. N.S.S. Programme Officer         | Member           |
| 6. AEP Officer                      | Member-Secretary |

### Composition of State Level Committee

- |   |                         |
|---|-------------------------|
| 1. Secretary Education                                | Chairman                |
| 2. Vice-Chancellor's of all Universities in the State |                         |
| 3. Director of Adult Education                        |                         |
| 4. Director of State Resource Centre                  |                         |
| 5. Zonal Officer of N.S.S.                            |                         |
| 6. Directors of Adult Education from all Universities | (one will be Secretary) |

NOTE: Committee will meet twice a year.

### District Level Committee

1. All Principals of Colleges of the District (one principal will Chair)
2. District Additional Education Officer
3. All College programme Officers
4. One College Programme Officer will be the Secretary

### Centre Level Committee

1. Sarpanch—Chairman
2. Gram Sevak—Member
3. Village health workers—Member
4. School Head Master—Member
5. Instructor—Member—Secretary

**Statistical Profile**

- Statement No. 1** : Number of districts below States' Literacy Rate and National Literacy Rate in 1981 Census.  
**Statement No. 2** : Statement showing State-wise Literacy rates (1981 Census) for Men, Women, Scheduled Castes & Scheduled Tribes.  
**Statement No. 3** : Name of Districts having Literacy Rate below National Average.  
**Statement No. 4** : District-wise Literacy Rate  
**Statement No. 5** : States having literacy Rate below the National Literacy Rate 36.23.  
**Statement No. 6** : Statement showing State-wise Literary rates (1981 Census) for Men, Women, Scheduled Castes & Scheduled Tribes.  
**Statement No. 7** : Literacy rates by sex in State/Union Territories (rural, urban, total) in 1981.  
**Statement No. 8** : Analysis (Statistical Profile).

## Number of districts below States' Literacy Rate and National Literacy Rate in 1981 Census (Population including 0-4 age group)

<i>Sl. No.</i>	<i>State/U.T.</i>	<i>Total No. of Districts</i>	<i>Literacy Rate of the State</i>	<i>No. of Districts below States Literacy Rate</i>	<i>No. of Districts below National Literacy Rate 36.23</i>
1.	Andhra Pradesh	23	29.94	15	20
2.	Assam		Census not held		
3.	Bihar	31	26.20	18	29
4.	Gujarat	19	43.70	9	4
5.	Haryana	12	36.14	6	6
6.	Himachal Pradesh	12	42.48	7	4
7.	Jammu & Kashmir	14	26.67	11	13
8.	Karnataka	19	38.46	12	8
9.	Kerala	12	70.42	6	Nil
10.	Madhya Pradesh	45	27.87	26	40
11.	Maharashtra	26	47.18	16	6
12.	Manipur	6	41.35	3	2
13.	Meghalaya	5	34.08	4	4
14.	Nagaland	7	42.57	3	2
15.	Orissa	13	34.23	8	9
16.	Panjab	12	40.86	5	4
17.	Rajasthan	26	24.38	16	26
18.	Sikkim	4	34.05	3	3
19.	Tamil Nadu	16	46.76	8	1
20.	Tripura	3	42.12	2	1
21.	Uttar Pradesh	56	27.16	29	45
22.	West Bengal	16	40.94	9	7
23.	A.&N. Islands	2	51.56	1	Nil
24.	Arunachal Pradesh	9	20.79	4	9
25.	Chandigarh	1	64.79	Nil	Nil
26.	D.&N. Haveli	1	26.67	Nil	1
27.	Delhi	1	61.54	Nil	Nil
28.	Goa, Daman & Diu	3	56.66	2	Nil
29.	Lakshadweep	1	55.07	Nil	Nil
30.	Mizoram	3	59.88	2	Nil
31.	Pondicherry	4	55.85	2	Nil
	Total (National)	402	36.23	227	244



## Statement showing state-wise Literacy rates (1981 Census) for Men, Women, Scheduled Castes and Scheduled Tribes

Sl.	State/Union Territory	Men	Women	S. C.	S. T.	Total
1.	Andhra Pradesh	39.26	20.39	17.65	7.82	29.94
2.	Assam	33.18	15.75	25.79	26.03	30.63
3.	Bihar	38.18	13.62	10.40	16.99	26.20
4.	Gujarat	54.44	32.30	39.79	21.14	43.70
5.	Haryana	48.20	22.27	20.15	—	36.14
6.	Himachal Pradesh	53.19	31.46	31.50	25.93	42.48
7.	Jammu & Kashmir	36.29	15.88	22.44	—	26.67
8.	Karnataka	48.81	27.71	20.59	20.14	38.46
9.	Kerala	75.26	65.73	55.96	31.79	70.42
10.	Madhya Pradesh	39.49	15.53	18.97	10.68	27.87
11.	Maharashtra	58.79	34.79	35.55	22.29	47.18
12.	Manipur	53.29	29.06	33.63	39.74	41.35
13.	Meghalaya	37.89	30.08	25.78	31.55	34.08
14.	Nagaland	50.06	33.89	—	40.32	42.57
15.	Orissa	47.10	21.12	22.41	13.96	34.23
16.	Punjab	47.16	33.69	23.86	—	40.86
17.	Rajasthan	36.30	11.42	14.04	10.27	24.38
18.	Sikkim	43.95	22.20	28.06	33.13	34.05
19.	Tamil Nadu	58.26	34.99	29.67	20.46	46.76
20.	Tripura	51.70	32.00	33.89	23.07	42.12
21.	Uttar Pradesh	38.76	14.04	14.96	20.45	27.16
22.	West Bengal	50.67	30.25	24.37	13.21	40.94
23.	Andaman & Nicobar Island	58.72	42.14	—	31.11	51.56
24.	Arunachal Pradesh	28.94	11.32	37.14	14.04	20.79
25.	Chandigarh	69.00	59.31	37.07	—	64.79
26.	Dadra and Nagar Haveli	36.32	16.78	51.20	16.86	26.67
27.	Delhi	68.40	53.07	39.30	—	61.54
28.	Goa, Daman & Diu	65.59	47.56	38.38	26.48	56.66
29.	Lakshadweep	65.24	44.65	—	53.13	55.07
30.	Mizoram	64.46	54.91	84.44	59.63	59.88
31.	Pondicherry	65.84	45.71	32.36	—	55.85
	Total	46.89	24.82	21.83	16.35	36.23

\*Based on 1971 Census.

## Name of Districts having Literacy Rate below National Average

<i>State/Union Territory</i>	<i>Sl. No.</i>	<i>Name of the District</i>	<i>Rate of Literacy</i>
ANDHRA PRADESH	1.	Adilabad	18.89
	2.	Anantpur	28.68
	3.	Chittoor	31.45
	4.	Cuddapah	31.05
	5.	East Godavari	34.50
	6.	Guntur	34.30
	7.	Karimnagar	21.66
	8.	Khammam	25.62
	9.	Kurnool	28.58
	10.	Mehbubnagar	19.54
	11.	Medak	21.09
	12.	Nalgonda	23.10
	13.	Nellore	31.83
	14.	Nizamabad	21.00
	15.	Prakasam	29.17
	16.	Ranga Reddy	28.20
	17.	Srikakulam	24.67
	18.	Visakhapatnam	28.58
	19.	Vizianagaram	23.22
	20.	Warangal	23.88
BIHAR	1.	Aurangabad	28.42
	2.	Begusarai	24.63
	3.	Bhagalpur	27.45
	4.	Bhojpur	30.93
	5.	Darbhanga	23.87
	6.	East Champaran	18.96
	7.	Gaya	29.02
	8.	Giridih	24.01
	9.	Gopalganj	21.25
	10.	Hazaribagh	25.56
	11.	Katihar	20.76
	12.	Madhubani	21.95
	13.	Monghyr	26.42
	14.	Muzaffarpur	24.14
	15.	Nalanda	33.04
	16.	Nawadah	26.66
	17.	Palamau	20.34
	18.	Purnea	19.18
	19.	Ranchi	31.32
	20.	Rohtas	30.69
	21.	Sahara	20.18
	22.	Samastipur	24.71
	23.	Santhal Pargana	22.06
	24.	Saran	27.00
	25.	Singhbhum	33.63
	26.	Sitamarhi	19.39
	27.	Siwan	23.77
	28.	Vaishali	25.52
	29.	West Champaran	18.70

<i>State/Union Territory</i>	<i>Sl. No.</i>	<i>Name of the District</i>	<i>Rate of Literacy</i>
GUJARAT	1.	Banaskantha	22.84
	2.	Dang	29.96
	3.	Kutch	35.39
	4.	Panchmahals	28.14
HARYANA	1.	Bhiwani	32.84
	2.	Gurgaon	34.66
	3.	Hissar	29.73
	4.	Jind	25.99
	5.	Kurukshetra	32.37
	6.	Sirsa	29.97
HIMACHAL PRADESH	1.	Chamba	26.02
	2.	Kulu	33.44
	3.	Lahul & Spiti	31.60
	4.	Sirmur	31.57
JAMMU & KASHMIR	1.	Anantnag	22.61
	2.	Baramulla	19.53
	3.	Badgam	16.48
	4.	Doda	18.20
	5.	Kathua	31.44
	6.	Kargil	17.06
	7.	Kupwara	16.03
	8.	Laddakh	24.18
	9.	Poonch	22.18
	10.	Pulwama	19.98
	11.	Rajouri	23.65
	12.	Srinagar	33.71
	13.	Udhampur	23.50
KARNATAKA	1.	Bellary	30.27
	2.	Bidar	26.76
	3.	Bijapur	31.85
	4.	Gulbarga	25.07
	5.	Kolar	35.58
	6.	Mandya	30.23
	7.	Mysore	31.58
	8.	Raichur	24.92
KERLA			—
MADHYA PRADESH	1.	Balaghat	34.00
	2.	Bastar	14.13
	3.	Betul	28.14
	4.	Bhind	31.07
	5.	Bilaspur	28.54
	6.	Chhatarpur	20.12
	7.	Chindwara	28.12
	8.	Damoh	29.94
	9.	Datia	27.69
	10.	Dewas	26.35
	11.	Dhar	20.21
	12.	Guna	21.58
	13.	Hoshangabad	35.53
	14.	Jhaba	10.99
	15.	Khandwa	30.60
	16.	Khargone	22.81
	17.	Mandla	22.89

<b>MADHYA PRADESH (Contd.)</b>	18.	Mandsaur	31.22	
	19.	Morena	25.58	
	20.	Marisingpur	33.26	
	21.	Panna	19.34	
	22.	Raigarh	26.39	
	23.	Raipur	30.62	
	24.	Raisen	23.07	
	25.	Rajgarh	26.52	
	26.	Rajnandgaon	26.52	
	27.	Ratlam	29.46	
	28.	Rewa	25.07	
	29.	Sagar	34.08	
	30.	Sarguja	16.22	
	31.	Satna	26.84	
	32.	Sehore	23.24	
	33.	Seoni	26.99	
	34.	Shahdol	19.49	
	35.	Shajapur	23.69	
	36.	Shivpuri	20.46	
	37.	Sidhi	15.02	
	38.	Tikamgarh	18.91	
	39.	Ujjain	32.99	
	40.	Vidisha	25.50	
	<b>MAHARASHTRA</b>	1.	Bihr (Deed)	31.63
		2.	Chandrapur	34.79
		3.	Nanded	29.90
		4.	Osmanabad	36.01
		5.	Parbhani	30.11
	<b>MANIPUR</b>	1.	Manipur North	26.08
		2.	Tengnoupal	32.24
	<b>MEGHALAYA</b>	1.	Garohills East	32.28
		2.	Garohills West	25.49
		3.	Jointia Hills	24.05
		4.	Khasihills West	30.99
	<b>NAGALAND</b>	1.	Mon	19.02
		2.	Tuensang	30.52
	<b>ORISSA</b>	1.	Bolangir	25.78
		2.	Ganjam	30.78
		3.	Kalahandi	19.35
		4.	Keonjhar	29.89
5.		Koraput	15.83	
6.		Mayurbhanj	25.47	
7.		Pulbani	26.61	
8.		Sambalpur	34.02	
<b>PUNJAB</b>	1.	Bhatinda	28.30	
	2.	Faridkot	33.86	
	3.	Ferozepur	32.54	
	4.	Sangrur	29.27	
<b>RAJASTHAN</b>	1.	Ajmer	35.01	
	2.	Alwar	26.09	
	3.	Banswara	16.78	
	4.	Barmer	11.97	
	5.	Bharatpur	25.85	
	6.	Bhilwara	19.77	
	7.	Bikaner	27.11	
	8.	Bundi	19.94	

<b>RAJASTHAN (Contd.)</b>	9.	Chittorgarh	21.85	
	10.	Churu	21.62	
	11.	Dungarpur	18.42	
	12.	Ganganagar	25.56	
	13.	Jaipur	31.06	
	14.	Jaisalmer	14.73	
	15.	Jalore	13.77	
	16.	Jhalawar	22.79	
	17.	Jhunjhunu	27.81	
	18.	Jodhpur	25.87	
	19.	Kota	31.91	
	20.	Nagour	19.25	
	21.	Pali	21.84	
	22.	Swaimadhopur	22.93	
	23.	Sikar	24.95	
	24.	Sirohi	19.90	
	25.	Tonk	20.26	
	26.	Udaipur	21.85	
	<b>SIKKIM</b>	1.	Gyalshing	23.01
		2.	Mangan	29.38
		3.	Namchi	32.03
	<b>TAMIL NADU</b>	1.	Dharmapuri	28.62
		2.	South Arcot	36.01
	<b>TRIPURA</b>	1.	South Tripura	33.88
	<b>UTTAR PRADESH</b>	1.	Agra	33.16
		2.	Aligarh	31.20
3.		Allahabad	28.65	
4.		Azamgarh	24.86	
5.		Bahraich	16.40	
6.		Ballia	28.15	
7.		Banda	23.12	
8.		Barabanki	19.64	
9.		Bareilly	21.82	
10.		Basti	20.20	
11.		Bijnore	26.81	
12.		Budhan	16.03	
13.		Bulandshahr	29.01	
14.		Deoria	23.22	
15.		Etah	26.20	
16.		Faizabad	25.93	
17.		Farrukhabad	31.98	
18.		Fatehpur	26.43	
19.		Ghazipur	27.77	
20.		Gonda	16.95	
21.		Gorakhpur	24.33	
22.		Hamirpur	26.19	
23.		Hardoi	23.57	
24.		Jalaun	35.87	
25.		Jaunpur	26.31	
26.		Lakhimpur Kheri	19.48	
27.		Lalitpur	20.78	
28.		Mainpuri	33.08	
29.		Mathura	30.93	
30.		Meerut	34.57	
31.		Mirzapur	23.83	
32.		Moradabad	20.74	
33.		Muzaffarnagar	29.39	

UTTAR PRADESH (Contd.)	34.	Pilibhit	20.91
	35.	Pratapgarh	25.46
	36.	Rae Bareilly	23.49
	37.	Rampur	16.33
	38.	Saharanpur	29.45
	39.	Shahjahanpur	21.45
	40.	Sitapur	21.17
	41.	Sultanpur	22.81
	42.	Tehri	27.30
	43.	Unnao	25.67
	44.	Uttarkashi	28.29
	45.	Varanasi	32.03
WEST BENGAL	1.	Birbhum	33.80
	2.	West Dinajpur	26.92
	3.	Cooch Lehar	29.99
	4.	Jalpaiguri	29.88
	5.	Maldah	23.86
	6.	Murshidabad	24.97
	7.	Purulia	29.82
ARUNACHAL PRADESH	1.	U. Kamong	21.45
	2.	Lohit	27.35
	3.	W. Signg	22.25
	4.	Lower Subansiri	18.93
	5.	Mirap	18.17
	6.	East Kamong	6.94
	7.	Upper Subansiri	12.43
	8.	East Siang	25.15
	9.	Dibang Valley	25.00
CHANDIGARH			—
DADAR, NAGAR HAVELI	1.	Dadar & Nagar Haveli	26.60
DELHI			—
GOA DAMAN & DIU			—
LAKSHADWEEP			—
MIZORAM			—
PONDICHERRY			—

**District-wise Literacy Rate**

<i>Name of the State</i>	<i>Sl. No.</i>	<i>Name of the District</i>	<i>Literacy Rate.</i>
<b>ANDHRA PRADESH</b>	1.	Adilabad	9.58
	2.	Mehbubnagar	10.56
	3.	Medak	10.87
	4.	Karimnagar	11.07
	5.	Nizamabad	11.70
	6.	Vizianagaram	12.55
	7.	Nalgonda	13.00
	8.	Srikakulam	13.02
	9.	Warangal	13.61
	10.	Anantpur	16.52
	11.	Karnool	17.06
	12.	Khamman	17.68
	13.	Cuddapah	17.77
	14.	Prakasam	18.01
	15.	Visakhapatnam	18.99
	16.	Rangareddi	19.28
	17.	Chittoor	20.24
	18.	Nellore	23.09
<b>BIHAR</b>	1.	Gopalganj	8.48
	2.	Purva Champaran	8.71
	3.	Paschim Champaran	8.94
	4.	Palamu	9.11
	5.	Saharsa	9.16
	6.	Purnia	9.38
	7.	Madhubani	9.48
	8.	Sitamarhi	9.71
	9.	Girdih	10.01
	10.	Santhal Pargana	10.52
	11.	Siwan	10.68
	12.	Hazaribagh	10.91
	13.	Katihar	11.34
	14.	Saran	12.03
	15.	Darbhanga	12.63
	16.	Vaishali	12.66
	17.	Nawada	12.77
	18.	Samastipur	12.77
	19.	Muzaffarpur	13.22
	20.	Aurangabad	13.83
	21.	Munger	14.34
	22.	Bhojpur	15.12
	23.	Begusarai	15.14
	24.	Gaya	15.25
	25.	Rohtas	15.57
	26.	Bhagalpur	15.80
	27.	Nalanda	18.23
	28.	Ranchi	19.61
	29.	Singhbhum	21.50
	30.	Dhanbad	23.17
<b>GUJARAT</b>	1.	Banaskantha	11.36
	2.	Panch Mahals	14.86
	3.	The Dangs	21.04
<b>HARYANA</b>	1.	Jind	12.24
	2.	Bhiwani	16.30

<b>HARYANA (Contd)</b>	3.	Hissar	16.71	
	4.	Sirsa	18.88	
	5.	Gurgaon	20.02	
	6.	Mahendragarh	20.44	
	7.	Kurukshetra	21.56	
	8.	Faridabad	22.93	
	9.	Karnal	24.49	
	<b>HIMACHAL PRADESH</b>	1.	Chamba	13.59
		2.	Lahul & Spiti	15.44
3.		Kullu	18.96	
4.		Sirmaur	19.79	
5.		Kinnaur	20.71	
<b>JAMMU &amp; KASHMIR</b>	1.	Kargil	3.14	
	2.	Kupwara	4.88	
	3.	Doda	7.34	
	4.	Badgam	8.02	
	5.	Pulwama	9.21	
	6.	Baramula	9.57	
	7.	Anantnag	10.94	
	8.	Punch	11.24	
	9.	Ladakh (Leh)	12.09	
	10.	Udhampur	13.55	
	11.	Rajauri	14.32	
	12.	Kathua	21.25	
	13.	Srinagar	24.66	
<b>KARNATAKA</b>	1.	Gulbarga	13.30	
	2.	Raichur	13.40	
	3.	Bidar	14.28	
	4.	Bijapur	18.46	
	5.	Bellary	19.32	
	6.	Mandya	19.91	
	7.	Kolar	22.61	
	8.	Mysore	22.97	
	9.	Belgaum	24.08	
<b>KERALA</b>	Nil			
<b>MADHYA PRADESH</b>	1.	Sidhi	4.79	
	2.	Jhabua	6.35	
	3.	Rajgarh	7.21	
	4.	Bastar	7.30	
	5.	Sarguja	7.66	
	6.	Shivpuri	8.12	
	7.	Tikamgarh	8.44	
	8.	Panna	8.66	
	9.	Shahdol	8.78	
	10.	Guna	9.26	
	11.	Shajapur	9.29	
	12.	Sehore	9.78	
	13.	Morena	10.09	
	14.	Chhatarpur	10.24	
	15.	Dhar	10.27	
	16.	Mandla	11.16	
	17.	Rewa	11.35	
	18.	Raisen	11.51	
	19.	West Nimar	12.19	
	20.	Datia	12.26	
	21.	Dewas	12.68	
	22.	Vidisha	13.07	



<i>Name of the State</i>	<i>Sl. No.</i>	<i>Name of the District</i>	<i>Literacy Rate</i>	
<b>MADHYA PRADESH (Contd.)</b>	23.	Raj Nandgaon	13.17	
	24.	Satna	13.26	
	25.	Raigarh	14.08	
	26.	Bilaspur	14.67	
	27.	Bhind	14.67	
	28.	Mandsaur	15.06	
	29.	Seoni	15.53	
	30.	Damoh	16.52	
	31.	Raipur	16.84	
	32.	Betul	17.42	
	33.	Chhindwara	17.42	
	34.	Ratlam	17.59	
	35.	East Nimar	18.91	
	36.	Ujjain	19.72	
	37.	Balaghat	20.59	
	38.	Sagar	21.11	
	39.	Narasimhapur	21.32	
	40.	Hoshangabad	21.88	
	41.	Durg	24.04	
	<b>MAHARASHTRA</b>	1.	Parbhani	15.53
		2.	Nanded	15.67
3.		Bid	17.27	
4.		Aurangabad	19.96	
5.		Osmanabad	21.40	
6.		Chandrapur	22.22	
<b>MANIPUR</b>	1.	Manipur North	20.20	
<b>MEGHALAYA</b>	1.	West Garo Hills	25.91	
	2.	Jaintia Hills	24.98	
<b>NAGALAND</b>	1.	Mon	12.35	
	2.	Tuensang	23.32	
<b>ORISSA</b>	1.	Kalahandi	7.68	
	2.	Koraput	8.57	
	3.	Bolangir	11.31	
	4.	Phulbani	11.44	
	5.	Mayurbhanj	13.90	
	6.	Ganjam	17.08	
	7.	Kondujhar	17.24	
	8.	Sambalpur	19.54	
	9.	Dhenkanal	21.54	
	10.	Sundargarh	24.15	
<b>PUNJAB</b>	1.	Bhatinda	20.29	
	2.	Sangrur	22.68	
	3.	Ferozpur	24.17	
<b>RAJASTHAN</b>	1.	Barmer	3.71	
	2.	Jalore	4.43	
	3.	Jaisalmer	5.25	
	4.	Nagaur	7.11	
	5.	Banswara	7.50	
	6.	Dungarpur	7.97	
	7.	Swai Madhopur	8.16	
	8.	Tonk	8.28	
	9.	Pali	8.82	
	10.	Bundi	8.92	

<b>RAJASTHAN (Contd.)</b>	11.	Bhiwara	8.97	
	12.	Sikar	9.08	
	13.	Jhalawar	9.27	
	14.	Chittaurgarh	9.35	
	15.	Churu	9.81	
	16.	Sirohi	9.92	
	17.	Bharatpur	10.08	
	18.	Udaipur	10.76	
	19.	Alwar	11.38	
	20.	Jhunjhunu	11.40	
	21.	Ganganagar	14.16	
	22.	Jodhpur	14.47	
	23.	Jaipur	17.18	
	24.	Kota	17.39	
	25.	Bikaner	17.57	
	26.	Ajmer	21.92	
	<b>SIKKIM</b>	1.	West	13.04
		2.	North	16.78
		3.	South	20.06
	<b>TAMIL NADU</b>	1.	Dharampuri	18.60
		2.	South Arcot	23.81
		3.	Pudukkottai	23.86
	<b>TRIPURA</b>	1.	South Tripura	24.50
	<b>UTTAR PRADESH</b>	1.	Baharaich	5.29
		2.	Gonda	5.45
		3.	Bara Banki	7.21
4.		Badaun	7.54	
5.		Kheri	7.61	
6.		Basti	7.94	
7.		Sitapur	8.38	
8.		Banda	8.61	
9.		Pratapgarh	8.81	
10.		Rampur	8.88	
11.		Deoria	9.07	
12.		Uttar Kashi	9.17	
13.		Pilibhit	9.32	
14.		Sultanpur	9.37	
15.		Tehri Garhwal	9.42	
16.		Hardoi	9.52	
17.		Lalitpur	9.96	
18.		Gorakhpur	10.36	
19.		Rai Bareli	10.47	
20.		Mirzapur	10.62	
21.		Shahjahanpur	10.79	
22.		Jaunpur	10.89	
23.		Moradabad	10.93	
24.		Hamirpur	11.57	
25.		Faizabad	12.15	
26.		Azamgarh	12.20	
27.		Bareilly	12.33	
28.		Unnao	12.34	
29.		Fatehpur	12.48	
30.		Allahabad	12.81	
31.		Mathura	12.92	
32.		Etah	13.10	
33.		Bulandshahr	13.34	
34.		Ghazipur	13.63	

UTTAR PRADESH (Contd.)	35.	Ballia	14.28
	36.	Bijnor	14.76
	37.	Aligarh	16.24
	38.	Varanasi	16.25
	39.	Muzaffarnagar	17.50
	40.	Saharanpur	18.06
	41.	Chamoli	18.34
	42.	Mainpuri	18.49
	43.	Jalaun	18.96
	44.	Farrukhabad	19.08
	45.	Agra	19.92
46.	Almora	20.27	
47.	Pithoragarh	20.30	
48.	Meerut	20.30	
49.	Ghaziabad	21.32	
50.	Jhansi	21.38	
51.	Etawah	23.58	
WEST BENGAL	1.	Puruliya	13.25
	2.	Maldah	14.22
	3.	West Dinajpur	17.17
	4	Murshidabad	17.75
	5	Koch Bihar	19.55
	6.	Jalpaiguri	20.27
	7.	Bankura	24.20
	8.	Birbhum	24.46
UNION TERRITORIES			
ANDAMAN & NICOBAR ISLANDS	Nil		
ARUNACHAL PRADESH	1.	East Kameng	2.88
	2.	Upper Subansari	5.29
	3.	Tirap	9.68
	4.	Lower Subansari	10.01
	5.	West Kameng	12.43
	6.	West Siang	13.39
	7.	Dibang Valley	13.49
	8.	East Siang	15.57
	9.	Lohit	17.54
CHANDIGARH	Nil		
DADRA & NAGAR HEVELI	1.	Dadra & Nagar Heveli	16.78
DELHI	Nil		
GOA, DAMAD & DIU	Nil		
LAKSHADWEEP	Nil		
MIZORAM	Nil		
PONDICHERRY	Nil		

## State having Literacy Rate below the National Literacy Rate 36.23 (All Persons)

Sl. No.	Name of the State	Literacy Rate
1.	Rajasthan	24.38
2.	Bihar	26.20
3.	Jammu & Kashmir	26.67
4.	Uttar Pradesh	27.16
5.	Madhya Pradesh	27.87
6.	Andhra Pradesh	29.94
7.	Sikkim	34.05
8.	Meghalaya	34.08
9.	Orissa	34.28
10.	Haryana	36.14

## Statement showing State-wise Literacy rates (1981 Census) for Men, Women, Scheduled Castes and Scheduled Tribes

Sl. No.	State/Union Territory	Men	Women	S.C.	S.T.	Total
1.	Andhra Pradesh	39.26	20.39	17.65	7.82	29.94
2.	Assam*	33.18	15.75	25.79	26.03	30.63
3.	Bihar	38.11	13.62	10.40	16.99	26.20
4.	Gujarat	54.44	32.30	39.79	21.14	43.70
5.	Haryana	48.20	22.27	20.15	—	36.14
6.	Himachal Pradesh	53.19	31.46	31.50	25.93	42.48
7.	Jammu & Kashmir	36.29	15.88	24.44	—	26.67
8.	Karnataka	48.81	27.71	20.59	20.14	38.46
9.	Kerala	75.26	65.73	55.96	31.79	70.42
10.	Madhya Pradesh	39.49	15.53	18.97	10.68	27.87
11.	Maharashtra	58.79	34.79	35.55	22.29	47.18
12.	Manipur	53.29	29.06	33.63	39.74	41.35
13.	Meghalaya	37.89	30.08	25.78	31.55	34.08
14.	Nagaland	50.06	33.89	—	40.32	42.57
15.	Orissa	47.10	21.12	22.41	13.96	34.23
16.	Punjab	47.16	33.69	23.86	—	40.86
17.	Rajasthan	36.30	11.42	14.04	10.27	24.38
18.	Sikkim	43.95	22.20	28.06	33.13	34.05
19.	Tamil Nadu	58.26	34.99	29.67	20.46	46.76
20.	Tripura	51.70	32.00	33.89	23.07	42.12
21.	Uttar Pradesh	38.76	14.04	14.96	20.45	27.16
22.	West Bengal	50.67	30.25	24.37	13.21	40.94
23.	Andaman & Nicobar Islands	58.72	42.14	—	31.11	51.56
24.	Arunachal Pradesh	28.94	11.32	37.14	14.04	20.79
25.	Chandigarh	69.00	59.31	37.07	—	64.79
26.	Dadra and Nagar Haveli	36.32	16.78	51.20	16.86	26.67
27.	Delhi	68.40	53.07	39.30	—	61.54
28.	Goa, Daman & Diu	65.59	47.56	38.58	26.48	56.66
29.	Lakshadweep	65.24	44.65	—	53.13	55.07
30.	Mizoram	64.46	54.91	84.44	59.63	59.88
31.	Pondicherry	65.84	45.71	32.36	—	55.85
	Total	46.89	24.82	21.83	16.35	36.23

\*Based on 1971 Census.

## Literacy rates by sex in State/Union Territories (rural, urban, total) in 1981

Sl No.	State/Union Territory	No. of literates as percentage to total population								
		Rural			Urban			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8	9	10	11
	India*	40.62	17.99	23.57	65.58	47.65	57.19	46.72	24.81	36.12
	States									
1.	Andhra Pradesh	32.23	14.10	23.23	61.05	40.66	51.13	39.03	20.18	29.72
2.	Assam**	34.28	16.51	25.80	64.54	50.69	58.69	17.19	19.27	28.72
3.	Bihar	34.07	10.16	22.33	62.13	39.57	51.88	37.78	13.58	26.01
4.	Gujarat	48.01	24.12	36.31	68.59	51.03	60.25	54.53	32.31	43.75
5.	Haryana	42.87	15.34	29.95	64.89	47.23	56.78	47.78	22.23	35.84
6.	Himachal Pradesh	50.41	29.28	39.81	73.25	59.95	67.34	52.36	31.39	41.94
7.	Jammu and Kashmir***	22.17	4.78	14.11	46.60	28.38	38.17	26.75	9.28	18.58
8.	Karnataka	41.88	20.04	31.08	64.69	47.52	56.44	48.61	27.83	38.41
9.	Kerala	72.85	62.99	67.83	79.97	70.97	74.98	74.03	64.48	69.17
10.	Madhya Pradesh	32.79	8.99	21.15	64.69	42.31	53.98	39.38	15.53	27.82
11.	Maharashtra	51.06	24.74	37.97	71.76	54.48	63.82	58.65	34.63	47.02
12.	Manipur	48.83	26.61	37.87	63.35	39.63	51.68	52.67	30.05	41.52
13.	Meghalaya	30.20	33.64	26.98	66.72	57.40	62.30	36.97	29.55	33.35
14.	Nagaland	45.49	30.13	38.18	66.71	56.72	62.68	49.16	33.72	41.99
15.	Orissa	44.28	18.46	31.37	65.07	42.55	54.67	46.90	21.11	34.12
16.	Punjab	40.91	28.35	34.98	61.12	49.57	55.77	46.59	34.14	40.74
17.	Rajasthan	29.24	5.41	17.73	60.02	34.24	47.92	35.82	11.31	24.05
18.	Sikkim	39.90	18.19	29.83	62.20	44.85	55.07	43.82	22.09	33.92
19.	Tamil Nadu	50.15	25.07	37.69	71.26	52.81	62.14	57.19	34.12	45.78
20.	Tripura	47.82	27.38	37.89	79.42	67.00	73.34	51.27	31.77	41.48
21.	Uttar Pradesh	35.40	9.86	23.34	54.44	35.82	45.91	38.90	14.42	27.40
22.	West Bengal	43.36	22.01	32.97	68.99	55.26	62.81	50.49	30.33	40.88
	Union Territories									
23.	Andaman and Nicobar Islands	53.62	36.70	46.23	71.49	56.85	65.36	58.44	41.85	51.27
24.	Arunachal Pradesh	25.33	9.30	17.80	62.20	41.53	54.08	27.98	11.02	20.09
25.	Chandigarh	52.07	33.78	44.61	70.03	60.93	66.05	68.82	59.30	64.68
26.	Dadra and Nagar Haveli	34.18	14.89	24.63	63.07	44.25	54.24	36.19	16.75	26.60
27.	Delhi	54.80	32.07	44.42	68.95	54.17	62.35	67.96	52.56	61.06
28.	Goa, Daman and Diu	61.65	42.38	51.95	70.97	56.40	64.00	64.77	46.78	55.86
29.	Lakshadweep	61.73	40.92	51.39	68.69	48.07	58.58	64.97	44.21	54.72
30.	Mizoram	62.14	46.80	54.67	77.15	70.24	73.89	65.99	52.57	59.50
31.	Pondicherry	57.49	34.47	46.11	70.14	52.46	61.34	64.09	43.91	54.07

Figures for 1981 are provisional

\* Excludes figures for Assam and Jammu and Kashmir

\*\* Refers to 1971 Census and includes Union Territory of Mizoram which was carved out of Assam after 1971 Census.

\*\*\* Refers to 1971 Census

Source: (i) Census of India 1971, Series I-India, Part II-A (ii) Union Primary Census Abstract, Registrar General & Census Commissioner, India, New Delhi, p. xxiv.  
(ii) Census of India 1981, Series 1, India, Paper 3 of 1981, Provisional Population Totals, Workers and Non-workers, Registrar General & Census Commissioner for India, New Delhi, 1981, pp. 120-123.

## ANALYSIS OF CENSUS FIGURES OF 1981

East Kameng district (Arunachal Pradesh) has the lowest Literacy Rate (7.73%) in the country, followed by Jhabua (Madhya Pradesh) (11.15%) and Barmer (Rajasthan) (12.29%), while Kottayam district (Kerala) has the highest Literacy Rate (81.66%) in the country, followed by Mahe district (74.11%) in Pondicherry and Calcutta district (69.12%) in West Bengal.

*Literacy Rate (All Persons)* Out of 402 districts in the country where Census was held in 1981 (i) 40 districts or 10% of the total districts have the literacy rate below 20% (ii) 138 districts or 34.3% of the total districts fall in the range of literacy rate of 20–30% (iii) 102 districts or 25.4% of the total districts fall in the range of literacy of 30–40% (iv) 74 districts or 18.4% of the districts fall in the range of 40–50% (v) 48 districts or 11.9% of the total districts have the literacy rate above 50%.

*Literacy Rate (Females) 1981 Census:* Out of 402 districts in the country where census was held in 1981:—

- i) 65 districts (16.2%) have the Literacy Rate below 10%.
- ii) 143 districts (35.5%) have the Literacy Rate in the range of 10–20%
- iii) 89 districts (22.1%) have the Literacy Rate in the range of 20–30%
- iv) 55 districts (13.7%) have the Literacy Rate in the range of 30–40%
- v) 28 districts (7.0%) have the Literacy Rate in the range of 40–50%.
- vi) 22 districts (5.5%) have the Literacy Rate above 50%.

*Districts below State's Literacy Rate and National Literacy Rate in 1981 Census:* It is observed that:—

- i) There are 244 districts out of 402 districts, which are below the National Literacy Rate.
- ii) In Kerala, no district has Literacy Rate below National Literacy Rate.
- iii) In Rajasthan, all the 26 districts have Literacy Rate below National Literacy Rate.
- (iv) In UT of Arunachal Pradesh, all the 9 districts have Literacy Rate below National Literacy Rate.
- v) The UT of Dadra, and Nagar Haveli has only one district and this also has the Literacy Rate below National Literacy Rate.
- vi) The other 7 UTs, namely—A. & A. Islands, Chandigarh, Delhi, Goa, Daman & Diu, Lashadweep, Mizoram & Pondicherry have no district having the Literacy Rate below National Literacy Rate.
- vii) The Maximum number of districts having Literacy Rate below National Literacy Rate are 45 in U.P., followed by M.P. (40) and Bihar (29).

**Analysis****1. Demographic Trends:**

Every seventh person in the world is an Indian. With only 2.4 per cent of the global area, the country holds nearly 15 per cent of the World's population.

**2. Progress of Literacy:**

The percentage of literates to total population has improved from 16.67 in 1951 to 36.23 in 1981.

**3. All India Literacy Position of Population in 15-35 Age-group:**

The literacy position in India has increased from 25.41 million in 1951 to 111.10 million in 1981. The increase in male literates has been from 19.18 million in 1951 to 73.10 million in 1981 and that in the case of females has been from 6.23 million in 1951 to 38.00 million.

**4. Adult Literacy (In Age-group 15 plus):**

The total adult population in age-group 15 plus has increased from 215.01 million in 1951 to 414 million in 1981. The adult literacy in this age-group has also increased from 41.44 million (19.3%) in 1951 to 169.00 million (40.8%) in 1981.

**5. The Ranking by Literacy of the States/Union Territories based in the 1981 Census:**

According to 1971 Census, the highest and lowest literacy rate was in the Union Territories of Chandigarh and Arunachal Pradesh respectively. In 1981 Kerala improved its earlier position of number two in the ranking list for literacy and became the highest literate State in the country. The lowest literacy rate continued to be in Arunachal Pradesh.

**6. Number of Districts below and above National Literacy Rate:**

Of 402 districts in the country, 243 districts are below the national literacy rate of 36.23% according to 1981 Census. Such districts are mostly in the State of Andhra Pradesh, Bihar, Jammu & Kashmir, Madhya Pradesh, Rajasthan, Uttar Pradesh and Arunachal Pradesh.

**7. East Kameng district (Arunachal Pradesh) has the lowest Literacy Rate (7.73%) in the country, followed by Jhabua (Madhya Pradesh) (11.15%) and Barmer (Rajasthan) (12.29%) while Kottayam district (Kerala) has the highest Literacy Rate (81.66%) in the country, followed by Mahe district (74.11%) in Pondicherry and Calcutta district (69.12%) in West Bengal.**

**8. Out of 402 districts in the country where Census was held in 1981 (i) 40 districts or 10% of the total districts have the literacy rate below 20% (ii) 138 districts or 34.3% of the total districts fall in the range of literacy rate of 20.30% (iii) 102 districts or 25.4% of the total districts fall in the range of literacy rate of 30.40% (iv) 74 districts or 18.4% of the districts fall in the range of 40.50% (v) 48 districts or 11.9% of the total districts have the literacy rate above 50%.**

**9. Literacy Rates (Females) in 1981 Census, shows that out of 402 districts in the country where census was held in 1981:—**

- i) 65 districts (16.2%) have the Literacy Rate below 10%
- (ii) 143 districts (35.5%) have the Literacy Rate in the range of 10.20%.
- (iii) 89 districts (22.1%) have the Literacy Rate in the range of 20.30%.
- (iv) 55 districts (13.7%) have the Literacy Rate in the range of 30.40%.
- (v) 28 districts (7.0%) have the Literacy Rate in the range of 40.50%.
- (vi) 22 districts (5.5%) have the Literacy Rate above 50%.

**10. With reference to data available in respect of districts below state's Literacy Rate and National Literacy Rate in 1981 Census, it is observed this statement that:—**

- (i) There are 244 districts out of 402 districts, which are below the National Literacy Rate.
- (ii) In Kerala, no district has Literacy Rate below National Literacy Rate.
- (iii) In Rajasthan, all the 26 districts have Literacy Rate below National Literacy Rate.
- (iv) In UT of Arunachal Pradesh, all the 9 districts have Literacy Rate below the National Literacy Rate.
- (v) The UT of Dadra, and Nagar Haveli has only one district and this also has the Literacy Rate below National Literacy Rate.
- (vi) The other 7 UTs, namely A. & N. Islands, Chandigarh, Delhi, Goa, Daman & Diu, Lakshadweep, Mizoram & Pondicherry have no district having the Literacy Rate below National Literacy rate.
- (vii) The Maximum number of districts having Literacy Rate below National Literacy Rate are 45 in U.P., Followed by M.P. (40) and Bihar (29).