
CHAPTER + V

NATIONAL AND INTERNATIONAL SCENE OF
PROGRESS OF ADULT EDUCATION (IN
CONTEXT OF FINDINGS OF THE STUDY) &
SUGGESTIONS

National and International Scene of Progress of Adult Education (In Context of Findings of the Study) and Suggestions

Administration

Majority of the officials wanted to have more administrative staffs at district level. Datta (1980) also suggested the provision of atleast two adult education officers to control the entire district for proper implementation of the adult education programme. Many officials were unsatisfied with procedure of the recruitments.

The similar view was expressed by Haragopal and Ravinder (1980). They observed that "recruiting process was either unsatisfactory, or fraught with certain problems. They further observed that the recruitment practices ignored the qualities, such as commitment, experience and competence, etc. On the other hand, too much emphasis was observed on paper qualifications. There was political interference, favouritism and rigid procedures in the recruitment."

Administrative officials neither acted as a facilitator, nor took much responsibilities, nor spent much time in the field. Dorland (1977) and Harold's (1972) findings were the similar.

It was found that officials had very little competencies

in coordinating, controlling, managing, internal-personal relations, motivating, programming and counselling, while these competencies were urgently required for effective implementation, as stated by Hudson (1978).

Majority of the officials were newly recruited and they did not have, at satisfactory level, the knowledge of adult learning and they did not take active participation in community activities, which were considered essential by Riggs (1978).

The officials, at district levels, were not satisfied with their jobs and made organization ineffective. Lambie (1980) supported this finding.

The learners and community organizations took part in almost all the activities of the programming to a very little extent. Therefore, the programme did not have much impact on the learners.

The lack of awareness, about the programme, contributed not to take part in the programme to a great extent. Utranand (1976) and Sri Ram Centre, New Delhi (1977) observed that the lack of awareness, about different programmes, was found in many development activities. Shukla (1960) found that the majority of the people were not aware of the different programming of Blocks sponsored activities, stray, spordic

and ad hoc arrangements were made to communicate the learners about different programming of the adult education. Peer groups were the main source of communication.

Some of the active learners approached officials for the solutions of their problems, but the latter apprehended the solutions of the problems in time to a very little extent. Ricker (1977) had suggested that the information flow from agriculture specialist to the farmers or learners needed to be made more effective.

Moore (1980) observed that actual official duties were more than the duties prescribed and recommended, the duties and responsibility, like administration, planning, coordinating, evaluating, funding, public relation, technical assistance and research for a variety of adult education programme.

The involvement of the total community is very important condition for success of the adult education programme.

Andrus (1976), Dockery (1976), Regier (1977), Lee (1971), Siegel (1973) and Moore (1977) stated that it was essential for progressive and desired outcomes from the learners. Dodge (1980) mentioned that Panchayat education and development society helped to form cooperative society for involving learners. It had helped a lot to a community to develop ability to solve its own problem.

Bhati (1978) observed that students had been strongly motivated to participate in the campaign, but the problems they faced, could not be removed on the part of the organisers. The problems, arising out of organizational difficulties, can create frustration and kill the motivation.

Therefore, National Adult Education Programme is to be believed as a people movement and people should take active part for the mobilization of local and community resources to assist the leaders of the programme. The investigator, personally, feels that the way, adult education is being imparted to the learners, may not improve their conditions to any extent. While Gayatonde (1977) found that though Social Education Officer felt that social change could be brought by social education, while intellectuals did not think that social education was effective agent for social change.

Majority of the officials could not link the programme with different vocational activities by taking help from different departments, which could have been based on the felt needs of the learners. There was not harmony among the officials. There was rivalry in organization. All the officials were not devoted and committed to improve the masses, which were in poverty and ignorance. They were more conscious about their needs to be fulfilled, like promotion to higher rank, not for the social obligations to which the society was looking forward.

Dockery (1976) stated that officials had social obligations to prepare every person regardless of race and economic status with the skills needed to function day-to-day fruitfully and intelligently.

In the field of adult education, there was huge expenditure over the upper strata of planning. There were expensive provisions for administration and organisation. Expenditure on really illiterate people was meagre in comparison to all these other items.

Training

Bradley (1973), Greer (1977), Mitchell (1977), Lipp (1978) and Bwatwa (1975) and Ellision (1978) observed that the teachers wanted to learn about the psychology of the adults, adequacy of the materials used at centres, motivation and retention, diagnosing individual problems, individualized instructions, evaluational techniques, assessment of learning ability and ability of communication, both orally and in writing.

The contents of the training for instructors were general introduction, philosophy of adult education, community and community organizations, phylosophy of adults, methods and materials.

Contents of the training for officials were: the project planning and management, resource mobilizations, methods of approach, instructional materials, communication mechanism, identification of the leadership and development-
of process, administration of adult education including the organizational structure, the role of various communities, leaders, finance and publicity.

The instructional materials used at the different

training centres for the instructors were charts, maps, posters, models and primers; while the instructional materials for the training of the officials were flannel graphs, filmstrips, flashcards, some posters, charts and guide-book, etc. But they were rather unhappy due to the little use of appropriate materials.

Physical facilities provided at training centres were inadequate.

The organisational flexibility was found absent throughout the training programme of instructors.

Training facilities and organisational flexibility should be provided at various levels for different categories of personnel, such as key persons engaged in planning and programming of the activities, middle level administrators and supervisors and grass root workers, who actually conduct the literacy classes. Such arrangements should be provided at national, zonal and district levels through the Directorate of Adult Education, University, State Institute of Education and voluntary organisation.

Majority of the instructors and officials were indecisive as regards the positive outcomes of training programmes at field level. The training facilities provided were not satisfactory and adequate. The Indian Adult Education

Association, in collaboration with Gorakhpur University (1979), had conducted a survey, in which they found that most of the workers had started their work without any training. Majority of the instructors, who received training, concluded that training was useful in understanding the concept of National Adult Education Programme, adult psychology, motivation and effective running of the programme.

Chalmers (1972) observed that the effect of inservice training programme on reducing drop outs between control and treatment classes was significant.

Munns (1979) stated that minimum training and practice programme had an effect on the vocabulary growth and clear understanding of practices.

Brown (1976) stated that training was a means of changing the behaviour of Board of Directors and contributed to increase effectiveness of the board of the functioning in all areas, except in finance.

Bwatwa (1975) stated that four to six weeks training programme was sufficient for the teachers of adult education programme.

A short training course may not be enough to impart

the necessary skills among them. The training before posting, which had been provided to them, was rather inadequate to equip themselves to discharge their duties efficiently.

Majority of the instructors were not satisfied with the trainer's knowledge, ability and resourcefulness.

Except the initial training, no provision has been made for continuous progress of the trainers and trainees. There is a need of considerable support from the libraries and other agencies to produce useful material and literature.

In F.A.O. 105, 1975/5.6, it has ^{been} mentioned that the "Short initial training followed by periodic refresher seasons on the week ends for example is thought to be more efficient (and probably no more expensive) than long initial training without follow up. This preference arises both from the utility of repeated re-enforcement of basic skills and from the opportunity provided for instructors to use class experience as a practical sum for their own learning."

If adopted the above stated procedures, at this stage, the trainees ~~may~~ competent enough to explain their felt needs for further refresher course in different aspects, which can improve their efficiency in the practical field.

Training programme did not highlight about the different

vocations, and instructors were not able to trace even single aspect of different vocational programmes and practices, which could help the learners for their upliftment.

Occupationally oriented training programme is the most direct means, by which adult education can contribute to generate new climate and hope in illiterate learners.

The training period should be considered as a period of testing of vocation and acquisition of necessary knowledge, skills and attitudes.

Even, they were not trained to prepare simple learning materials to teach the illiterate learners.

Mc Kinley (1972) observed that inservice training enhanced the assessment capability, kept them upto-date through the study of professional literature and made them efficient to use instructional materials and made them prompt in action to utilise the community resources to enrich the programmes.

The instructors were not trained about the use of different methods of instructions, so that in varying situation, they might select and use one appropriate method for the best outcomes.

Incompetent instructors were made more incompetent.

At most of the centres, unemployed B.T.C. passed youths were working as instructors. They were neither competent nor committed to act as a resource person.

Qualified instructors were absent throughout the programming. Wohabi (1978) also observed that due to shortage of qualified teachers, expectations of adult education programme could not reach upto the mark.

The training programme of officials was somewhat better than that of instructors training programme. Thus, in conclusion, it can be said that training programme of instructor have many shortcomings. An instructor, trained in this way, can not be expected to deliver the output in an effective way.

The training programmes, for different officers and instructors and their contents organised in India, are given below.

The Indian Institute of Youth Welfare, Nagpur conducted a seminar on vocational skills in May, 1980 for its instructors. The subjects were the demonstrations on soap making, craft and papad making. The officials of Indian Institute of Youth Welfare wanted its instructors to pass on these ideas to their learners, so that some of them could earn and supplement their family incomes. It also conducted workshop on youth work. The important

issues included were the mobilization of community resources, building local leadership and importance of the adult education programme for the national development.

Seminar-cum-Workshop on Rural Functional Literacy to Project Officers and Supervisors of Punjab was organised from January 13 to 15, 1981 and the main themes covered were the teaching methods, linkage of literacy with developmental projects, various ways and means to find out various ways and means of the problems of curriculum, coordination, evaluation, etc.

S. V. University Colleges, Tirupati organised a training programme from December 15 to 24, 1980. The following topics were covered; the concept of National Adult Education Programme, literacy, functional literacy, roles and functions of the instructors, supervisors and project officials, organisation of adult education centres, identification of needs and problems, curriculum, teaching-learning materials, motivated methods, communications, evaluation and follow up.

The trainees were also exposed to the roles, objectives, functions and operational programmes of various developmental departments, like Agriculture, Animal Husbandry, Health and Family Welfare, Industry, Engineering, Child and Women Welfare, Sericulture, N.Y.K., Cooperation, Panchayat Raj, Laws, Banks and voluntary agencies.

A training camp for the Supervisors of voluntary agencies was organised by S.R.C. Karnataka State Adult Education Council in Mysore from October 12 to 21, 1979. The following areas of training curriculum were covered.

The concept of National Adult Education Programme, History of Adult Education in Karnataka and India, Organisation of centres under National Adult Education Programme, Functions and duties of the Supervisors, the Role of the instructors under National Adult Education Programme, Education through popular media, Use of instructional materials, Adult Psychology, Motivation, Role of village panchayat, Preparation of follow up materials, Evaluation and Monitoring methods of using socio-economic survey, Poultry development in India, Dairy Development, Horticultural development and Small Scale Industries.

The Xavier Institute of Social Service, Ranchi organised the training programme for supervisors in December, 1979. The contents included were (i) how to organise adult women and youth forum in the villages, (ii) group discussions, motivational methods, practical demonstration of audio-visual means, etc.

The Asian-South Pacific Bureau of Adult Education (A.S.P.B.A.E., 1980) recommended that the training content should comprise:

1. (i) The practical part of living and learning to serve the rural and urban slum 'community',
 - (ii) The academic part of natural, social and human sciences including new teaching-learning participatory processes.
 - (iii) The understanding of the political processes and political options for the community.
2. (i) The organisation of periodic refresher course.
 - (ii) The duration should vary from 6 to 12 months.
3. The necessary infrastructure, which would include the residential facility for the trainees and the trainers (for every 30 trainees, there should be 6 trainers, a library, teaching aids and stipend to cover living costs).

In the training programme, the curriculum content should be related to the adults and resources. It should include at least how vocational skills can be improved in individual as well as in group. Content of the programme should become comprehensive and functional. The training programme should enable the participants to look into the basic understanding of social and environmental structure around them based on rational judgement.

It is suggested that the training materials should include atleast.

- a) The reference materials useful for the training of the instructors and officials.
- b) Simple visual aids, which will help in the clarifications of the concept and techniques.
- c) Simple techniques of instruction and evaluation for instructors and officials, illustrative lesson plans.

The manual and guide book for instructors and officials should include (i) knowledge oriented contents, (ii) skill oriented practical content and content sheet may include preparation of teaching-learning materials, effective use of literacy method, group dynamics, discussion, technique, how to organise and lead group discussions, use of group discussions as a tool for problem solving, simple aids, charts, flashcards, filmstrips for illustrations of the contents, motivation, supervision techniques, mobilization of local resources, cooperation and coordination among different departments for demonstration on useful productive work to raise the economic status of the learners, more attention should be given to agrarian reforms employment programme generation of self employment, small scale industries, sanitation, etc. The more stress should not be given to

accumulate the knowledge or skills, but should develop aptitudes and attitudes for problem solving and commitment, belief and active participation to raise the life situations of the destitute learners.

The trainees should be acquainted with complex socio-economic problems through actual work situations in the society. It will fairly enhance the insight, sensitivity through the practical participation in actual situations.

Inclusion of contents through different activities in curriculum should be inter-disciplinary. The contents and activities should be derived from problematic areas, observed directly by the direct participation and discussion with the learners and suggestions from expert of adult education. The training programme would definitely have to offer:

- i) to develop leadership qualities and organisational ability;
- ii) to provide knowledge of social, economic, cultural and psychological conditions of the illiterate adults;
- iii) to impart clear understanding of suitable methods and techniques of the adult education to inculcate a democratic and cooperative outlook.

During the training period, both trainers and trainees must work according to new ideas, thoughts and attitudes, which can be transmitted to the illiterate people.

People or group of men and women, of course, do not move as molecules move in a gas. They move in an organised way and in every case of social dynamic, there is a leader. Mobilization of masses means making sure that every citizen is equipped to make an effective contribution to the national development. The functionaries should act as a change agent. They should have a sense of being a means and not just an end. They are the harbinger of a new social order of free and happy people. They must shoulder the responsibility to provide technological guidance necessary for the upliftment of the poor masses. They have to consider the individual, social, cultural and economic development through democratic action and active participation of illiterate adults.

Learning Material

The standard language Hindi was used in preparation of materials. Bhojpuri, a common dialect, was not used, which was known by all the illiterate people. Srivastava (1980) found that interest in learning to read and write, as well as the rate of progress for the total programme favoured the Dialect Group. UNESCO suggested as early as 1953 that in order to increase the tempo of education for the masses, the language of instruction should initially be the mother tongue of the learner. All the materials, sent at different centres, were prepared by State Resource Centre. District and block administration did not prepare the materials, which could be used at the local level for illiterate's life situations and problems. Some charts were prepared at local level, which were outdated, uninteresting and unsuitable for solving the life problems.

Learning materials did not include the lessons on different vocations, and different problems concerned with illiterate learners. Physical get up was satisfactory. The focussed drill method, story method, problem oriented literacy method were not used in preparation of the learning materials. The words were not known in their spoken language and the contents were not correct and implementable in local perspective. There were not adequate exercises at the end of

each lessons, which could be practicable. Language used was not the language styles of learners spoken in the majority. Vocabulary was above the comprehension and understanding of the learners. The central theme was absent at the margin of each paragraph. Neither learning materials provided a level of competency in literacy skills, nor aroused self interest for further voluntary readings. Ultimately, the materials did not provide necessary basis for developing learning.

All the learning materials were not suited for the purposes. Bwatwa (1975) found that some of the learning materials like primers, newspapers, radio programme, and film were effective in reducing the illiteracy.

Sentences were too large to be readable. All the studies conducted in reading ability, specially by Kitson (1942), Gray and Leary (1953), Lorge (1939), Flesch (1935), Dale and Chall (1948), Jenkins and Poiterson (1951) and Gunning pointed out that larger sentences were more difficult to read and comprehend.

The learning materials, for neo-literates, were few and unsuitable for the purposes of arousing thirst for continuous learning. Venkataih (1980) conducted a survey of reading materials for neo-literates in Andhra Pradesh and

found the same. The existing materials lacked a scientific base. The needs and interests of the neo-literates were not studied. Many of the problem oriented literacy materials, which were said to be more advantageous to the learners, were comparatively less familiar. A clear-cut distinction was not maintained by the authors between the primary and supplementary materials.

The investigator found that religious and folk literature were totally absent from the programme, which had a very high reading appeal. In informal talks, the instructor stated that the topics, which were already known to illiterates, were preferred more, and not only stimulated readings, but also had widened the scope to desire for the learning. The story had a high appeal to them. Malli (1969) has supported these views.

In the first stage of learning, a illiterate is expected to learn simple words and reach upto reading of an independent sentence of a few words. In the second stage, learning may enable him to learn a group of connected words and reach upto the reading of pieces of continuous narrative simple prose or verse with short simple sentence. On the third stage, he is expected to acquire the ability to read a miscellaneous of prose, verse and other literacy forms or books forming a continuous exposition of single subject. At

this stage, he is expected to use books, not only as the means of improving his literacy, but also as a source of new information to upgrade their knowledge and competencies in different activities of the local situations and life. These types of learning should be included in the Primer from first to third stage in simple sentences, words and ideas suited to illiterates' understanding.

Reading materials play an important role in many aspects of the illiterate's life dimensions. Mali (1974) revealed that reading materials had a very high correlation with literacy retentions.

Possible types of materials suggested :

For learners

1. Primers.
2. Readers.
3. Charts, flashcards, etc.
4. Books for neo-literates.
5. Periodicals for neo-literates.

For instructors

1. Guide books.
2. Technical books.
3. Teaching aids.
4. Periodicals.
5. Reference books.

In the formal system of education, there are uniform syllabus, text books and methods of teaching, testing, certification procedures, etc. These strictness have been pointed out as one of the defects, which need rectification in the adult education programme sector. This is true of the

National Adult Education Programme as well as there has to diverse approaches to solve the problems that confront the poor, downtrodden and exploited masses. Hence, there can not be uniform text books or syllabus even in different parts of the State or district. The problem oriented approaches are suggested for use in the literacy centres and discussion method has to take the place of ordinary lecture method. Hence, a special care has to be taken in preparing teaching-learning materials for the adult education.

(A) Literacy Primers

There can be a common Primer for people of different vocations, different localities and different communities. The lessons should include the activities of the common man. It should be life oriented. The alphabets need not be introduced in any prescribed order. All the letters of the alphabet can be introduced and drilled, so that reading and writing abilities can be inculcated among the learners. The new words, when introduced, will have to be repeated with new ideas.

Guide books on how to use literacy Primers carefully should be written. This should indicate the objectives of each lesson.

(B) Books and Periodicals for Neo-Literates

Next in order comes the books for neo-literates. The reading interests of literacy learners have to be ascertained before preparing the such books. The vocabulary level of the learners has to be taken care, while preparing the draft and the same has to be tested on representative target groups.

The Government of India has organised the competitions ^{to write literature on} neo-literates. Every year prizes are distributed to the best writers in different languages. The number of prizes is only around 70 for all the Indian languages. This number should be increased and the State level competitions should also be organised to boosting the production of the neo-literates literature.

In order to prevent neo-literates relapsing into the illiteracy, the periodicals have also to be published. These can be fortnightly, weekly or daily. Wall newspapers are also quite welcomed. These materials should provide the readers with current news and informations regarding health, industry, right, obligations and cooperative efforts. The lessons are also be introduced to improve their vocabulary. The cartoons, short stories and simple poems, etc. should also find a place in such books. The illustration is an essential aspect.

(C) Technical and Reference Books

The instructors should be provided reference materials with emphasis on how to motivate the participants and how to sustain their interests. The periodicals and journals, published in India, should be considered as the part of the reference materials.

The technical books should contain the following crafts in detail, as well as with the latest information regarding availability of material inputs, financial resources, expert consultant, provisions of marketing (i) better farming, (ii) spinning and weaving, (iii) carpentry, (iv) smithing, (v) poultry, (vi) animal husbandry, (vii) domestic craft, (viii) needle work, (ix) leather work, (x) toy making and clay modeling, (xi) bee-keeping, (xii) basket making, (xiii) paper craft, (xiv) soap making, (xv) book binding, (xvi) laundry, (xvii) mat weaving, (xviii) tailoring, (xix) food preservation, (xx) dairying, (xxi) fishery, and (xxii) printing, etc. and more, if possible, about different crafts and techniques suitable to the learners.

(D) Teaching-Learning Aids

In addition to the above stated materials, flashcards, charts, pictorial presentations, maps and sketches should be used in adult education. The alphabet charts of the calendar

type with illustration is a good one for use. Flashcards are useful in familiarising alphabets, words and small sentences to the learners. The films, filmstrips, slides, etc. are also of use as teaching aids; radio and television have significant importance in providing literacy.

The materials should be reviewed periodically and should be made up-to-date. The State Resource Centre should evolve the guidelines in consultation with the experts in different fields to prepare materials at district levels, and if necessary, should give training to the functionaries working at district and Block levels. When adopted to local conditions, the needs and problems will be acknowledged at literacy centres. Flexibility of the nonformal system should invariably be reflected in the teaching-learning materials as well. The teacher educators should cooperate in the preparation, evaluation and revision of such materials at local levels.

Ultimately, the learning material should be in the range of comprehension and appreciation of the learners. The vocabulary in common usage, spoken in a common dialect, should be included in content of materials stated above, and should be such that it can attract the learners to think, read, translate and, ultimately, put into action.

Need

Majority of the learners wanted to know to read, write and computation to some extent. They wanted very much to learn new vocations or modifications in their work to raise the economic status. Dixit (1975) observed that majority of the rural population had a favourable attitude towards vocational training. The lack of adequate information is also one of the main reason, why poor people make poor, vocational choices. Similarly, there are dozens of vocations totally unknown to them with the result that occupational preferences tend to cluster around the few occupations. They also wanted to be protected from diseases. The women were more sensitive to utilise their leisure time by the constructive work. They wanted to be saved themselves from the tyranny of the big people. They wanted to make the villages as a place of peace living. Most of them felt desire to learn about the financial resources to avail finance at cheaper interest. They wanted to know about the political situation to some extent.

Vanover (1977) observed that more than 80 per cent of the study indicated that programme should be designed based on the needs of the adults. Apte (1950), after careful study of the historical nutrition perspective of the adult education, observed that adult education could be considered

as beneficial in the following areas.

1. To remedy the shortcomings in the early education of the adults concerned.
2. To give vocational education to improve the efficiency.
3. To provide liberal and cultural education.
4. To impart training in the citizenship.
5. To provide rationalized thinking into the correct political problems.

Goode (1980) stated that, historically, the males and females had been pursued different types of the occupations. Over-time attempts had been made to reduce sex viased occupational activities by encouraging more equal participation in all educational programmes.

The investigator feels that it is the need of the hour to offer variety of masculine programmes to females, because in the poor society of the rural and urban areas, the females have to perform the same work as men. They wanted to remove the cultural and social forces, which prevented them in their advancement. Gyger (1973), Clean

(1975), Quirk (1975), Van (1975), Berg (1976), Karr (1976), H. Sich-An-Tien (1977), Flaherty (1977), Field (1978), Kohtbanta (1978), Ahnwoo (1975), Dannis (1976), Booth (1979), Dillon (1978), Charleston and Savannah (1979), Mitchell (1977), Ray (1978) and Smith (1979) identified that the learners expressed their desire to learn the vocational apprenticeship, family improvement, community education, consumers' economics, Government and law, remedial education, current events, language proficiency, livestock education, financial matter recreation and nutrition. Munn (1976) observed that majority enrolled for the personal satisfaction as opposed to the job related reasons and planned definite or possible enrolment in order to continue personal growth, because the participation was rewarding and satisfying.

In the present study, there were no congruence between their needs and the programme of adult education. These types of dissimilarities have been expressed by many studies. Caldwell (1977) and Boon (1979) had expressed that there were lack of congruence between adults goals and programme goals.

Some of the illiterate adults could not indicate their needs and types of education, they wanted. They revealed only after explaining the needs relating to better life to some extent. Anderson (1978) concluded that adult could not define their needs, as the needs were constantly changing.

Mahendru conducted a survey on the 'Adivasi' of Maharashtra State and observed that first they wanted to write their names and then, realized that until and unless they could assert themselves to fit in the proper place, the disparities would cease to exist.

Department of Political Science, Arts and Science College, Warangal (1980) conducted a study and observed that they were filled with constant insecurity, unless their economic situation is bettered or is part and parcel of the programme, the adult education programme may not be completed.

The special issue of the Journal of Lal Bahadur Shastri National Academy of Administration (1975) contains various papers on aspects relating to life and problems of the illiterate people and it was suggested that the only solutions seemed to be lie in providing people with additional source of income.

Some studies wanted to make it life-long education, which is also advised by the present study. Some studies also support the present study. The studies, conducted by Wright (1976), Allard (1979), Fu, David-Tsao (1980), MacCormack (1979), indicated that ample and rapid provisions should be made for the life-long learning.

Augustine (1978) studied that life oriented education was the need of the hour and it was a potential solution to Indian's problems to make people efficient.

The creative use of leisure time, to supplementary income, has been expressed by many illiterate women and men. The present study had been supported by Chickermane (1966), Singh (1977) and Baroda Citizen Council (1976).

Dixit (1976) observed that only 25 per cent learners desired to attend the programme in night, while the investigator had observed that more than 75 per cent learners attended the programme in night. I. L. O. study reveals that 26 per cent of our workers are agricultural landless (480 millions), who are living below the poverty line. It is also observed that the minimum wages for them even will have to ^{be} raised by 33.6 per cent in West Bengal, 63.5 per cent in Kerala, 20.2 per cent in Tripura, 163 per cent in Bihar, 155 per cent in Orissa, 90 per cent in Uttar Pradesh and Tamilnadu and 39 per cent in Haryana to live above the poverty line.

If the adult education is properly conceived in the illiterate societal and economic setup, it can help the

rural bonded labourer and such other weaker sections of the society to raise their economic status. If the illiterate people would be initiated to organise in order to take part in various developmental activities through this way, a positive thinking can come to use the local resources and other economic inputs for their benefit.

Adult education may be an effective agent for the national development in the following areas of the social life.

- i) Community health and hygiene.
- ii) Personality development.
- iii) Economic development.
- iv) Employment.
- v) Social adjustment.
- vi) Commitment to progressive values.
- vii) Political consciousness.

Adult education and its programmes are, by every mean, catalytic to process of socialization and industrialization. Economic, social and political modernization can be ensured only in such a society, where educated and enlightened individuals live. India, with illiteracy and heavy population growth, needs much enlightened for her ignorant citizens.

The educational, cultural and social amenities have been considered as primary, secondary and tertiary facilities to the villages and these should be provided in a way that it should help the illiterate people for economic oriented activities and self reliance and better life. The economic planning should be of right type, viable and need based in consideration of resource availability, input and outcome. The area, under cottage industries and small scale industries, should be under the guidance of experts of small scale industries to create proper incentives and should have the structural facilities and provision of finance in the form of loan. The sale and purchase activities should be at the centre under the control of Government and Cooperative organizations, constituted by the illiterate people for provision of materials for economic activities and cash payment on the spot. This will not only generate the increment of the economic activities in the area, but real economic orientation in perfect and correct way.

The immense need of mass literacy, in the third world, is universally recognised. The literary levels are an integral part of any measurement scale, applied to estimate the national development. Modern day progress can not be divorced from technological progress and this has implications for the content of mass adult education programmes.

Methods and Media

Despite the more concentration of people in the rural area, the mass media whether broadcasting or printed media have yet to reach in the rural and slum areas. The Chowla (1981) has mentioned the radio broadcasting system with 84 stations and 154 transmitters broadcasting nearly 700 hours per day in 15 languages and 136 dialects claim to reach 90 per cent of the population and 80 per cent of the total area. About 25 million population are receivers, out of 680 million population, approximately one for every 30 persons. Only 25 per cent of the total number of receivers are owned by nearly 80 per cent of the population in the villages. This is further enhanced, when the low literacy percentage in the villages account the very limited reach of the press and printed words. Although India has about 14 thousands journals, of which 900 are daily newspapers, are circulated in metropolitan cities and towns, constituting about 10 per cent of the population.

Media help in disseminating informations, ideas, moulding attitudes and providing entertainment. The techniques of communication help in bringing about changes imperceptibly in the behaviour and general outlook of the people. Mass media have strengthened the position of traditional teacher in overcoming the handicaps of the traditional teaching. The mass media have a great potential for formation of values and

opinion. The classroom instruction utilizing media often contributes to learning about outcomes, that are not covered by the textbooks or in other word, it opens up the informal channel at leaving on one hand and on the other hand, supplement the formal channel. Hence, they have become an important source of learning for adults, by helping them in crossing the barrier of illiteracy or making them desire to continue the learning.

Instructional media, including mass media, are a tool for extending learning opportunities and meeting the needs of working adults. Schramm has classified the media as "Big and little". Big media are defined as the complex and expensive channel of communication, such as television, sound-films and computerised instruction. Little media refer to the simpler one including slides, filmstrips and projected transparencies as well as programmed tests and radio.

Media can work efficiently, if the programme is conceived imaginatively. They will be proved really more useful, when the contents of the programme are more problem and need oriented of adult illiterates.

All programmes, presented through media, are not complete in themselves; they need to be supplemented by lectures, personal visits, discussions, etc. Suitable

literature and follow up programmes also have to be organized to fill up the gaps in knowledge. Media can only aid the educator to cope with routine functions speedily for a longer population, but can never be a total substitute for actual teaching.

It was found, from the present study, that counselling and demonstration method were the most effective, but were less used. Talks with audio visual aids method was also much effective method and was used to a great extent. The lecture method was only effective, when supplemented by demonstration method. Excursion method was also effective only to extend the horizons of knowledge. Talukdar (1975) observed that, in Assam, instructional problems were there.

Blackboard, the most basic and traditional teaching aid, was found to be leading in all situations. Mostly charts and pamphlets are easy to prepare or collect and use. This may have been the only reason for their use to a limited extent. Centres used variety of approaches and media instead of depending only on the conventional ones, such as blackboard and lecture method. Audio visual aids were less found at different centres. This has been supported by Talukdar (1978), who observed that audio visual aids were less found in Assam in adult education centres.

The personal contacts, posters and pamphlets, radio, exhibitions and conferences were used to communicate the learners about the different activities of the programmes of adult education to a very little extent.

Folk media were not used in communicating about the programme, which have been acted as a social corrective and exposed hypocrisy and social tyranny. Folk media could be of a great use, specially in creating awareness in different directions and interest in literacy and functional^{on}ity.

The various folk arts, like folk love, folk theatre and dancing, picturisation of stories, Katha and Kirtan fairs and festivals, and puppetry have been instrumental in communicative the masses. These have retained their efficiency despite onerous burden, which have affected their structure. These can be seen in all parts of the country, specially in the rural areas and take in their purview all sections of the society. If adopted carefully excluding blind belief and superstition, folk arts can be of valuable use, both in urban and rural areas for both the purposes, entertainment as well as making aware of the people.

Radio was used, to a very little extent, in making publicity of the adult education programme. Radio, if it could be used either communication and instructional medium

incatering to a small, identifiable, hamogenaous and audience, preferably speaking a common dialect, then the results would have been more better.

Shanker Ram and Ariel (1981) observed that, when the message was repeated several times, it was more easily understood by the listeners. In increasing the effectiveness of radio-broadcasts, cassette recorders could play an important role. These can be pre-recorded cassette tapes or can be recorded directly from the radio.

If variety of instructional media and communication media could have been used, the learners would not have been dependent on only mostly lectures for instruction and personal contacts, posters and pamphlets, to some extent, for the communication purposes. Varieties of media could foster active participation by feeling delighted in listening to, or observing programme presented to them. Thus, this sort of stimulous variations could be of valuable contributions in motivating the adults to attend the programme.

No continuous and sustained efforts were made to make them aware of the different programming.

Talukdar (1975) observed that communication difficulty was also one of the reason for not getting success in the social education.

Majority of the illiterates knew the programme by neighbours only to extent of literacy and numeracy. Chaturvedi (1969) identified that ignorance and illiteracy, which had been generally attributed, not to take the benefits from the varieties of social programme under the Community Development Programmes. Various combinations of mass media should be applied systematically, so that the learners may become aware of various activities of the programming to be held and benefits it can supply. Adequate posters, charts, wall papers, regular contact by the functionaries and folk media would have maximised the programme.

Bhatt (1977) established that radio, advertisement and articles in newspapers, cinemas and wall writings, all were the effective communication media.

Gwynn (1974), O. Connor (1974), Ho Yke (1974), Ullrich (1975), Cassman (1976) and Arndt (1973) expressed that besides the use of conventional media, such as newspapers, home magazines, news-letters, pamphlets, radio, exhibitions, etc., were mostly used in the developed countries involving less expense.

Shukla (1960) observed that majority of the people were not aware of the different activities of the Community Development Block, sponsored by it in different villages.

Operational Research Group (1973) also concluded that the conventional media (newspapers, radio) were inadequate to reach the poor masses. All or the some methods may not be suitable to teach all concepts in all the subject matter areas. Some mass media, such as posters and films, may prove to be useful for easy to grasp broad subjects, while for somewhat abstract and detailed study, aids like charts, models and flash-cards, which allow the leisurely observation, may prove appropriate.

Miller (1975) and Brown (1975) observed that mass media ^{were} effective in contacting the persons. However, many researchers, like Leo (1972), Devaughn (1975), Wayne (1974), Van (1975), Wade (1976), Good (1980) and Boulgaridus Wanda, Wilson (1980) have found that individualized instructions were effective in actual teaching of adults of poor sections.

Saraswathi and Ravindran (1980) observed that problem-oriented literacy method was used by enlisting the community problems and analysed their lives in terms of the problem areas through group discussions, role plays, games, debates and cultural programmes.

Pintozzi (1978) found that cartoon booklets were useful in effective knowledge gaining.

Khan Mohammad (1977) and UNESCO (1977) found that in

developing countries, radio was potential and promising tool for the national and community development, if organised in effective and efficient way.

Ricker (1977) observed that in India demonstration method of teaching was most effective method in teaching the farmers, new skills and techniques.

Edward (1972) found that group, who received instruction in Programme Bulletins, scored higher than conventional format.

Instruction was provided in standard language, not in their dialect which was not understood by most of the learners.

Srivastava (1980) conducted a study on language issue and concluded that the rate of progress for total programme favoured the mother tongue.

The instruction should be provided in the language, with which they are accustomed. The instructional process can also affect the learning. Instructors or functionaries should be familiar with various instructional processes. Combination of various instructional methods may ensure better results, depending upon the applicability of the methods in various situations as well as various teaching skills.

The informal mode of learning system of learning emphasises the extensive use of many media, both for publicity of the

programme and actual classroom instruction.

If the functionaries of the adult education adopt to impart instruction in absence of the well equipped media, the effectiveness of the instruction is bound to suffer and bringing the status of adult education down.

Media, including mass media, still have to play a role in adult education, but community and traditional media are close^{with} the people and can play effective role in enlisting the willing support of the people to adult education.

Low literacy achievement, poor media reach and weak feedback system are responsible for their backwardness. The effective communication media should answer the perceived needs of the poor masses in credible terms and make them conscious to be vigilant about their problems.

Impact

The impact of adult education programme in various subject matter areas on the participants was studied. The overall impact of the programme was reported to be very low. Johnson (1970) and Agnihotri (1979) also observed very little impact of the programme in their studies.

Shukla (1960) observed that advantage taken by the people was found to be very little. The overall impact of health education was on positive side.

Kudesia (1973) also observed high achievement in health, as a result of social education programme. Programme to some extent was effective in providing literacy and numeracy.

Ahmed (1958) quotes UNESCC statement, "If learning to read with ease and understanding is a long process, then it is equally true that practice of reaching information or entertainment is hardly to be acquired in the course of few years of schooling still less in months of adult literacy classes.

The programme, to some extent, was effective in providing numeracy and literacy, but could not be said to be effective in providing vocational programmes in raising

vocational efficiency, self sufficiency to solve the problems, sense of self reliance and in using wisely whatsoever the resources they had. Programme did not enforce ~~Amo~~ them to write, read and listen with understanding. Illiterates did not get any idea , thought and direction, through the programme to utilize their potentials in effective manner, which they had. It did not initiate to take part in constructive work. They did not know the rights and duties. They became aware about various funding agencies to a very little extent, but who would provide help to get loan sanctioned. Neither the programme provided any thought, nor provided any direction to remove the indifferences among men of the society. Programme left the illiterates people at the previous level, where they were prior to join the programme. Activities were carried out to raise their condition to a very little extent. Can adult education programme be brought to the level of efficiency, which might be helpful to raise their economic status? The basic need of the illiterate adults was to think in terms of better economic achievement.

Neither the field agency of various developmental departments and organizations took the responsibility of organizing the adult education programme, nor mobilized the local resources which were available to them.

Literacy is not the skill, which can be completed in a few classes. Its low impact can be attributed to its short

lived classroom instructions and absence of followup activities.

Shanker (1972) noticed greater gain in average writing speed of adults, who participated 8 to 10 months of course than those participated in 6 months course. It was a fact that the neo-literates also fell back into illiteracy, if no continuous practice in using their literacy skills maintained.

According to Ackley (1980), (i) the adult learners are voluntary learners, who will leave if learning is not relevant to their needs, desires and capabilities, (ii) adult learners have clearer more immediate and more concrete vocational goals. Therefore, the programme needs to be continuous and related to the tasks and jobs of the people. Adult learners can learn better by doing, thus, a problem-centred, rather than a subject centred, learning environment should be encouraged.

Bwatwa (1975) observed that reading, writing and arithmetic programme were effective in improving the socio-economic conditions of the illiterates. The overall impact of cultural, social and physical activities was very low. The respondents main gain was in terms of high boredom and feeling of unhappiness. The adult education programme may be proved fruitless, unless they are helped through the organised way to make use of it for profiteering purposes.

The study by Snyder (1974) has revealed that no job success was found with the training in low level skills. Some

Indian studies have supported this finding. Chaturbedi (1969) noted that social education's cooperative approach to improve the economic conditions did not succeed with well.

Agnihotri (1974) observed failure, making ~~among~~ them desired changes in standard of living and work efficiency of women.

Rathanayya (1978) observed that educated youth failed to get better earning and modern job. In case of unemployed persons, the number being higher in our country. If adult education can help to satisfy their need, adjust them adequately through various activities, its impact could be considered very high. A success has been noted in other countries in helping the disadvantaged persons to achieve economic stability through adult education programme. The studies by Reeves (1972), Lillely (1972), Newman (1975) and Batsman (1975) show this effect.

Weisinger (1973) also observed many positive gains of the work oriented literacy programme.

Patel (1979) observed that it should never be taken as granted, that if young people would be properly trained in new skills, they were automatically be observed productively into the economy.

Agnihotri (1974) concluded that the social education programme had helped people to achieve high in the area of recreation. Newman (1975), Lilley (1972) and Batsman (1975) have observed the positive effect of adult education programme in this area.

Where the immediate and specific needs were considered, different methods were adopted and helped illiterates to acquire occupational and new skills and developed a scientific outlooks, results were positive. The following studies have shown the positive impact upon learners.

Pal (1970) found that the farmers, who participated in the treatment group of farmers, training and educational programme had gained more knowledge, attitude and adoptive behaviour.

Saran (1969) studied that educated had relatively modern attitude as compared that of uneducated one.

Wilson (1977) found significant differences in performance.

Gingles (1977) found that different programmes affected attitude differently. The more comprehensive programmes were found to be related to more significant change in attitude and in certain areas of life satisfactions.

Dannis (1976) found a generalized favourable attitude towards consumers educational objectives.

Rod (1978) attributed significant differences among learners.

Fair (1976) studied the effect of adult education programme and had positive effect.

Kinder (1978) observed that Non-formal Education enabled the people to develop skills and capabilities.

Cookson (1977) indicated that educational attainment was shown to exert a direct influence both as adult education participation and individual modernity.

Charles (1972) observed positive impact.

Council for Social Education Development, New Delhi (1976) conducted a study to test the effectiveness of functional literacy and the results indicated gaining knowledge and adoption of proper attitude and concluded that it would have been better, if the delivery of sources could be linked with economically rewarding programme.

Directorate of Adult Education, Ministry of Education and Social Welfare observed that adoption behaviour of the participants was found to be better than the non-participants.

Aiyappan concluded that right type of education improved a lot in many aspects of life situations.

Central Institute of Research and Training in Public Cooperation (1970) concluded that social education improved a lot.

Sri Ram Centre (1977) observed a positive effect in gaining.

The illiterates were not motivated for self learning, where the immediate and felt needs were not considered in the programme and had not^{been} helped to develop functional skills for economic gain and the net results obtained were poor.

Johnson (1970) observed that the programme of the social education was not successful.

Cannatser (1971) observed that the programme did not affect the cognitive development in maths and languages.

Sabbaghian (1979) found that high self directed adults were more productive than low self directed adults.

Varma (1977) observed that community development projects were far away from satisfaction. It had failed to arouse mass enthusiams and cooperation of people in the rural areas.

Flashman (1979) conducted study on women's learning and finding indicated that project was small reaching to selected people and increased limited growth of women.

Rossing (1978) stated that significant correlation was found between subject matter interests and local desire for knowledge, while Fowler (1973) observed that no significant relationship was found between the students' reasons for participation and their performance for control of moral learning activities.

Encyclopaedia Americana mentions that, "The principle agency for adult education in most U.S. community is the public library. For it provides the best education possible at the lowest possible cost for those, who are unable to attend the establishment educational institutions."

The paramount, important in all developing countries of the life by learning for survival, is the library services, which could not be arranged by the functionaries at the most centres of the adult education programme and which could have motivated the learners for life long learning. All the essential knowledge should be included in the books, periodicals journals and should be available at the centres and library and services should be given proper place in the national planning for development.

If the adult education has enormous power to train the learners in many discipline, why the contents of the learning had been confined to literacy and awareness, to some extent, through inadequate and insufficient booklets. Their immediate and felt needs could not be considered by the programme. It would have been better, if their various needs had been enlisted and would have been provided top priority in the implementation.

To meet the challenge of the illiteracy and its relation with decreasing efficiency of the masses, the adult education programme has to take responsibility more than simple literacy, computations and general awareness of different problems to a great extent, now the society is facing. The programme has to provide a way to foster the development of human potentiality among them by bringing themselves from margin to centre and thereby allowing for more positive image to emergent. In increasing industrial complexities demanding and more ~~that~~ more specialization, the acquisition of basic educational needs like literacy and general awareness of right thinking about different problems are the first, but highly worthwhile step to prepare the illiterate to be functionally literate for assuming his/her right place in the world of today and tomorrow.

An effective attack on poverty can only be made by going direct to the field area and dealing with the problems, they

are facing.

The technology should be suited to the needs of the people. If the people are to be able to develop their efficiency, they must have rational thinking. They must be able to control their own activities within the framework of their communities. The people must participate not just in physical labour involved in economic development, but also in planning of it and in determination of the priorities. The programme will be effective only when if the people can organise their own power in their own interest.

The programme should include especially the persons from (i) small and marginal farmers, (ii) landless labourers, (iii) tribals, (iv) rural artisans, and (v) women.

The concerned officers and functionaries from the different developmental departments agency should cooperate in explaining the details of the activities of the programme services and facilities they have for the people. There should be strict instructions to take the responsibility of providing the resources, they have and they can mobilise.

Adult education can not contribute to equality in unequal and unjust society, until the planned programme of re-distributive justices is carried out.

The National Adult Education Programme can make a contribution to the development of less unjust society through (i) the top priority, it gives to education of poor women in rural and urban slum area, where the poverty and illiterates may range from 80 to 90 per cent and helping the rural and urban poor to organise themselves to fight for their right for a just and equitable society.

DROP OUT

A drop out is that type of participant leaving the adult education programme without completing the course upto the period of the programme continuation. One Indian project defines the drop out as one "who attends the course for five days, but does not continue in the class for more than three months". This study is unique in specifying both a minimum and maximum period, in which drop out may occur.

Drop out statistics are used to measure the programme success. In adult education programme, two or three months instructions are of little value in introducing the illiteracy into the purview of word, while four to six months instruction can provide to a great extent the assurance of continuing literacy programme.

The reasons are equally the same in the case of drop out or non-participant of the programming. One great reason, which affected the learner to drop out, was the feeling of getting old, that is too old to learn. This belief is more subjective rather than scientific basis. Most adults had to support their families, which forced them to take little interest in programme. This finding was supported by some Indian, and Iran and Thailand study which stated that their daily task prevented them from completing the programme (I.I.A.L.M., Tehran, Iran, 1980).

Women, in general, had the problem of child care, domestic work as well as sharing the work of their husband for livelihood, prevented them from completing their courses. Many studies in India, Iran and Thailand observed the almost same reason of little interest to complete the courses. Estimates in Indian and Iranian studies have given that between 7 to 10 per cent of men and women identified their family obligations interfere of their programming attendance of adult education (I.I.A.L.M. Tehran, Iran, 1980).

Some adults were too tired after the day's work.

Some adults had handicaps such as short-sightedness, hard of hearing, stammering, lisping, pregnancy (women only) and many physical deformity which might have made them laughing butt at the centre.

Some women illiterate adults stopped to attend the classes due to marriage. The UNESCO study revealed that marital status and husband's approval had considerable bearing on drop out (I.I.A.L.M., Tehran, Iran, 1980). This finding was again supported by the Life Long Literacy Project in Pakistan, where 27.6 per cent of the women gave marriage as the reason for their withdrawal from programming (I.I.A.L.M., Tehran, Iran, 1980).

- 5) Unfriendliness of women to one another.
- 6) Family members do not like to go out of the home.

Moody (1976) indicated that women dropped out of adult school in higher proportion than men. Men returned to classes significantly higher proportion than women after being contacted. The highest return attendance rate of students was at 9.00 A.M. and the lowest return rate was at 8.00 A.M. and 8.00 P.M.

Chung Sun (1975) found that the reasons, which prevented adults from participation in adult education classes, were not enough time, too difficult to succeed, against the social norms, too difficult to participate, negative feeling toward institution, negative prior experiences, results not valued, indifferences and unawareness.

Bhandari (1974) observed that important reasons for dropping out were days work, animal husbandry work, domestic work, ridicule by friends and relatives.

It would be worthwhile if the parents' education levels are discussed for proper understanding the effect of schooling levels connected to the drop out of the children.

Kashinath (1980) reported that two-third of the parents of drop out held negative or indifferent attitude towards value of education and did not consider the lack of an adequate

education to be a serious obstacles in latter adjustment or success. Those students, whose parents had some college education, did not drop out. Those parents had completed high school dropped out to the smallest extent, next ranked those with parents with one to three years of high school, then those with parents with eight years of school and then those with parents one to four years of school. Parents who had five or six years of schooling had the largest proportion of drop out among their children. Implications drawn show that today's child will be the tomorrow's adult citizen. If the children of today will be properly educated up to the level that would be sufficient to make them conscious about the situations and enough dependent to stand on their legs in different life situations, children of the tomorrow would not be illiterate and unemployed and unaware about different situations. The education of those adults would require the continuous growth in vocational aspects. Drop out rate would be decreased automatically without any devices meant to check the drop out rates.

Investigator observed that if the income of the children of those parents were upto the level through which anyhow they were managing their affairs to the level of societal norms, were more conscious about the education of their children, rather than the lower income groups, and higher income group parents.

Huge percentage of drop out were due to the fact that their personal interest to raise the conditions were not fulfilled. Programme could not be related to the life situations and the reality, even the programme could not make learners to understand the basic forces, which could lead them responsible for their change. By well planned propaganda, like lectures, discussions, exhibitions, dramas, posters and charts, magic lanterns and some mass media, the learners might be made to realise their low achievement in all possible directions. The investigator believes intensive efforts rather than extensive efforts. Education Commission (1964-'66) has pleaded for an intensive approach in literacy campaigns.

The will to learn has to be created in the mind. The will to learn can be created only when they can see the usefulness of the programme.

In case of adult education programme, one is motivated to come, when he is discriminated or interested in creating his position in the society.

Shirur (1978) mentions that it is not enough for the government to provide education; the people must find it useful and want it for themselves and for their children. Once they want it, they will definitely come to learn even after a day's hardwork. Where they do not find it useful, the

hardness of day's work would, no doubt, be an immediate excuse for dropping after a few classes, as it has been experienced in many of our Functional Literacy Programmes. Then, no amount of material and services incentives would work in attracting them to attend the class.

Millon (1974) observed that student travelled fourteen miles or more to attend the programme, when the programme was designed to meet their felt needs.

Investigator found that no proper environment had been made to ensure that the programme was for their benefit. Most of the learners were completed to think from the previous programmes that this programme would be of the kind, which would not solve our problems. Conventional programme, unskilled teaching, unsympathetic attitude, incompetency of the officials had contributed to be dropped out from the programme. No proper and systematic support from all the agencies, departments and leaders had been provided in awakening the interests among the learners by explaining the merits of the programme. With the adults, there can be no external compulsions as than that of children. Inner and social compulsions, however, can be very strong. Motivation arises out of the problems, which adults encounter in the course of their daily livings. The problems ranged from simple curiosity like the desire for new world of experience or acquiring the new skills to getting new jobs,

to formulating wise opinion after understanding current, social, economic and cultural issues.

Classroom facilities also play an important role in motivating the adults in participation. Mali (1974) stated that classroom factors were also important aspects in motivating the learners to join the programme. Without motivation, there will be no any programme in existence. Since the motivation was closely related to the solutions of their problems, the programme had to lead to satisfactory stage rather than to frustration.

In adult education programme, drop out is the most pressing problem. The research studies on drop out are very few. There is an urgent need of well designed studies to find out the causes of drop out and motivational factors leading to behavioural changes.

Agency

Agencies, for adult education programme, were mainly Education Department and Planning Department in Uttar Pradesh. After independence, they took in hand social education and made literate 12.67 lacs people, through 24,404 centres under the denomination of social education (Bulletin, Education Department U.P., 1980).

From 1951-'52 to 1960-'61, social education was mainly concerned with Community Development Department under block and made literate 84,000 illiterate peoples (Bulletin, Education Department U.P., 1980).

The Government established two squads of the social education in the second plan. The social education included organization of literacy classes and celebrations of the social and civil functions. A mobile library was established in 1957-'58. The department gave grants to private rural libraries.

After 1960-'61, the Education Department again started social education with four mobile units till 1975. From 1975 to 1978, the programmes for the people of 15-25 years age-group, were started with the programme of Farmer Functional Literacy for the age-group 15-45 years people. The following

are the data pertaining to different centres opened and number of males and females made literate.

Year	Opened Centres	Benefitted Adults		Total
		Males	Females	
1975-'76	1229	27515	1993	29508
1976-'77	1238	26887	3145	30032
1977-'78	1474	30964	6744	37708
<u>Farmer Functional Literacy Programme</u>				
1975-'76	659	15164	580	15744
1976-'77	836	14586	2514	17100
1977-'78	934	23617	3579	27196

(Source: Bulletin, Education Department, U.P., 1980)

In the year 1978-'79, the State Government started adult education programme almost at all Nyay Panchayat Centres and ~~accepted~~ 7375 centres for the age-group 15-35 years with the centres 1020 for farmer functional literacy programme in 17 districts. The achievement in the year 1978-'79 was as follows.

1. Accepted centre	..	7375
2. Opened centre for Males	..	6618
for Females	..	115
Total	..	<u>6733</u>
3. Benefitted Adults: Males	..	120589
Females	..	<u>2051</u>
Total	..	<u>122640</u>

(Source: Bulletin, Education Department, U.P., 1980).

Till May 1979, 146 applications from voluntary agencies were received. Some got assistance from the Central Government.

The voluntary agencies played insignificant role in the social or adult education. It may have the two reasons:

- i) Voluntary agencies might not have enough competent personnel to take this programme, and
- ii) Voluntary agencies were not provided financial or material assistance.

After the analysis of the documents and careful study of the functioning of voluntary agencies, it appears that the U.P. Government is passive to assist the voluntary agencies.

The success of the adult education depends on the cooperation of the community people. Unless the people of the community come forward to improve their life situations, any programme of adult education may not succeed. With its inefficiency in the field of new method and technique as well as to its authoritarian attitude and red tapesism, the Government can not motivate people to attend the programme.

To make adult education programme success, men of the

area, who know the masses with their day to day needs and problems and work as friend and neighbour, can be motivated to take this massive work to educate the illiterate masses.

The adult education programme must run through the non-official agencies due to their flexibility in method, technique and commitment to improve the conditions of the masses.

Dutta (1965) mentions that whenever non-official agencies have been associated with the work of adult education, marked success has been achieved.

Out of 39 crores spent on adult education during two years, i.e., in 1978-'79 and 1979-'80, only 2.5 crores were given to the voluntary agencies; while 600 voluntary agencies offered their services to adult education programme (Adishesiah, 1980). This indicates the deplorable situation on the part of the Government to assist the voluntary agency by finance. It also indicates that the Government has no faith upon these agencies.

The programme, which were undertaken by the Government Departments, have already shown their inefficiency in many fields and took away the money and material (Dongre, 1980). The field agencies of various developmental departments

neither took the responsibility of organising the adult education programme, nor mobilized the local resources (Dongre, 1980).

N.A.E.P.-an outline (1978) clarifies the position of voluntary agencies. "At present, the involvement of the voluntary agencies is somewhat limited and systematic attempts shall have to be made (a) to involve all voluntary agencies working at present in the field of adult education or having the potentiality to do so, (b) to create circumstances for emergence of new agencies, particularly in the areas where such agencies are few and it would be desirable to consult them in decision making at all levels, particularly in the matters, which might affect the work of these agencies as well as procedures for making grants, shall have to be reviewed."

It was found, in the present study, that all the colleges affiliated to Gorakhpur University, which undertook the adult education programme, received the money, when the programme was near completion. This shows the working of the Government machinery in providing the finance. The same was happened with learning materials. Either the learning materials, received by the different centres, were scanty, or the programme was near completion, when the centres received materials. The instructors of colleges were students of these institutions.

It was not happened with voluntary agency, named Banwasi Sewa Ashram, Mirzapur, who opened 100 centres and was financed by the Central ^{Government.} It's work was upto the expectation of the rural masses and brought them from margin to centre in developmental activities and offered various activities for their benefits.

In case of Universities as well as Colleges, there is dearth of materials and money to a little extent and lack of enthusiasm, cooperation, commitment for other's improvement among authorities, teachers and students to a great extent.

Adiseshiah (1979) mentions that adult education and community services should be the part of the curriculum and by giving both teachers and students academic credit for it, as Madras and other universities have done. It can be made as a compulsory part of the time-table, as Gujrat Vidyapeeth has done.

Reddy (1980) mentions that a "modern university should definitely provide a multi-level training system, which would be able to meet the country's needs more effectively and provide for a large number of people to use and develop their skills." He further states that the "concept and functioning of the Universities are fast changing all over the world and it would not only be wrong, but also disastrous

in the future development of the country, if the University clings to old ivory.”

The Universities, Polytechniques, Engineering and Medical Colleges' maintenance and existence are exclusively dependent upon the people of the community. They have every right to take benefit from these and others higher learning institutes and find out the solutions of their problems. These institutions should go to community and participate intelligently and efficiently in the life situations and problems of the masses. Specially, the technical institute should utilise their knowledge learnt in classroom to practical problems facing by the community.

In the radical transformation of our society, the role of higher institution is of a great significance. The National Adult Education Programme provides a better opportunity for channelising the energy of youth. Increased participation of students will contribute much in meeting the challenges of building for tomorrow in an effective way.

It is hertening to see that higher learning institution has made a big stride in the field of science and technology, and contributed much in solving many problems, but it has widened the gap between the people of institution of higher learning and the common man. The University and higher institute of learning have still to produce people, who could

work with the people of down-trodden masses living in poverty and illiteracy.

The universities, colleges and technical institutions, which are rich in men, materials and finance, should take the work, like:

- i) training of workers, supervisors and project officers;
- ii) action and applied research, evaluation, techniques, methods and materials;
- iii) productions of follow up materials for community leaders; and
- iv) training in leadership with the executive skills to participate in the programme.

POSITION OF UNIVERSITY ADULT EDUCATION DEPARTMENT ON WORLD MAP

E.K. Townsend Coles (1972) mentions that the universities of France, Germany, Italy and U.S.S.R., and other universities of Eastern European countries are in dilemma in selecting the activities. In those countries, where universities are concerned with adult education, there is no agreement over what form, the universities should take.

(I) North America

Many extension departments established for evening

degree classes for adults of all ages, particularly for those who could not continue higher education after the schooling.

(II) Britain

Extra-mural departments were established and confined their activities to non-vocational liberal education, which did not terminate in any form of examination.

In the third world, extension departments or adult education departments draw their impressions from both of these traditions, (I) and (II), and their programmes tend to contain vocational and non-vocational elements.

At all ages, people have been looking university for continuing nourishment to ensure better adjustment to the coming complex world of the society. Today, the university has to play the role of agent of the social changes. It is true that the university, which was out from the main stream of the development of the masses, was incapable of discharging their duties. University should take the challenges of the social and economic problems of the masses and contribute solutions of their problems.

No educational system can run without resources. The adult education also needs the support of the Government and the community. The role of voluntary organisations in providing

adult education can not be ignored, as they have a substantial potential to lend supplementary services. The voluntary organisations, such as Banwasi Sewa-Shram, Mirzapur, proves this point.

Government agency seems to be working since long, but had ad hoc programmes. It was offering programmes in more subject matter areas than other agencies, but the net result was far from the satisfaction.

The students of higher institutions can get their practical training by conducting adult education activities. At present, the almost all the colleges of Gorakhpur University are participating in such programme under the scheme of the National Social Service.

The youth organisations and, to some extent, Mahila organisations, Gram Panchayat and Panchayat, too, offered community resources in many ways. The agencies of adult education need to make efforts to explore and to use the community resources to their maximum capacity. In turn, the community people will have to be convinced that the resources are ^{being} used for the humanitarian causes as the Banwasi Seva-Ashram, Mirzapur has shown that the individuals and the institutions do help, if adult education programme for needy persons is taken up. The socio-economically poor persons are

also needy and the awareness to have the organised attempts to educate them to combat their poverty needs to be created in our society.