Indian Journal of Adult Education

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Indian Adult Education Association

INDIAN JOURNAL OF
ADULT EDUCATION

Indian Adult Education Association, 1939

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

The average length of a manuscript should normally be between 1500 and 2500 words; in exceptional cases, longer articles can also be accepted. Mimeographed, zeroxed or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2" margin on A4 size paper. Footnotes and references should come at the end and not on every page. Authors are requested to submit one soft copy along with the CD (MS Word). Articles can be sent by E-mail at iaea_india@yahoo.com, iaea@vsnl.com

IAEA Periodicals

The Association regularly brings out following five periodicals:

INDIAN JOURNAL OF ADULT EDUCATION
(*Editor in Chief*: K.C. Choudhary; Editor: Dr. Madan Singh)

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

INDIAN JOURNAL OF POPULATION EDUCATION
(*Editor in Chief*: KC Choudhary; *Executive Editor*: Dr. Madan Singh;
and *Editor*: SC Dua)

Being brought out since 1995 (as half-yearly up to 2000
and now as a quarterly), it contains articles by knowledgeable authors
on aspects related to health education, family welfare, reproductive health, etc.

PROUDH SHIKSHA
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in the field of adult education, women empowerment, education, health,
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(*Editor in Chief*: *K.C. Choudhary; Editor*: Dr. Madan Singh)

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

NEWSLETTER -- LITERACY AND POPULATION
(*Editor in Chief*: KC Choudhary; *Executive Editor*:Dr. Madan Singh; Editor: S.C. Dua)

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

For information on their subscription, availability of back numbers for sale, etc.,
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Visit our Websites : iiale.org; iaea-india.org
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The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education, which it visualizes as a continuous and lifelong process. It directs its efforts towards accelerating adult education as a process, a programme and a movement.

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

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

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

It's headquarters is located in Shafiq Memorial at 17-B, Indraprastha Estate, New Delhi – 110 002.

Editor's Note

ARTICLES

Editor's Note

This issue of the journal has eight articles and one book review apart from the full text of the speech delivered by Hon'ble Dr. A.P.J. Abdul Kalam, Former President of India during the literacy awards distribution ceremony on July 31, 2009 at New Delhi. Dr. Kalam has aptly titled his speech as "Empowering Adults with Education" and has given a detailed account of the importance of education to a common man. He is a gifted person to meet over five million youth in the last eight years and has a lot of confidence on the power and efficiency of the youth in nation building activities. Hence, in his speech he has suggested to involve student community in literacy programmes. Dr. Kalam also has given specific suggestions to increase the effectiveness of the adult education programmes in the country as a mission for Indian Adult Education Association to accomplish.

Dr. Theophilus Tefe in his article rightly said that there is a need for drastic reforms in education system of sub-Saharan Africa. While majority of the people reel under poverty, a very few privileged enjoy a lot. Only education can reform the thought and status of the people and achieve the desired level of decent living.

Skill is an important tool for development. While education gives knowledge skill enables the knowledge to convert into action. Skilled person can always stand on his/her own legs and earn the livelihood which is an empowerment. This is what is described in the article of Dr. O.E. Olajide.

Your valuable suggestions for improving the superiority of this journal will be appreciated.

Dr. V. Mohankumar
Guest Editor

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Empowering Adults with Education

Knowledge makes you great

Basically adult literacy empowers the citizens with education and facilitates higher order transformation of society. In a knowledge society, it will have added significance of continuous updating of knowledge. What is known today, may not be adequate for tomorrow. What was known earlier may have to be researched for new understanding. The digital world has enabled a huge amount of knowledge and information, which can be enabled through conventional teaching processes and autonomous learning methodologies. Today I find limited use of modern distance communication tools to impart adult education to read, write, to give skill education, to develop soft skills and to share experiences. But the single most obstacle to do this, is to expand in a big way is generation of software content. It requires a mission mode operation integrating the efforts of Government, NGOs and individuals to accomplish this. I am sure the Indian Adult Education Association can contribute in this important area. I would like to talk on the topic **"Empowering adults with education"**.

Education, Education, Education

Some time back, the President of Finland, Her Excellency Mrs. Tarja Halonen, visited Rashtrapati Bhavan when I was President. During our discussions, I asked her, what is the significance and how Finland has always been in the first few positions in the competitiveness index in the past few years? She gave three reasons: (1) Education, Education, Education – it is the foundation for the Finland's Competitiveness she said (2) Lifelong learning is promoted in Finland – people continuously are in learning mode, (3) Women are empowered with Education. Of course we have similar experiences in India, wherever we have empowered women with education,

states have excelled in the Human Development Index and also competitiveness. Nation needs to draw lessons from every success story. Lifelong Learning has to be the mission of education. Adult education and student's dropout, definitely has a relationship.

Literacy Status

For any nation, the level and quality of education is one of the most significant parameters for development. In India, the total literacy has gone up over the years but the quality needs tremendous improvement. Education is not just the ability to read and write but also a complete process of human transformation.

The synergy between education and learning has to be well perceived and operationalized. Education is essentially an aid to generate worthwhile learning. Learning itself is ultimately an individualized and lifelong process, whereby human transformation occurs within the individual. Learning has various forms such as: pre-learning, reinforcement of learning, classroom learning, individualized and independent learning of small groups or large masses, enrichment learning, self-learning and self-directed or self-managed learning. Final result of learning is the application of knowledge and skills for the benefit of the society, national and the world. Adult education can contribute to human resource development.

National Literacy Mission

I understand that the National Literacy Mission launched on 1988 as a technology mission to impart functional literacy to non-literates in the country in the age group of 15-35 years in a time bounced manner. Later, National Literacy Mission was recognized as one of the three instruments to eradicate illiteracy from the country, the other two being universalisation of elementary education and non-formal education.

Methods of Achieving Total Literacy

The goal of National Literacy Mission was to achieve a sustainable threshold literacy rate of 75% by 2007 by imparting functional literacy to non-literates in the age group 15-35. When we see the literacy data of the country through the 2001 Census, our national literacy works out to overall 65% whereas, the male literacy is 75% and female literacy is 54%. There is,

however, a wide disparity in the literacy rates of different states – Kerala has achieved 91% literacy while Bihar is only 47%.

The first breakthrough came in Kerala, in Kottayam town followed by Ernakulam district where the literacy campaign was initiated in 1989 and completed within a year. For the first time, an area-specific, time bound volunteer-based campaign approach had been implemented and the community becomes responsible for running its own development programmes and consequently determining its future. Also, States like Mizoram and Meghalaya have demonstrated excellent performance in adult literacy. Indian Adult Education Association should spread these models in all the States for getting time bound progress towards eradication of adult illiteracy.

Quantification of Problem

I was studying the population profile in the age group 15 to 35 as on 1 January 2009. We have 193 million male and 182 million females in the country within this age group. Based on different estimates, 164 million male (85% male population) and 124 million female (68% female population) are literates. Hence, we have to address the problem of remaining 29 million male and 58 million female who have to be provided with functional literacy in a time bound manner. With this aim in view, the adult literacy programme can be structured to provide literacy to 19 million male and 37 million females, in view of the government's policy of making all the women in the country literate in shortest possible time. The total number of people required to be made literate is around 56 million. We can have an yearly target of making 19 million literate.

My Experience with Youth

During the last eight years, I have met over five million youth. They have all been asking me as students what areas they can contribute in assisting transforming India into a developed nation. I have been telling them that they should participate in the literacy mission and educate at least five members who cannot read and write in their neighbourhood or in the nearby village. This they should do during the weekly holidays and school vacation period without affecting their own studies. They have promised me that they will do this service for the nation, so that India get transformed into a developed nation before 2020. Can you enlist the young for adult education mission?

The Ministry of Human Resource Development can promote this concept and create National Literacy Camps in all the regions during the vacation in collaboration with the State Governments and non-governmental organizations. Also it is to be ensured that more thrust should be given to women education. If this is done the women in the house will educate more members in the family leading to reduction of illiteracy in the family. While doing so, it should also be ensured that children in the age-group 6 to 14 positively attend school. Here again we have to create a good school environment and pre-school training so that the dropouts of young children from school are avoided. I have also been meeting the Vice-Chancellors of various universities who are willing to undertake adult literacy programme as an outreach programme through their affiliated colleges. If these three avenues are adopted complementarily I am sure we can become a fully literate India very soon.

Multi prolonged approach to achieve total literacy

As a first step, I would suggest that the Ministry of Human Resource Development to put a yearly target of 18 million people to be educated in the age group of 15 to 35 years during the years 2009-2012 by having a mission mode programme through the involvement of school students and the universities for promoting adult literacy in addition to the existing adult literacy mission projects.

We have at any one time 10 million students studying in 18,000 colleges spread in different parts of the country. Also, there are 13 million students who are studying in higher secondary schools. We can deploy volunteers drawn from this human resource, train them as adult literacy teachers and deploy them for adult literacy programme alongwith the other trainers. The programme should provide higher priority to this scheme for states having low literacy rate. The universities and schools carrying out this programme can be funded from the funds allotted for national adult literacy schemes. The evaluation of the students should be done by an independent body nominated by Ministry of HRD. The overall impact of adult literacy should be seen by acquisition of knowledge for skilled employment, improvement in hygiene, reduction in IMR -MMR, reduction in population growth rate, sanitation and cleanliness of rural sector, reduced conflicts and improved health of the people. The Vice Chancellors of the universities can be given this responsibility in the area where the university is located. They should look beyond the campus and see what opportunities we have to help the society.

Missions for Indian Adult Education Association

I have the following suggestions for Indian Adult Education Association for increasing the effectiveness of adult education programme of the nation:

1.   High school and college student's programme should have specific dates during holidays allotted for participating in adult education programme as an extra curricular societal activity.

2.   Enlisting fifty thousand students from colleges and high schools in everyone of the 600 districts for adult literacy mission can accelerate the mission substantially.

3.   Having a budget for students travel and incidental expenditure on such adult literacy mission could increase the participating of the students without distance constraints.

4.   Bringing out a book on adult literacy experiences by collecting the experiences of the Nehru and Tagore award winner of previous decades will enrich the knowledge on adult literacy.

5.   Today's dropout will be the person needing the support of adult literacy mission later. Hence, prevention of dropout should become part of the adult literacy programme.

6.   To reduce dropouts special schools like MR Raju's school in Peddamiram in Andhra Pradesh and accelerated learning programmes of Azim Premji Foundation or back 2 school program in Krishnagiri district of Tamilnadu could be introduced in every district. This can be an extended work of adult literacy programme by motivating the adults who are being educated to send the children to the schools.

Conclusion

Adult education and adult empowerment is an essential prerequisite for development. It is about empowerment. It is about enabling the adult to use his or her faculties to receive and transmit knowledge. It is about educating on the rights and responsibilities and protecting them from injustice. It is also about education on basis of hygiene and disease prevention. It is about

projecting avenues for growth. It is about paving the way for new g generations with knowledge power. If the adult literacy rate is improved in every one of the 600000 villages of our country, that empowerment will enrich the nation. Such a mammoth effort is the need of the hour as that will enhance the dignity of all our citizens.

World Economic Crisis:
A Call for Drastic Reforms in Education Systems
of Sub-Saharan Africa

Theophilus Tefe

Abstract

The collapse of the Soviet Union in 1998 was hailed or seen by most countries as a triumph of capitalism over communism. Very barely ten years after this great collapse there were signs that capitalism itself was at risk of following the path of communism. It began with the Asian Tigers in 1998. Exactly ten years after these swift growing Asian economies collapsed, the almighty capitalist power house, Wall Street, crashed. The debris from the crash flattened out major banks in the US, and the after shocks reverberated throughout major cities in Europe and other continents.

I do not intend entering any economic discourse because I am not an economist. My concern in this paper is about the developing phenomenon viewed against the backdrop of education systems in the West. Most countries in Africa have also established schools with, in principle, fashioned on the Western systems. But, so far, the continent is reputed to be the least developed in the world with some of the countries already gaining the unenviable status of failed states. That none of the systems (communist or capitalist) is capable of bringing paradise to any society let alone Africa's has been clearly demonstrated by the fall of communism followed by the crash of almighty Wall Street.

This paper discusses how African countries could reform their education systems to either adapt to the stormy economic climate or develop a different line of thinking economic growth to make it a meaningful concept for all citizens to aspire to in a civil manner. It is the opinion of this paper that school systems should develop new awareness in their products to liberate

them from the confusion Western education systems have plunged them. A second, proposal has been made as to conceptualising the school system a transforming agency to create a 'new educated African' who does not ape European consumerism in the widespread sea of poverty as mark of civilisation and development. On the contrary, the African needs a new form of education to awaken in him or her the desire to see it as an opportunity to use the skills and knowledge acquired as tools for promoting democracy and developing sustainable economic growth which will benefit the present and future generations.

Introduction

In Paula Allman's book, Critical Education against Global Capitalism (2001: pxx), Peter Mclaren re-echoed Karl Marx's fear that the successor to capitalism would be "sophisticated forms of barbarism". The world has, since Marx's fear was expressed, fought two bloody world wars followed by numerous civil wars in different parts of the world; there was the attack on the twin towers on 9/11 in New York and a reprisal counter attack on Afghanistan; the world had watched the senseless invasion of Iraq led by the US and Britain. Despite the fact that the remarkable achievements in technology and economic growth Marx's fear still hangs over the world. Some economists and other social scientists like Paul Ekins (1991), Albrow Martin (1996), Ronald Dore (2000), Paula Allman (2001), Anthony Giddens (2007) to mention just a few, have also added their voice to the chorus against the dangers untamed capitalism poses to the whole world.

The loss of human life and destruction of property caused directly by barbarism or terrorism are obviously manifest for the superpowers to act instantly to counteract any threat of it anywhere in the world. But there are other forms of barbarism which do not manifest in immediate physical violence nonetheless they are equally brutal in their degradation of human life, which warrants the same zeal that is being spent on attacking the former. Africa has been the home ground of the latter for the past sixty years. Out of lack of space but not due to absence of scholarly works, only two books are enough to present the current picture of Africa. (***Martin Meredith's book, The State of Africa: A History of Fifty Years of Independence published by Free Press 2006; Blaine Harden's Africa: Dispatches from a fragile continent, Harper Collins Publishers, 1993***). These books discuss into details the human mire caused in Africa by globalisation and greed from

Africa's own politicians and educated elite on one hand and on the other by business conglomerates from outside Africa.

In the epidemic of over production of all manner of consumer goods, people in some African countries still go to bed every night hungry; each year common diseases like malaria kill millions of children and adults in the tropical regions of the world; there are thousands of people displaced in their own country by war; and there are millions who are homeless and literally live in the streets of big cities; there is a systematic and consistent pollution and damage to the environment. And this is the realistic picture not only of Africa but also of some other parts of the world. This picture according to Paul Ekins (1992: 8) is in sharp conflict of what we have been told "one hundred years ago, in the industrial countries and forty years ago in the so-called 'developing' world,[that] economic growth is supposed to have been leading inexorably to the abolition of poverty".

With the advances that the world has made in science and technology one wonders why human knowledge is unable to rid the world of these forms of barbarism. Two explanations come readily to answer the question. Perhaps either the world is not knowledgeable enough to provide solutions to the problem or the type of education the world's industrialised countries have been giving and copied by the developing world have not anticipated these problems. One thing, however, is clear: that education and economic growth in their current form are less capable of uplifting humanity to a high ideal than it was previously thought. Disasters and crises in our lives often inform us that our biographies need realignment to regain the harmony lost. It is in this regard that I write this paper especially to open a debate among the intellectuals and educated elite in Africa towards creating a new form of learning not with the view of creating paradise there, but to prevent African societies from total descent into heartless modern barbarism that seems to be spreading gradually across the continent.

Towards the close of the twentieth century, Martin Albrow (1996: p 19), in his book Global Age wrote that, social scientists' approach to Modern Age was to associate it with capitalism, industrialism or an abstract modernity as keys to unlocking the course of events. Throughout the twentieth century we thus had writings centred on 'capitalist society', 'industrial society' and 'modern society'. In the twenty first century two new expressions - 'knowledge society' and 'knowledge economy', or sometimes referred to as 'service economy', have become the buzz words providing the framework in which

social stock taking is made. It is against the backdrop of this key concept of 'knowledge society' or 'knowledge economy' that the current form of Western formal education, which has been adopted by most African countries as a process for modernising their societies, comes in for criticism. It is in this regard that this paper would attempt to:

1.   Identify the current learning processes in and beyond school and the way they are affecting humanity in general and Africa in particular.
2.   Examine the future consequences of this form and trend of education to both 'knowledge societies' and 'non-knowledgeable' ones.
3.   Suggest reforms which need to be carried out by African scholars to give a human touch to the modernisation process and make economic growth a means rather than an end.

We will begin by examining the concept of knowledge society or knowledge economy as it is understood and used generally and make critical appraisals of how it is affecting life and living in the world. Secondly, we will take a critical look at the implications to the environment. Finally, suggestions would be tabled as to how learning or education can be revolutionised, especially in Africa, to lessen the violence which is gradually engulfing many societies as a consequence of their struggle to integrate into the knowledge economies.

The Knowledge Society/Knowledge Economy

Knowledge society has come to replace similar vocabularies that were employed in the past to distinguish between two different worlds that existed in one. In our recent past, the globalisation process which began with the discovery of new lands and new peoples in different parts of the worlds gave birth to some new vocabularies as well. These new expressions were, in principle, markers which separate one world from the other. Expressions like 'the new world and the old world'; 'the civilised and the barbaric'; 'the developed and the underdeveloped'; 'the rich and the poor'; 'the east and the west'; 'the industrialised north and the primitive south' had one time or the other been comfortably used and comfortably accepted across the divides.

'**K***nowledge society'* and *'knowledge'* or *'service economy'* is the two latest buzz expressions. These two expressions would be interchangeably used in this script.

Definition

Anthony Giddens defines knowledge society or service economy as "an economy in which only a small minority works in manufacture and agriculture" (Giddens 2007). But he explains that since all economies demand knowledge the term knowledge economy does not make sense. So he substitutes it with 'service economy' – implying that in knowledge economies most people do not produce tangible goods. Wikipedia encyclopaedia defines the knowledge society as that in which creation of wealth of nations does not any longer depend on capital, but rather on the knowledge, skills, wisdom and competences possessed by the people. Jan Figel (2006) defines it as a community in which the ability to create, disseminate and apply knowledge determines the economic performance. Alfred Marshall (1890 http://socserve.mcm) declared that "knowledge is our most powerful engine of production". By that he also agrees with Giddens that every society has some form of knowledge with which they produce goods and services. But everyday use of the term refers to post-industrialised countries where more importance is now attached to the production of highly skilled goods than manufactured products. The importance of earlier economic tools of land, labour and capital is diminishing as tools for production. Physical labour is giving way to highly skilled jobs requiring advanced qualifications in creativity and processing of information. Capital is assuming the form of possession and application of high technology to production. Thus people in low-skilled jobs are pushed into inferior positions. In the European Union, for example, two thirds of the jobs created are highly skilled ones (Giddens) 2007: 22).

Indicators of Knowledge Economy

As has already been explained, in a knowledge-based economy attention is shifting from high volumes of production to high-valued skills. This means unskilled labour would continue to drop in these economies to give way to high-skilled ones. Examples of these skills we now see at work in medium to high technology firms or being developed and applied to manufacture, finance and banking, telecommunication, business and education.

In knowledge economies, high and often ugly competitions characterise the growth of industries to the point that indifference to the wellbeing of others has become the culture of survival. Closely related to a knowledge society is also the notion and idea of experts - a small class of professional, administrative and managerial employees found in both private and public

sectors. This small group of experts are highly paid for their skills and enjoy superior work conditions. These are the Chief Executives or Board Presidents of mega companies and Consultants in accounting and other high-skilled firms.

On the social side, people in the knowledge based societies are becoming more and more consumerist, isolated from each other. Family life is under threat of collapse. Parents have only little time to spend with their children and are communicating more and more with electrical gadgets. Because of Information and Communication Technology (ICT) in the homes, parents and children spend more time with computers than with each other. In the words of Ronald Dore (2000:8), Europe and the US have developed an industrial culture geared to "mere self-enrichment unlinked with the service or disservice one might be doing to one's fellow citizens in the process".

Education is generally agreed to be the transforming agent of societies. To get a good grasp of the process by which this transition and transformation into knowledge societies are taking place nowadays, we need to look at the educational systems in the capitalist societies.

Education in the Knowledge Economies

In the industrialised system, application of high technology to learning is wide in content and in intensity to the point that by the time the child enters the classroom his or her learning skills are at levels far beyond the reach of children the same age from developing countries. But learning today is not for the sake of learning. Profit is the main motivation for the capitalist economy, and education is also assuming the same character in the sense that it is becoming market oriented. In advanced economies, education is now seen as an industry producing high-valued and low-valued goods. The high-valued products are students who graduate with high technological skills with an appeal to manufacturing companies while the low-priced are those in the liberal and humanistic studies. Knowledge acquisition in schools has thus become a competition, producing winners and losers just as it is happening in the market.

The school environment where learning and knowledge acquisition takes place to transform the whole society has also assumed the character of the market economy in which education is a "privilege commodity sold and purchased" (Martin Albrow, 1996:115) by those with money. Subjects

classified as high-valued attract sponsorship in the form of scholarships and research funding from the industry, while students pursuing the low-valued ones must pay from their own resources. While the high-valued graduate has a brighter prospect for employment, the low-valued graduate's hope remains slim. Such a trend might eventually lead to some subjects disappearing completely from the curricular of schools causing imbalance in the harmonious development of the individual. The negative consequences for both knowledge and un-knowledge society in education assuming such a course must be an issue of concern for policy formulators in all societies around the world.

Education is about human development. Human development is more than economic growth. According to the UNDP, education and development is about "creating an environment in which people can develop their full potential and lead productive, creative lives in accord with their needs and interests" (wwwundp.or.id/faq.asp#HDR1). Contrary to fulfilling this end, education systems of nations have come to a stage where they can no longer expand to accommodate the choice of interests of all, but they are rather restricted to protect national incomes. Education has simply become the pedagogy of enslavement to economic growth.

Education towards Consumerism

Another worrying aspect of education is its current orientation towards an uncritical objective of integrating the individual into the cauldron of consumerism. In the words of Peter MacLaren (2001), individuals have been reduced to tormented "creatures who are deliriously addicted not only to new commercial acquisitions but to the adrenalin rise of accumulation itself". (In Paula Allman 2001: xvi). In this addiction, he says, is the realisation of the individual's social relation within the global capitalist society. Consumerism has become the modern philosophy of life in which there is constant pressure "to consume more, and on the way, we become ourselves commodities on the consumer market" (Zygmunt Bauman 2008: 58). In such a situation nothing is ever certain. There is neither commitment at the family level nor to a love of the job. "The commodity form" explains J. Livingstone, " penetrates and reshapes dimensions of social life hitherto exempt from its logic to the point where subjectivity itself becomes commodity to be bought and sold in the market as beauty, cleanliness, sincerity and autonomy" (J. Livingstone cited in Bauman 2008: 59).

Human beings have started behaving more and more like automatons programmed to work, earn and consume their earnings as swiftly as possible. In such environments people's impulses determine right from wrong, good from bad; hence mistrust replaces sincerity. No wonder our cities and big towns are no longer safe places to live in. The name of the game played there is survival and the rules are 'trust nobody', 'show no mercy' and 'have no compassion'.

The situation in Africa

Africa has the unfortunate history of serving as the playground of all forms of ideologies with its post-independence leaders having no firm plan or policy of their own nor showing any serious commitment to those they adopt from developed countries. In Africa, Western forms of education produced a small but confused class of elite that created the false impression for the illiterate majority that, with independence, they were leading them on a path of becoming and living like Europeans. In reality, the wealth of African countries existed for the government functionaries and the elite who are more interested in "Western markets and Western lifestyles" observes Paula Ekins (1992: 10). The politicians and the educated elite are more interested in a mad and adrenalin rush to compete and compare themselves with their Western counterparts in the profuse purchase and consumption of Western goods without showing any concern for the majority. As an illustration, consider the retirement package which was proposed for a retiring President of Ghana, a country with a per capita income of less than US$1,500:

♦   Lump Sum (thought to be worth USD 400,000)
♦   Six fully comprehensively maintained and insured fuelled and chauffeured-driven cars to be replaced every four years. The fleet comprise of three salon cars, two cross-country cars and one all-purpose vehicle
♦   TWO fully furnished residences that befit a former president at a place of his choice
♦   60 days overseas travel with three staff members each year
♦   18 months consolidated salary
♦   1 million USD seed money for setting up a foundation
♦   Security – 24 hours security services.
♦   Budget for entertaining each year. (Source: GHP http://www.myjoyonline.com published 21/1/2009)

Such outrageous consumerist appetite is an indication of Africa's politicians and educated elite's inability to develop any deep sense of what modernity is about, because the process of education has not developed in them a morality and responsibility that governance and positions in the public service require. In Africa, the concept of democracy and human rights, as it is understood and nurtured in the process of educating children in the Western world, was only studied as academic subjects without permitting them to be practised in the schools. Acquisition of formal education in Africa was therefore generally recognised as a stage of preparing the individual towards passing tests and examinations and most importantly towards unquestionable acceptance and obedience to authority. At the end of the process those who behaved themselves and passed their examination were rewarded with employment mostly in the public service – where the structure of authority is even more profuse and rigidly obeyed.

Has education contributed to creating the knowledge-based society in Africa?

The formal Western education arrived in Africa through the Christian Missionaries whose desire was to create a civilised people out of a jungle full of barbaric inhabitants (Hansen 2005). The education system sought to achieve this task by two processes. The first was by a direct classroom education similar to those of Western societies based on competition where the best and the enduring survived and were rewarded with a job in the public service. It is this effort which has produced the teachers, medical personnel, civil servants, engineers, lawyers, economists, accountants, business men and women, among others. Together this group of people constitute a class that think themselves different from the 'illiterate and uneducated' who did not have the privilege of formal schooling. Indirectly the products, while still in the schools, were inducted into the consumerist culture with appetites sharpened, shaped and tilted towards Western goods. Secondly, outside the schools, the products needed to sustain the newly acquired status and protect it from being lost to indigenous traditions from which they have learned to distant themselves when possible. Two of the surest ways of achieving this were by securing a job first and secondly by conspicuous consumption and display of material wealth coming mostly from the West. So, in a sense, and by default African societies have also been successfully inducted, via schooling, into the strong culture of consumerism.

But the main difference between African and Western societies is that before and more than fifty years after independence the larger population of African societies have been excluded from the main stream knowledge economies or societies. In any case, a consumerist culture has been fast to spread whereas the knowledge base was too slow in developing to sustain a larger population.

Such a weak base triggered off post-independence rivalry and power struggle among the educated elite in Africa to occupy positions in government and public service solely for grabbing a generous share of their countries' wealth to sustain the newly acquired appetites and status. The new knowledge and skills acquired from the schools might have brought benefits in improving the health and lives of the people in modern and efficient ways than the traditional knowledge was capable of doing; but the difficulty is that hard work which goes hand in hand with consumerism culture in Western societies is absent or misunderstood in African societies. To most Africa's educated elite, hard work already had taken place during schooling and even a harder one during the struggle to get a position in the public service. What is left for the individual after this seemingly 'hard work' is to begin enjoying its benefits which is seen in how much one grabs and consumes Western products. This situation is gradually developing a type of individualism which is more dangerous than the one found in the Western industrialised economies. It is dangerous in the sense that it is neither grounded on any sound ideology nor on a philosophy found either in the West or in African tradition. The Western form of consumerism functions in the framework of democracy, individual freedom, accountability from governments, participation and, above all, hard work on the part of the citizens. There are efficient structures put in place to ensure that all citizens adhere to them irrespective of their position in government or private life. Unfortunately, in most African countries, these structures are simply not there, and where they exist, they are only for cosmetic reasons.

A second danger posed to African societies is coming from globalisation. The improvement in communication means that many Africans now have more access to information than their leaders think. Communication technology has brought live events and pictures of material prosperity of the West to many homes in Africa without an accompanying education for the people to comprehend the complexities and structures inherent in these societies. The incessant media adverts to influence consumption instincts of viewers in the developed countries have the same influence in awakening

the consumer instincts of African societies even more than they affect Western societies. African societies are not only learning from the schools, they have also been caught up in the daily panorama of life being a struggle to receive education, secure employment, work and buy, learn more, work more, and buy more; if you don't then you have failed in life; life does not wait for failures; make a life for yourself. It is a panorama of which Paula Allman (2001. xix) says, "reduces life to acquisition, to accumulation, to the winning and holding of power. Life becomes death and death becomes life". This precisely is the message that education systems all over the world seem to be saying to the persons going through them to struggle to the point of death in order to discover life – a life marked by money and power.

The subtle message from African leaders and the elite to their societies though are 'We have struggled and risked our lives to secure political independence from the colonisers; that hard work and risky venture won us the position we hold today. Those of you desiring to get to where we are, have to struggle now or wait for your turn when we are gone. If you can't wait or struggle then shut up and be content with the little favours we grant you.'

The fact that getting there is the desire of many and the fact that to get there is becoming more and more expensive in terms of receiving an education and a corrupt political process is the beginning of a major crisis in Africa. The crippling effect of the competitive educational system and a corrupt political process is the denial of opportunity for the majority who also desire to enter the economic society in Africa. In such uncertain and disabling circumstances, the only way open for the majority to arrive there, and arrive there fast, is to force the door open – that is through violence and bloodshed. It is at this milestone that efforts at modernising African societies for the past fifty years have arrived. The school system in many ways is responsible for producing such appalling bloody results.

How can education lessen or remove the threatening phenomenon of descent into a failed state which hangs over many countries in Africa? What can we learn or unlearn from the success and failure of Western education systems to improve life for the mainstream societies in Africa?

Before we find answers to these questions, Africans – intellectuals, politicians, traditional leaders and ordinary citizens - must accept that one must act before change can occur. Often, when it suits their individual agenda, Africans try to hide behind 'culture' to refuse change. In a documentary film

entitled Mobutu the King of Zaire, when interviewed about his repressive style of governing, President Mobutu answered that in a Bantu culture an elder and a leader is not to be questioned but obeyed. This was a president who virtually owned property in every European capital and flew in a private jet airliner wherever he travelled to, but refusing to acknowledge that governing a country in the 21st century is different from being an overlord of a feudal village. Culture is in a constant state of evolution, and behaving like a feudal lord in a century of rapid changes and spread of communication technology is an invitation to violence.

A new learning for all

David Hicks and Richard Slaughter (1998: 7) are of the view that it is possible for human beings to "reinvent ourselves and redesign our social architecture" to challenge the "unintended consequences of the great forces we have unleashed" by our learning. All our political and economic institutions and civil organisations need a revolutionary and critical consciousness to arouse change. Schools in modern times have been recognised all over the world as institutions which can bring about change by providing a uniform standard of knowledge and skills to all citizens of every country. For many years, schools have been serving as tools to develop technologies that have in turn brought about innovation in production of goods and services to unparallel levels in the history of human development. But these same tools have brought about unanticipated, dysfunctional consequences politically, socially and economically – developments that seem to spin out of control of human knowledge. The price the world is paying for these developments are political upheavals, collapsing economies, social unrest and environmental destructions that beat human comprehension.

The choice of the school as a starting point, however, is not arbitrary because it is from the schools that the building of critical consciousness for change can begin. But the big question is: How does the school re-invent itself to offset the unintended negative forces its teachings have unleashed in the course of creating economic growth in Africa?

Reforms

The key challenges for most societies in Africa today are: how to end economic poverty; how to integrate various ethnic groups into a nation; how

to protect the environment from damage from industries; and above all how to achieve these ends in a peaceful manner. These ends are in line with Delores' four pillars of education: Learning to know, learning to do, learning to be and learning to live together.

The first software that education systems all over Africa need to install on the hard disk of education is that which acknowledges change. That is, learning to know to change. For a long time, most African societies have been torn between tradition and modernity. After contact with new cultures of Europe, most societies in Africa have become confused and torn between modernity and tradition. The globalisation process has opened up opportunities which according to Bauman (2008: 173) have made it possible for one to be different in a number of ways so that "what one was yesterday would no longer bar the possibility of becoming someone totally different today". Learning in Africa has to create this awareness in the learner that the school is only an initiation to a world that is witnessing unprecedented swift development where yesterday's wisdom is considered foolishness by the dawn of the following day. The only way the individual can comprehend the world is to develop his own identity in the mind-boggling uncertainties to distinguish between "things as they are" from "things as they pretend to be", (Jean Baudrillard cited in Bauman 2008: 183); or to consider how Bauman uses the analogy of the "smart missile" concept to explain the need to develop in a learner the idea of change. The smart missile is one which is designed for no specific target, but programmed in a way that while still in flight it is able to alter its course or position itself as and when it is necessary in order to hit a desired target. It is a concept which is beautifully expressed in Chinua Achebe's novel **Things Fall Apart** where the fable bird '*eneke*' says, "since men have learnt to shoot without missing, he has learnt to fly without perching" (p.16). Learning to know should be about learning and learning fast to adapt to a world which is presenting the individual with unlimited and compelling choices all at once. These rapid changes therefore make it necessary that schools should not focus only on satisfying the short-term needs of individuals by equipping them to crave a share for themselves in the consumer market. It is this uncritical craving for Western style of life which leads to the huge gap between those who fail in the school system and those who succeed - a gap that leads to competition and oppression. The schools therefore should awaken the consciousness of the individual to a higher ideal of lifelong learning to develop the smart missile concept of knowledge with which to confront life's numerous challenges. It is an awakening which engages the individual's passion in "a never-ending quest

not only to understand the 'as yet unknown', but to understand even more deeply the 'already known' " (Allman 2001:183). A phenomenon Bauman describes as open-ended reformation (Bauman: 188).

What needs to be seriously considered in African schools is that of learning to make choices. Western societies and capitalism are in a mess today because the education process has not looked beyond the capitalist horizon of economic growth and profitability in its teachings. Thanks to the rapid spread of information and communication technology, the media is loaded with advertisements portraying the beautiful life of Western consumerist societies. A vital quality that unbridled competition lacks is choice. Thus overwhelmed by the intensity of these adverts, individuals have no sense of choice to differentiate between a need and a want. It is a situation Peter Jarvis (2008: 3) describes as a disjuncture – "a gap between our biography and our perception of the situation to which we cannot give meaning or because we do not know the meaning that others around us give". Thus, instead of responding with just a slight adjustment of our biography, we allow others to determine for us without our registering that we are being manipulated.

Happiness does not always depend on level of consumption as Andrew Oswald's (cited in Bauman) research findings in the **Financial Times** showed. His research findings concluded that people in the well-off and developed countries have not become happier as they had grown richer; nor has their happiness increased with the volume of consumerist preoccupations and activities. What should and must be done in correcting such a situation in school education in Africa now, is to develop a critical thinking in the learner to come to the realisation that 'all that glitters is not gold'. Schools and education in Africa should stress this point by empowering the learner to acquire the ability to control his desires and the authority to make choices – empowerment to the point that one can influence the course of social, economic and political developments – so that one can say, like 'eneke', the bird in Achebe's book, that 'as the course of events try to fling me out of my desired ways I have also learnt to float along without getting subdued by them'. Developing a sense of how social, economic and political forces manipulate the individuals is possible, if education awakens the consciousness in the individual very early to these events and encourages participation in them from the grass roots level – the home, the school, the classroom and the community constituting the first environment for the learner.

The second reform in learning in African schools should be directed to the concept and practice of democracy in the schools. Besides the family, the school is the next place where individuals for the first time meet in a bigger and diverse group of other individuals. The school, therefore, is a laboratory for experimenting and learning democratic practices. But it is sad to note that democracy in schools has remained in the curricula of most African schools a concept to be learned and reproduced in an examination. Democracy thrives on co-operation and trust and should not remain abstract terms which learners should mechanically commit to memory and reproduce. From the classroom it is possible to build a practical structure on the abstract for learners and teachers to begin the practice of the democratic principle based on the ideals that our social existence as individuals depend on the well being and dignity of each member of the group. Ideas must be freely expressed and discussed to find the good and the bad inherent in putting them into practice. Solidarity and commitment, when demonstrated in practice in the classroom as some of the ideals of democracy, would go a long way in developing a sense of co-operation and respect for life instead of stiff competition in the learners. Where there is stiff competition, says Bauman, life becomes a game of survival where trust, compassion and mercy are lost (Bauman 2008: 57). Learning of democracy, therefore, should be based on a practical approach and the principle that our daily interaction with each other as human beings is worth more than commodities produced on a manufacturing line for our convenience. The school must be able to educate the individual that it is through dialogue and negotiations that human beings arrive at an understanding. It is by this stamp from education on the individual that African societies would be building the essential pillar of peace and learning to live together.

The last pillar of education, which unfortunately has not been included by Delores' four pillars, is the pillar of taking care of our environment. The question educators need to ask is, which global trends are life threatening and which can redirect and evolve human cultures onto the path of a higher humanity? The preference for and emphasis on teaching the natural sciences in schools as a condition that will frog-leap African societies to catch up with the developed industrialised worlds should be given a second thought. What do we measure progress with? What do we destroy in order to create? Is the destruction worth the benefits for us and future generations? These and many other questions should be asked and the answers critically contemplated as we embark on the journey of rapid industrialisation. Without

them creating Africa's knowledge base or knowledge societies will certainly result in more chaos violence and blood than it has already done.

Conclusion

The modernisation of African countries for the past fifty years has been a turbulent experience for the peoples of Africa. Even as this script is being written violent conflicts still rage on in some parts of the continent. Change does not mean returning to tradition. Any act of teaching and learning must focus on a future, which understands the past. African's past teaching and learning unconsciously focused on individual achievement and greed hence the current violence. Building a nation with a positive future will depend greatly on individual and collective insights, understanding, and knowledge to comprehend complexities of the modern world in order to alter our perspectives, values and behaviours to accommodate change in a civil manner. The software content of education systems in Africa, therefore must aim at developing in the individuals, political leaders and government officials the personal foundation to know more about world problems, social change and vision for the future. African educators and intellectuals of all persuasions must avoid the convenient but false claims that education be allowed to drift the way of commodity markets. The voiceless people of the continent are looking up to the intellectuals and the educated elite as the last bastion of hope to charter for them a new course of development that has humanity as its point of focus. Abrogating that responsibility to political leaders with no relevant education of the entire citizenry to also understand how developments at global level affect them as individuals at local level and collectively as nationals of a country, would only amount to entrusting the future of Africa to blind leaders to lead blind people.

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Gender Literacy and aspects of Deprivation among India's Tribes

CM Lakshmana

Abstract

The vast territory of India with its diverse ecological, physical, cultural and linguistic zones is a home to 1028.73 million people which include about 84.32 million tribal population (42.06 million; 40.88 per cent of males and 41.15 million; 59.12 per cent of females). Yet, in 60 years of development, the tribal literacy rate of India has not reached even 50 per cent; it is a mere 47 per cent. There was no visible improvement in ST female literacy over the period of 30 years of development in India. In this context, the present study attempts to understand the Gender Literacy and aspects of Deprivation among Scheduled Tribes in India.

Introduction

As per notified schedule under Article 342 of the Constitution of India, there are 533 tribes concentrated across the States and Union territories. India has the largest concentration of tribal people anywhere in the world except perhaps a certain country in Africa. Generally tribes are homogeneous in terms of socio-economic development unlike other groups. As per 2001 Census, the total tribal population constitutes 8.8 per cent to the total population of India. The total literacy rate of scheduled tribes in 1991 was 29.6 per cent increased to 47 per cent by the year 2001. Literacy poverty leads to the perpetuation of different types of disabilities which prevents them from availing and utilizing the development opportunities made available (Nagaraj B 2004). In the present competitive world, productive and qualitative human resource is the only asset that makes India shine. 'People are the real wealth of the nation', because people are not only the beneficiaries but

also the agents of economic and social progress (First Human Development Report 1990). 'Literacy poverty' could be said to be one of the obstacles that frustrated the otherwise landable most influencing factor which led to a limited success of development efforts in India (Nagaraj B 2004). Empirical studies have shown that particularly primary education has the highest rate of social returns and it emerged as the most significant contributor to predicted growth (Mahabub u.i. Haq and Khadiji Haq 1998). The data collected by Demographic and Health Survey (World Development Report 200-01) reveal that more than half of the 15 to 19 years olds in the poorest 40 per cent of house holds have zero years of schooling in 12 countries of the world, and India is one among them. However, it is true that India started with a poor education base at the time of independence, with a literacy rate of 17 per cent, and have been making committed efforts to eradicate illiteracy.

HDI- based profiling of scheduled tribes has shown that the scheduled tribes are a most deprived segment of the Indian society. The tribal sub-plan (TSP) strategy introduced since the Fifth Five Year Plan period i.e. 1974-79, called for specific plans of development including educational development of scheduled tribes. As seen from the available data, nearly two-third ST boys and Girls dropped out while ascending from primary to middle school. Increased financial outlays and special emphasis to the cause of STs have marginally improved the situation. But the picture is not too encouraging (Bhupinder Singh 1996). It is generally conceded that rural areas in general and tribal areas in particular have failed to attract resources personnel and infrastructural facilities.

Even the special plan i.e. the Tribal Sub- Plan (TSP) has not helped to the extent that it should have. In the words of Ramamurthy Committee, it has remained a paper exercise "not concretely provided in the budget documents". Yet, in 60 years of development, the tribal literacy rate of India has not reached even 50 per cent; it is a mere 47 per cent, and further it is much below the national average in the states of Andhra Pradesh, Madhya Pradesh, Bihar, Orissa, Uttar Pradesh, Jammu & Kashmir, Rajasthan, West Bengal, the progressive state of Tamilnadu and the union territory of Dadra and Nagar Haveli.

In this context, the present study attempts to understand the Gender Literacy and aspects of Deprivation among scheduled tribes in India, by states. Source of data for the study is the Primary Census Abstract: Census of India 1991 and 2001. Index of Deprivation (IOD) in crude literacy has

been computed by using UNDP-HDI frame work. The methodology is as follows:

$$IOD = \frac{Target_j - CLR\ maximum\ value_{ij}}{Target_j - CLR\ minimum\ value_{ij}}$$

Here IOD ij = Index of deprivation for the ith State jth criterion (Literacy)

Target = Maximum achievable target for the jth criterion (for example it is 100 per cent for literacy)

Min j = Minimum value for the jth criterion (it is 0 per cent for literacy)

For instance IOD in CLDI for Karnataka, the Literacy rate in 2001 is 67 %.

$$the\ IOD = \frac{100-67.4}{100-0.00} = 0.326$$

Background and key information on Population and Literacy: India

The total population in India increased from 838.58 million in 1991to 1028.73 million in 2001. Of the total, there were about 67.75 million of tribal populations in 1991 which increased to 84.32 million in 2001. The proportion of scheduled tribe population in total population was 8.08 per cent in 1991 and 8.19 per cent in 2001 showing a marginal increase. But, the trend was reverse in the case of scheduled caste population; their proportion declined marginally from 16.48 per cent in 1991 to 16.19 per cent in 2001, as can be seen from table 1. In the last two decades, there has been a continuous increase of urban population in the country. A similar trend is seen in the proportion of urban population of Scheduled Tribes in India (Table 1); it has almost doubled in the decade 1991 to 2001.

The decadal growth of total population in India was 23.85 per cent and 21.34 per cent for the decades of 1981-1991 and 1991-2001 respectively.In regard to the decadal growth rate of SCs and STs, it was higher than that of the general population in India in both the decades (see table 1). However,

due to the efforts of the Health and Family Welfare Department, through population policies and programmes, even SC and ST population growth

rate declined along with the general population in the decade 1991-2001. However, the ST population growth was comparatively higher (19.64 per cent) than the growth of SC population (17.5 per cent) and also the general population growth (21.34 per cent) in India for both the decades. This is attributable to various reasons viz., demographic, social and economic rather than popular population containing measures.

Table 1
Selected Key Information on Population of India

S. No	Selected Key Indicators	1991	2001
1	Total Population	83,85,83,988	102,87,37,436
2	Total SC Population	13,82,23,277	16,66,35,700
3	Total ST Population	6,77,58,389	8,43,26,240
4	Per cent of SC Population	16.48	16.16
5	Per cent of ST Population in total Population	8.08	8.19
6	Per cent of ST Males in total ST Population	50.71	50.56
7	Per cent of ST Females in total ST Population	49.29	49.44
8	Per cent of ST Rural Population	54.69	24.77
9	Per cent of ST Urban Population in total ST Population	7.2	15.77

Source: Compiled from Census Data

The crude literacy differential among SCs/STs and general population from 1971 to 2001 is presented in table 2. In 1971 the literacy rate was just 14.67 and 11.3 per cent respectively for SC and ST population in India. Even after thirty years of planned development literacy rate for ST in India had not reached even 50 per cent.

However, the literacy rate for SC (54.69 per cent) was comparatively higher than the literacy rate of ST population in 2001. Further, if we take the literacy gap between (a) SCs and general and (b) STs and general, it becomes evident that in all the Censuses ST literacy rate was higher than the SC literacy rate (Table 2).

The literacy gap between SCs and general and between STs and general was 10.69 and 18.28 per cent respectively in 2001.

Table 2
Differentials in Literacy Rates of Scheduled Caste, Scheduled Tribe and General Population in India

Year	Scheduled Caste	Scheduled Tribe	General Population	Literacy Gap	
				SCs and General	STs and General
1971	14.67	11.3	33.8	19.13	22.5
1981	21.38	16.35	41.3	19.92	24.95
1991	37.41	29.6	52.2	14.79	22.6
2001	54.69	47.1	65.38	10.69	18.28

Source: Educational Statistics of Scheduled Castes and Scheduled Tribes, Ministry of Human Resource Development, 1993 and Primary Census Abstract, Census of India 2001

Gender Literacy and Aspects of Deprivation:

In order to understand the paradigm of development in a developing society like India, gender related issues need to be given due weightage. To balance gender variation in education, employment and other fields like legislation and parliament, the constitution provides for reservation for SCs STs and women. However, there still remains much disparity between genders in literacy rates, employment etc. Religious groups and even states in the Federation have inequal levels of attainment in regard to education, employment etc. With this background, an attempt has been done to understand the literacy deprivation in ST males. As reported in table 3, the national average of IOD in crude literacy of ST males in 1991 was 0.794, which further declined to 0.386 points. In 2001, it was only 0.408 points. The highest and lowest levels of IOD were reported in the states of Bihar (0.602) and Lakshwadweep (0.078) respectively. In 1991, the states of Andhra Pradesh, Bihar, M.P, Orissa, Rajasthan and Tamilnadu had shown relatively higher level of deprivation in the crude literacy of ST males. The remaining states have shown relatively moderate level of deprivation in their crude literacy in 1991.

In 2001, the situation was entirely different in regard to the deprivation level for in ST males. Only two states viz., Mizoram and Lakshwadweep had registered lower levels of deprivation in 1991, but by 2001, many states i.e., Assam, Himachal Pradesh, Kerala, Manipur, Nagaland, Sikkim, Uttanchal, the union territories of Andaman & Nicobar Islands, Daman & Diu had reduced their deprivation level from moderate to low levels (Table 4). In regard to ST males, only the states of Bihar and Jammu & Kashmir had

shown relatively higher levels of deprivation in their crude literacy in 2001. The IOD of ST males was relatively moderate in rest of the states in India. From this, we could conclude that during the last 30 years of development in India, much importance was given to the development of SCs/STs through innovative policies and programmes. Hence, it is clear that these measures have to some extent helped in reducing the level of deprivation in crude literacy among ST males in India.

Results of a comparison in gender variation of IOD in crude literacy is given in Table 3. In 2001, the overall average of IOD for ST females was 0.408, but highest i.e. 0.652 points was reported for ST females. There was much variation in IOD figures between males and females. For example, the lowest level of IOD in crude literacy was for ST reported from the states of Mizoram and Lakshwadeep for the years of 1991 and 2001. On the other hand the states of Arunachal Pradesh, Assam, Goa, H.P, Maharastra and Tripura reported reduced rates of IOD of ST females in 2001 as compared to 1991. In 1991, these states had relatively higher level of deprivation in their IOD of ST females. A comparison of gender IOD gap shows that there was higher deprivation level in male population of ST in 2001, in the states of Bihar and Jammu & Kashmir.

Table 3
State-wise Gender Literacy Rates and Index of Deprivation of STs in India

Sl.No	State/Uts	Males				Females			
		1991		2001		1991		2001	
		Literacy Rate	IOD	Literacy Rate	IOD	Literacy Rate	IOD	Literacy Rate	IOD
1	Andhra Pradesh	25.3	0.747	47.66	0.523	8.7	0.913	26.11	0.739
2	Arunachal Pradesh	44	0.56	58.77	0.412	24.9	0.751	40.56	0.594
3	Assam	58.9	0.411	72.34	0.277	39	0.610	52.44	0.476
4	Bihar	38.4	0.616	39.76	0.602	14.8	0.852	15.54	0.845
5	Chattisgarh	*	0	65.04	0.350	*	0	39.35	0.607
6	Goa	54.4	0.456	63.49	0.365	29	0.710	47.32	0.527
7	Gujarat	48.2	0.518	59.18	0.408	24.2	0.758	36.02	0.640
8	Himachala Pradesh	62.7	0.373	77.71	0.223	31.2	0.688	53.32	0.467
9	Jammu &Kashmir	**	0	48.16	0.518	**	0.000	25.51	0.745
10	Jharkhand	*	0	53.98	0.460	*	0.000	27.21	0.728
11	Karnataka	47.9	0.521	59.66	0.403	23.6	0.764	36.57	0.634
12	Kerala	63.4	0.366	70.78	0.292	51.1	0.489	58.11	0.419
13	Madhya Pradesh	32.2	0.678	53.55	0.465	10.7	0.893	28.44	0.716
14	Maharastra	49.1	0.509	67.02	0.330	24	0.760	43.08	0.569
15	Manipur	62.4	0.376	73.16	0.268	44.5	0.555	58.42	0.416

16	Megalaya	49.8	0.502	63.49	0.365	43.6	0.564	59.2	0.408
17	Mizoram	86.7	0.133	91.71	0.083	78.7	0.213	86.95	0.131
18	Nagaland	66.3	0.337	70.26	0.297	54.5	0.455	61.35	0.387
19	Orissa	34.4	0.656	51.48	0.485	10.2	0.898	23.37	0.766
20	Rajasthan	33.3	0.667	62.1	0.379	4.4	0.956	26.16	0.738
21	Sikkim	66.8	0.332	73.81	0.262	50.4	0.496	60.16	0.398
22	Tamilnadu	35.3	0.647	50.15	0.499	20.2	0.798	32.78	0.672
23	Tripura	52.9	0.471	67.97	0.320	27.3	0.727	44.6	0.554
24	Uttar Pradesh	49.9	0.501	48.45	0.516	19.9	0.801	20.7	0.793
25	Uttaranchal	*	0	76.39	0.236	*	0	49.37	0.506
26	West Bengal	40.1	0.599	57.38	0.426	15	0.850	29.15	0.709
27	A &N Islands	64.2	0.358	73.61	0.264	48.7	0.513	59.58	0.404
28	Dadra & N.Haveli	40.7	0.593	55.97	0.440	15.9	0.841	26.99	0.730
29	Daman &Diu	63.6	0.364	74.23	0.258	41.5	0.585	51.93	0.481
30	Lakshadweep	89.5	0.105	92.16	0.078	71.7	0.283	80.18	0.198
	INDIA	40.65	0.593	59.17	0.408	18.19	0.818	34.76	0.652
	Source: Primary Census Abstract: Census of India 1991 and 2001								
	Note: * states were not constituted** Census was not conducted								
	IOD calculated by the author								

Table: 4
Index of Deprivation (IOD) in Crude Literacy levels of ST Males in India

IOD Levels	
Relatively Lower <0.1-0.300	Mizo (1sta
Relatively Moderate (0.301-0.600)	ACP Karn Mani Sikki Anda Dadr Diu (15 s
Relatively Higher (0.601-0.900)	AP, Tam (6 sta

Source: Census Data: IOD calculated by the author using UNDP –HDI frame work

Table: 5
Index of Deprivation (IOD) in Crude Literacy (Females) of Scheduled Tribes in India

IOD Levels	States	
	1991	2001
Relatively Lower <0-300	Mizoram, Lakshadweep	Mizoram, Lakshadweep
Relatively Moderate (0.301-0.600)	Kerala, Manipur, Meghalaya, Nagaland, Sikkim, Andaman & Nicobar Islands, Daman & Diu	ACP, Assam, Goa, HP, Kerala, Maharashtra, Manipur, Meghalaya, Nagaland, Sikkim, Tripura, Uttaranchal, Andaman & Nicobar Islands, Daman & Diu
Relatively High (0.601-0.900)	AP, ACP, Assam, Bihar, Goa, Gujarat, HP, Karnataka, MP, Maharashtra, Orissa, Rajasthan, Tamilnadu, Tripura, UP, West Bengal, Dadra & Nagar Haveli	AP, Bihar, Chattisgarh, Gujarat, Jammu & Kashmir, Jharkhand, Karnataka, MP, Orissa, Rajasthan, Tamilnadu, UP, West Bengal, Dadra & Nagar Haveli

Source: Census Data: IOD calculations are based on UNDP- HDI frame work

However, it is evident from Table 5 that the IOD of ST females is concerned, many states like Andhra Pradesh, Bihar, Chattisgarh, Gujarat, Jammu & Kashmir, Jharkhand, Karnataka, M.P, Orissa, Rajasthan, Tamilnadu, U.P, W.B and Dadra & Nagar Haveli have had shown higher level of deprivation in crude literacy. Hence, it is to be noted that there was significant disparity in gender literacy deprivation among scheduled tribes in India.

There was no visible improvement of ST females in India over the period of 30 years of development. Further, a stagnating trend was witnessed in the literacy levels of ST females in India, as could be seen from Table 5. Even ST Males are no exemption to this trend of declining IOD from relatively moderate to lower level during 1991 and 2001. Excepting the states of Arunachala Pradesh, Assam, Goa, H.P, Maharastra, Megalaya and Tripura, the rest of the states continued to have relatively higher level of deprivation in crude literacy among ST Males during the period. As reported by Bhupinder Singh (1996) there was a sharp drop from primary stage (101.79 per cent) to middle stage (35.65 per cent) and consequently over two-thirds of ST boys and girls dropped out from primary and middle schools.

There are historical and socio-economic reasons for experiencing wide disparity between male and female literacy in India in general and of ST population in particular. Studies have shown that for ST girls, it is the lack of residential facilities in educational institutions that deter scheduled tribe families from sending their children to such institutions. On the other hand, in a generally male dominated society like ours, the traditional role of women confining to the house, taking care of children and accepting male domination in the family has found wide acceptance[2]. However today the situation has changed at least for the general population; female literacy rate has improved significantly to reach the male literacy rate. But in case of tribal females the situation continues; literacy gap between ST males and ST females continues to be grim. The literacy gap between ST males and females has not shown improvement in the last 60 years of development.

High priority to girl's education and steps to reduce drop-out rates, encouragement for school enrolment to SC/ST girl students and incentives for retention of students from standard III to VI were provided in the tribal welfare plan which was formulated in 2001. Further the Tenth Plan aimed at improving the literacy rate especially female literacy rate and enrolment rate as also reducing the drop-out rate at all levels. It further aims at increasing the employment opportunities for educated youth of poor families and improving the socio-economic status of the communities of SCs and STs. With this in view, the Ministry of Education has been providing grants to tribal sub plan (TSP) to tribal majority states under article 275 (1) to meet the cost. Under this scheme, girls hostels, boys hostels, ashram schools in tribal sub-plan areas have been opened and working to enhance the welfare of scheduled tribes in India. The scheme provides for establishing educational complexes in low literacy pockets in tribal areas by providing cent percent financial assistance to NGOs/ organizations established by government as autonomous bodies/ educational and other institutions like cooperative societies to establish educational complexes in 136 identified districts of erstwhile 13 states where tribal female literacy is below 10 per cent as per 1991 census. So these institutions are mandated to improve female literacy especially in the states of Andhra Pradesh, Bihar, Chattishgarh, Gujarat, Jammu & Kashmir, Jharkhand, Karntaka, M.P, Orissa, Rajasthan, Tamilnadu, U.P, W.B, and Dadra & Nagar Haveli. The existing institutions under the above scheme have been trying to reduce gender disparity in crude literacy among scheduled tribes in India by reducing IOD level in ST population and the above mentioned States.

Concluding Remarks

Article 46 of the Constitution explicitly recognizes the Scheduled Caste and Scheduled Tribes as the weaker sections of the society and calls for promotion of their educational and economic interests as well as to protect them from exploitation. In pursuance of this, both central and state governments have been implementing several schemes for the development of SC/STs. Now we have stepped into 21st century and also completed 60 years of independence. Hence, when we talk of development, we should keep in mind the imperative to take care of the overall development of every community, region and religion in the country.

In recent years, India has achieved great success in IT and BT. IT graduates from India are in great demand in the international market. But, according to 2001 census in India, there were 41 illiterates for every 100 ST males and 65 female illiterates for every 100 females. This situation, if allowed to persist would cause irreparable damage to our social fabric. The progress achieved in improving literacy rate of ST males in India gives room for hope.

The Tribal Sub Plan (TSP), District Primary Education Programme (DPEP) and the scheme for educational complexes in pockets of low female literacy tribal areas which is being implemented in pursuance of Article 275 (1) of the Constitution, should focus on improving the literacy situation particularly of ST females in India. What is needed is a vigorous approach to improve literacy and reduce the IOD of crude literacy among ST females, especially in the states of Andhra Pradesh, Bihar, Chattishgarh, Gujarat, Jammu & Kashmir, Jharkhand, Karnataka, M.P, Orissa, Rajasthan, Tamilnadu, U.P, W.B, and Dadra & Nagar Haveli. Comprehensive and effective programmes are required to tackle gender disparity in literacy among STs in India.

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Vocational Education Programmes as a Tool for Promoting Community Development and Youth Empowerment in Selected Vocational Centres in Ibadan Metropolis Oyo State, Nigeria

OE Olajide

Abstract

This study examines the effectiveness of vocational education programmes in promoting community development and youth empowerment Ibadan metropolis in Oyo State. The study adopted the survey research design with the population of 300 purposively selected respondents. The major instruments used to collect data from the respondents was the questionnaire. The chi-square (c^2) statistical tool was used to test two (2) null hypotheses stated for the study at 0.05 level of significant. The findings of the study reveals that vocational education is significantly related to community development (c^2 cal = 58.5; df 12; $p < 0.05$). Also the study showed that vocational education is significantly related to youth empowerment and development. (c^2 cal = 79.5, df = 12; $p < 0.05$). It is however, noted that vocational education is significantly related to community development and youth empowerment among the beneficiaries in Ibadan.

Consequently, it was recommended that government and non-governmental agencies should support vocational education programmes in terms of policy formulation and resources, also, more vocational education centres should be established to cater for increasing unemployed youth in our society.

Introduction
Background to the Study

Vocational education is not a new phenomenon to Africa and Nigeria in particular. Even before the advent of colonial masters, Africa was able to

satisfy her technical and vocational needs especially in the area of tools making and skills acquisition of various form to meet the challenges of human environment (Omolewa, 1997). However, colonization has brought about neglect in the teaching and learning of skills through inheritance within the family and replaced by the ''imported'' vocational skills (Roll, 2001).

The developing countries including Nigeria were convinced that the best way to develop and enhance employment opportunity is by using western education and technical training following the growth of industralization in Europe and America through the same means. (Lephoto, 1995 and Coombe, 2004).

In line with the above the federal government of Nigeria have contributed greatly to youth empowerment through vocational education programmes which include:

♦   The Structural Adjustment Programme (SAP);
♦   The National Directorate of Employment (NDE);
♦   Family Economic Advancement Programme (FEAP);
♦   The Directorate of Foods, Roads and Rural Infrastructure (DFRRI), just to mention but a few.

Despite the introduction of these programmes by successive government to reduce if not total eradication of unemployment in Nigeria especially among the youth, yet there is even increasing member of urban unemployed and rural unemployed youth labour force (Seers, 2002).

It should be noted that the entire programme failed to achieve the desired goals because of the following reasons as highlighted by World Bank (1996):

♦   Reliance on import goods;
♦   Weak base for sustainability;
♦   Lack of participation by grassroots' people;
♦   Lack of capacity and technical knowledge by both the government and the people;
♦   Sub-contracting of projects which leads to poor control; and
♦   Lack of technical expert and effective management capacity by local executive agencies.

It is necessary to note at this juncture that the aims and objectives of

vocational education is to bring about youth empowerment and community development as contained in the National Policy on Education (Revised edition, 1998). It include the following:

♦   To provide trained manpower in applied science, technology and commerce particularly in the sub-professional grades;
♦   To provide technical knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development;
♦   To provide people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man;
♦   To give an introduction to professional studies in engineering and other technologies;
♦   To give training impact the necessary skills leading to the production of craftmen, technicians and other skilled personnels who will be enterprising and self reliant, and
♦   To enable, our young man and women to have intelligent understanding of the increasing complexity of technology (National Commission for Technical Education, 1989)

From the above aims and objectives of vocational education, it has therefore being viewed as determinant of socio-economic development, moral development, and can led to poverty reduction in Nigeria. There is not doubt in the fact that no meaningful community development can take place without vocational education. This is because community development connotes change in human well-being and a tool for achieving social transformation in the country. (Anyanwu, 1992). Unfortunately all the vocational education programmes introduced by successive federal government in Nigeria aimed at bringing about better change for the survival of humanity had failed to achieve the desired results. Based on this background, the study is out to examine the contributions of vocational education programme on community development and youth empowerment in selected vocational centres in Ibadan, Oyo State.

Statement of the Problem

It is a known fact that Nigerians is experiencing rise in unemployment rate despite the introduction of numerous vocational education by successive federal government in the country aimed at youth empowerment and community development.

It is against this foregoing that the study is out to investigate the influence of vocational education programmes, on community development and youth empowerment in Oyo State of Nigeria with the view to determine the effectiveness of vocational education programme as a tool of promoting community development youth empowerment in Nigeria.

Research Hypotheses

Ho₁: There is no significant relationship between vocational education programme and community development in Oyo State, Nigeria.

Ho₂: There is no significant relationship between vocational education programme and youth empowerment in Oyo State, Nigeria

Methodology

The study adopted a descriptive survey research design with a sample size of 350 respondents selected from four vocational centres in Ibadan Land. The centre are:

i)   Apampa Vocational Training Centre, Ibadan
ii)   Ministry of Women Affairs and Community and Social Welfare Vocational Centre Samonda, Ibadan
iii)   Senator Ajimobi Vocational Training Centre, Oke-Ado, Ibadan
iv)   Hon. Arapaja Foundation Training Centre, Bode, Ibadan.

Instrumentation

The major instrument used for data collection was a set of structured questionnaire tagged Vocational Education, Community Development and Youth Empowerment Scale for Participants (VECDYESP). This was complemented with interview schedule, observation and available records.

The questionnaire contains two (2) sections. Section A. This Section was used in eliciting biodata information such as sex, marital status, age, and religion.

Section B item which were positively stated, ask question that are related to variables to be tested. Respondents are to indicate their degree of agreement with each item by ticking one of the four options: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SA).

Preparation and Presentation of Organized Bodies of Knowledge to Adult Learners

HM Kasinath

1. Preparation for Presentation

Preparation and presentation of organized materials to the adult learners is determined by the duration of the time factor. For the longer and formal tutoring, the tutor must prepare thoroughly. But for the shorter, less formal explanation, the tutor must prepare in a different way. The tutor presents the explanation in relatively unanticipated situations spontaneously, and the explanation is impromptu. The preparing for an instruction has several aspects – the choice of media, the instructor's motivation, affective preparation, and cognitive preparation. We shall now turn to each of these.

(i) The Choice of Media

One aspect of preparation and presentation of material to adults is choosing the medium through which the lecture is to be presented. The choice is in between tutor or substitute such as a film, a television tape, audio tape recording, or 35-mm. slides, OHP transparencies, power point presentation through LCD. Or a combination of the tutor with either of the modes.

The decision is based on a variety of factors. If the tutor has no idea to use the audiovisual aids of this kind, then his decision is easy. But if they are available, are they worth the trouble of getting and arranging them ? How effective are they as aids to, or substitutes for, the tutor ? Answers to these questions must be based on the research on audiovisual aids. For the time being, we shall focus on the tutor who has undertaken a task of delivering an instruction for 20 minutes or more. This means that the tutor

must prepare both for the *'content of the instruction'* and the *'style'* in which body of knowledge is to be delivered to adult learners.

(ii) The Instructor's Motivation

It involves how strongly the tutor want to instruct well ? In the constraint of one's time and energy, how great is the desire to give a good instruction ? Under most circumstances, instructing well takes preparation. Except for the most experienced tutor holding forth on extremely familiar ideas, the tutor must be motivated to prepare – to collect information, determine one's emphases, organize the sequence of ideas, create incisive and fresh examples, and so on. If the tutor is distracted by other interests or duties, she will be unable to give attention to these tasks needed.

(iii) Affective Preparation for Instruction

The affective side of the instructor's preparation for the instruction refers to the possibility that one may suffer from "speech fright". Many instructors experience speech fright and postpone taking adult education classes for that reason (Elliott, 1970). Even after a speech course, about one-fourth of the tutors still experience anxiety and lack of confidence. Fight at the prospect of giving an instruction reduces the tutor's ability to communicate (Clevenger, 1955). Speech fright in tutors shows itself in observable behaviour, subjective experience, and physiological changes.

We shall describe a relatively new and effective technique of reducing speech fright among tutors through systematic desensitization (Elliott, 1970). It is another example of a behaviour modification technique. Systematic desensitization has two main parts : muscular relaxation and the graded presentation of anxiety – producing stimuli. The subject first learns how to engage in "*progressive relaxation*". Then, while in a very relaxed state, which is incompatible with feelings of anxiety, the subject is asked to think about the weakest item in a list of anxiety–producing situations. Some of the items in such a list would be :

(i)   Lying in bed just before going to sleep
(ii)   Reading about speeches alone in a room about one or two weeks prior to a pending speech ;
(iii)   Getting dressed on the morning of the speech ; (iv) Walking up before the audience ; and

(v)   Presenting a speech before an audience.

These situations previously have been arranged in a hierarchy from *weakest to strongest in the level of anxiety* produced. If the subject feels any tension while thinking about a given situation, he is told to discontinue thinking about it, to become relaxed once more, then to think again about that situation until it no longer makes him feel tense. Each anxiety–producing situation in the hierarchy is considered neutralized when the subject can stay relaxed while in the imagined situation. The subject thinks in turn about each of the items in the hierarchy, from the least disturbing to the presentation of the speech itself, until all have been neutralized. Researchers have found that being able to relax while thinking about public speaking in imaginary situation will carry over to real–life situations. The procedure works well in reducing anxiety in a broad range of situations, including fear of snakes, claustrophobia, test anxiety, fear of mathematics and alphabets, and public speaking. In each case a hierarchy of anxiety–producing situations is formulated, and the subject is systematically desensitized by pairing a feeling of relaxation, instead of anxiety, with the situations presented.

(iv) Cognitive Preparation for Instruction

The instructor's cognitive preparation requires curriculum construction for adults. *Tutor* uses what one knows about the subject and about his adult learners. *Tutor* aims at the instructional objectives and takes into account the adults' ability, motivation, and knowledge. Tutor may do some research in the literature of his topic, takes notes and organize them into an outline, write out his lecture word for word, and prepare audiovisual aids of various kinds. Typically, this preparation has drawn only upon the teacher's knowledge of the subject and has neglected other factors of the kind discussed below. We shall try to offer the tutor the additional ways of preparing one's instruction. This section of the instruction would include the introduction to the instruction, establishing tutor and adult learner relationships, gaining adult learner's attention, and exposing essential content.

2. Presentation of Bodies of Knowledge

In this section, we shall describe some functions of the presentation and give examples of how they can be served. Then we shall elaborate on

the motivational and organizational techniques that can be used, primarily in the presentation and also throughout the instruction as new topics are introduced.

The presentation would include a variety of tasks : establishing tutor–learner relationship, promoting learners' attention, exposing to essential content, and promoting awareness of relevant knowledge or experience (Shutes, 1969). Although the effects of different types of presentations have not been studied (Thompson, 1960), knowing the types can give the tutor a wider range of alternatives. In his analysis of teachers' lessons, Shutes identified different functions that presentations can serve.

(i) Establishing Tutor-Learner Relationships

This function of the presentation is served when the tutor introduces oneself, asks the names of adult learners, makes warm-up comments about the temperature, harvesting, supply of manure, adequate water supply, power supply, shares anecdote from news papers, or talks about the adult personal problems.

(ii) Gaining Learners Attention

Here we find tutors' language in which he/she calls for attention, gets the class to learn as much as possible, mention that a oral test will follow at the end of the instruction, uses of visual aids (Chalkboard, artifact, etc.), assign adult learners to play certain roles, or asks questions. The tutor tries to engage the interests of learners to gain their attention. Here are some suggested techniques and approaches to gain the attention of adult learners.

(a) Making Reasonable Assumptions about Adult Interests

What interests have the adult learners already acquired ? If adults want to learn, and the tutor can make adults to see him as helping them to acquire learning skills, then the tutor stands a better chance of gaining adult interest in learning.

The first class and subsequent ones should deal with need based information on which adults can solve their daily problems, otherwise, unless other kinds of motivation are tapped, attention or even attendance to the class will lag.

The main idea here is *relevance to learners' goals* – whether these goals are the solution to daily challenging problems, good crops, success in their life, satisfaction of expectation, ability to help other people, or a chance to earn more money. Instructions that are relevant to adult learners' motives become motivating in themselves.

All this means that the tutor should take the experiences, problems and conditions of the adult learners into account. In order to achieve relevance of adult learning, the tutor must realize that adult's interests vary according to many factors :

·   the adults' age, gender, socio-economic status, level of ability, previous life experiences and success events, race, nationality, religion, and so on ;
·   the times in which they available for learning ;
·   changes in circumstances and conditions of living ;
·   events in the outside world of art, politics, science, agriculture ; and
·   the adults' stage of development (for example, newly married couples become more interested in the fantasy life ; bachelor's are increasingly concerned with occupational interests ; adults become more interested in the world of work).

Such factors should be taken into account regardless of the subject of the instruction – reading, writing and arithmetic. Tutors choice of topics, words, examples, analogies, and supporting evidence should be drawn from fields that touch the adults' interests.

(b) Providing Motivational Cues

Telling adult learners that certain ideas are important, that certain issues will be solutions to various chronic problems, certain suggestions or techniques are essential for improvement of production – all provide cues that motivate adult learning. Allison & Ash (1951) showed that learning can be improved by telling learners that the material in a film is important and difficult. It is probably better to tell students, whether in instructions or other teaching situations, that a *topic or problem is difficult* but understandable or solvable rather than that it is easy.

Then if the adult learner succeeds in understanding the topic or solving the problem, learner's self-reinforcement is increased, and if one fails, his/

her loss of self-esteem will be less. But if a learner succeeds with what one has been told is an *easy topic or problem*, then self-reinforcement is less, and if one fails, his/her loss of self-esteem is greater. By this reasoning one can conclude that *it is better to tell learners that a topic or problem is difficult, but understandable*.

(iii) Exposing Essential Content

Here the tutor *announces the topic* as a *title* ("Our subject today is the bimetallic standard"), makes a *statement* about the *topic* ("This lesson is about the various kinds of money we have used during the history of our country"), announces the topic as a *generalization* ("In this lesson you will see that different circumstances have forced our country to use a variety of kinds of money"), *summarizes* the main points (two to four, at least) of the lesson, or defines or asks learners to define terms related to the theme. The specification of the objectives for the instruction falls into this category ("All the end of this lesson you should be able to state five causes, besides slavery, of the Civil War").

(a) Advance Organizers

Telling students in advance about the way in which a instruction is organized is likely to improve their comprehension and ability to recall and apply to what they hear. Ausubel (1968) applied the term *advance organizers* to such preliminary material. Ausubel has not defined an organizer clearly. It can take the form of the rules of organization underlying a body of apparently unorganized ideas. Or it can take the form of higher level propositions. It appears that the rules or propositions should help learning by giving the learner concepts on which to hang or anchor new ideas. Given such hooks or anchoring concepts, the adult learner will be better able to classify, store, and retrieve the information he is given. These anchors may already exist in a adult's behaviour, and the organizing material may merely bring them out for use. Such organizers can make apparently rote material, lacking any clear meaning or organization, become more meaningful, classifiable, and more readily remembered.

Note that this procedure implies the opposite of giving the student a set of facts first and then letting him develop generalizations by inductive reasoning. Infact, use of advance organizers may appear to go against the idea of teaching by the "discovery" method, which requires learners to

formulate concepts or principles from data on their own. However, without giving learners the conclusions, advance organizers can still be used in discovery learning to help a learner to form the concepts and categories he needs to interpret his discoveries. Providing "*ideational scaffolding*" for fitting new experience into a preexisting structure is the purpose of the organizer. It need not interfere with discovery processes. For certain purposes of tutoring, such as helping learners to acquire concepts and principles with which to understand a body of facts and ideas, advance organizers will be helpful. Probably the lower ability learner profits most from such techniques (Ausubel & Fitzgerald, 1962).

(b) Prompting Awareness or Relevant Knowledge or Experience

Here the tutor asks questions about the learners' knowledge or experience related to the topic, gives or asks for illustrations, recalls existing knowledge of the learners, asks questions to show how the learners' prior knowledge relates to points illustrated by an introductory example, or explicitly relates the prior knowledge of learners to the topic of the lesson. Ausubel (1968) stressed this idea in ascertaining that the most important factor influencing learning is "*what the leaner already knows and that the tutor should ascertain this and teach the learner accordingly".* Similarly, Gagne (1970b) held that the major factor in learning is the *prior learning of "prerequisite capabilities*".

(c) Summary on Exposing Essential Content

Shutes was able to train codes to identify which of the above functions appeared in the lessons of 32 teachers classified as more effective in brining about student achievement. *He found that "exposing essential content" occurred more frequently in the more effective lessons.* Although this finding is related to classroom performance, it makes enough sense to be used as a guide to teaching a body of knowledge to adult learners.

3. Conclusion

It is worthwhile to consider the above list of possible functions of the preparation and presentation of the body of knowledge to adult learners. If you do not know the background of your adult learners, you ought to pay attention to *"**establishing tutor-learner relationship**"*. If your adult learners should be more interested or attentive, you may want to use your introduction for "***prompting learners' attention***". If the nature of the topic/theme is

unknown to your learners, you will use your presentation for "**exposing essential content**".   And, if you think your learners may not see the connection between 'what they already know' and the 'new knowledge', you may use the preparation for instruction to "**prompting awareness of relevant knowledge or experience**". Such scientific and psychological strategies of preparation and presentation of body of knowledge to adult learners can make learning to become meaningful, classifiable, and more memorable.

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Paulo Freire's Basic Philosophical Principles – An Outcome of the Application

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Abstract

The study was carried out to find out if the application of Paulo Freire's Basic philosophical principles of human and social consciousness has any impact to play in the planning, delivery, and evaluation of literacy programmes.

Literacy participants in three carefully selected basic literacy centres organized and sponsored by a religious organization, the university of Ibadan, and a government parastatal (Agency for Adult and Non-formal Education) were used for the study. The study was designed to answer three questions based on the objectives of the study. The design adopted was quasi-experimental in nature. Three teams (each for the basic literacy centres) comprising two postgraduate students, who had undertaken a course on philosophy of Adult Education, served as the research assistants cum facilitators for the study. The study was conducted with the experimental groups, in each of the centres, in another location different from their normal class for six weeks.

The findings showed that almost all individuals who come to literacy class operate at the first and lowest consciousness level which Freire called intransitive consciousness level. Secondly, facilitators who teach in these literacy centres usually begin the literacy session without attempting to move the learners from the lowest consciousness level to the highest level through motivational talks. Thirdly, when our team moved the learners, from the experimental group, from the lowest level to the highest level, they became more active, more outspoken, and played a significant role in their learning more than learners who did not participate in the study. Therefore, the study was able to establish that the consciousness level of an individual plays a

significant role in his learning and what he will do with it subsequently. Based on this finding, it is recommended that facilitators in literacy centres must first work on the consciousness level of literacy participants by moving them from the lowest to highest consciousness level, through motivational talks, before the actual commencement of teaching in the literacy class.

Introduction

In the early 1970's, a Latin American adult educator, Paulo Freire, propounded a radical and revolutionary philosophy of conscientisation or political consciousness-raising and action for adult educators throughout the world. This philosophy or theory, as described by some scholars, is radical in the political sense of utilizing education to bring about social, political, and economic changes in the society. Freire was tremendously influenced, in his philosophical propositions, by three major philosophical traditions in education- the Anarchist tradition, the Marxist-Socialist tradition, and Freudian Left. The Anarchists opposed national systems of education because of their conviction that education in the hands of the state would serve the political interests of those in control. They, therefore, advocated the promotion of personal freedom and autonomy of the learner by removing education from state control.

The Marxist-Socialist tradition in education advocated a revolutionary change from a capitalistic political economy to a socialist form of government and economy in order to produce a free and autonomous person. The Freudian Leftists addressed the problem inherent in the Marxist-Socialist assumption that once people become aware of what they view as evil structures, they will be able to bring about the necessary changes. The Freudian Leftists disagreed with this assumption by pointing out that many persons are prevented from acting in their own self interests because of the structure of authoritarianism that is imposed from the earliest stages of man's development. They, therefore, advocated sexual freedom, changes in family organization, and libertarian methods of child-rearing and education as the solutions to this structure of authoritarianism.

Freire's theory of pedagogy which, to a greater extent, informed his philosophical principles was based on the viewpoints of these three philosophical traditions in education. The major area of his basic philosophical position is the theory of human knowing or consciousness where he employs an "analogy for grammer" (transivity) to describe four states of human and

social consciousness. According to him, each of these states of consciousness goes a long way to determine the type and quality of learners that will be produced in an educational system or literacy centres. Based on this assertion, this study was actually carried-out in three basic literacy centres in Ibadanland- the largest city in sub-Sahara Africa-to find-out if the state of human and social consciousness of a learner has impact in the domestication or liberation of the learner as well as in the planning and implementation of literacy programmes.

The Problem

In Nigeria, the most common literacy programme mounted is that of basic literacy where beneficiaries are thought how to read, write, and compute simple arithmetic. These literacy classes are actively run by both governmental agencies and non-governmental organizations. One of the major problems of these basic literacy centres is that majority of the participants easily and quickly forget the skills of reading, writing, and computation after sometime. Could this have been as a result of the state of human and social consciousness of the learners while in the literacy centres? Does human and social consciousness of learners have a role to play in retentive capability? Was the human and social consciousness of the learners taken into consideration in the planning and implementation of the literacy programme? These questions significantly determine this study.

Objectives of the Study

The objectives of the study were determined by the questions posed above in order to find out:

1.   If human and social consciousness level of learners plays a significant role in learners retentive capability,
2.   If human and social consciousness level of learners has impact in the domestication or liberation of learners,
3.   If human and social consciousness level of learners is taken into consideration in the planning and implementation of literacy programmes in Nigeria and what result does it produce.

Setting and Methodology of the Study

The study adopted a quasi-experimental design or approach. Three

literacy centres, located in the heart of Ibadanland, the capital city of Oyo State and the second largest city in Sub-Saharan Africa, were randomly selected. The first selected literacy centre is managed by a religious organization while the second selected centre is managed by the University of Ibadan through the Department of Adult Education. The third centre is organized and sponsored by Oyo State Agency for Adult and Non-formal Education (AANFE) and is situated in Iddo community in Iddo Local government Area of the State. Three teams comprising two postgraduate students, who had undertaken a course on philosophy of Adult Education, served as the research assistants and facilitators for the study.

Freire's theory of human knowing and consciousness

Freire's theory of human knowing and consciousness was based on the belief that "the human person is unfinished and always in the process of becoming". According to him, thinking and knowing are dependent upon history and culture and the social reality, in which we live, shapes our ideas, and thinking. Knowledge is, therefore, the process through which individuals become aware of objective reality and of their own knowledge of the reality. Hence, true knowledge of reality penetrates to what reality really is because it is connected with reflective activity. In essence, in any learning situation, we must take into account the role of consciousness or of the conscious being in the transformation of reality.

Based on this assertion, Freire classified states of human and social consciousness into four and described, in details, the characteristics of people who operate in each state. The first and the lowest level of consciousness is intransitive consciousness. At this level, individuals are preoccupied with meeting their most elementary needs. They cannot comprehend the forces that have shaped their lives.

They ascribe their plight to self blame or to supernatural causes or to destiny. They are perpetually in a culture of silence. They accept whatever they are told hook, line and sinker without any question. They perceive reality not as a problem but as a normal way of life which they cannot change. They believe they do not have any control over their lives. The second level of consciousness is what Freire called Semi-intransivity or magical consciousness. Self-depreciation is a common characteristic of this consciousness where individuals internalized the negative values that the dominant culture ascribes to them. This consciousness is also marked by

excessive emotional dependency; that is , to exist is to be under someone, to depend on him. This form of consciousness often expresses itself in defensive and therapeutic magic.

Freire called his third level of consciousness-naïve-transitiveness. It is transitive because people begin to experience reality as a problem. Though individuals operating at this level are just emerging from the culture of silence, they begin to apply pressure and criticism to the dominant groups in the society. Despite this, they are still susceptible to populist manipulation. Thus, power elites can manipulate them by force, propaganda slogans, or dehumanizing utilization of technology. However, the advantage of this level of consciousness is that individuals begin to sense that they have some control over their lives. The danger is that they are still able to be pacified by receiving certain political and economic privileges. The fourth and the highest level of consciousness is what Freire called critical consciousness. This level is marked by depth interpretation of problems by the individuals. They now have self confidence in discussion. They become receptive and refuse to shirk responsibility.

The quality of discourse is now dialogical. At this level, as a person scrutinizes his own thoughts, he sees the proper causal and circumstantial correlations. Individuals begin to have a radical denunciation of the dehumanizing structures in the society by engaging in rigorous and rational critique of the ideology that supports these structures. It is important to state that critical consciousness is brought about not through intellectual efforts but through reflective activity, that is, authentic union of action and reflection. The critical consciousness is more or less a humanistic act of knowing which implies communication through dialogue with others to determine how they experience reality.

Freire submitted that "to know is always a process which implies a dialogical situation. There is not, strictly speaking, "I think", but "we think." It is not "I think which constitutes "we think", but on the contrary, it is "we think that makes it possible for me to think". He concluded that "knowledge is not an act in which a subject, transformed into an object, docilely and positively accepts the subject-matter that the other gives or imposes upon him or her". Having understood the background of Freire's philosophical principles of human knowing and consciousness, we then put it into practice in other to answer the objectives formulated for the study.

Application of Freire's theory in the Basic Literacy Centres

The processes adopted in order to apply Freire's theory of human knowing and consciousness took the following dimensions: First, on getting to the literacy centres, we observed the facilitators teaching-learning process with the learners without any intervention. Second, we observed the response pattern of the learners to the teaching-learning process which was not forthcoming. Third, we intervened to know the level of consciousness of the learners in the literacy class. We found-out that 90% of the learners operate at the first and lowest level of consciousness which is the intransitive consciousness level while 10% operate at the second level which is semi-intransivity or magical consciousness level. With this background information on the teaching learning process in the literacy centres, we decided to apply Freire's theory and the following steps were followed in the application.

STEP 1- A member of the research team took over as the facilitator in each of the three literacy centres.
STEP II- At Agbowo literacy centre (managed by the Baptist Church),15 participants were taken out of the class to another venue while at the Emmanuel College Model Literacy Centre (managed by University of Ibadan through the Department of Adult Education), and AANFE Iddo Literacy centre located at Iddo Local Government Area, 12 participants from each of the two centres were taken to another venue.
STEP III- A six-week literacy session was conducted among these experimental groups with members of the research team.
STEP IV- During the literacy session, the first week was used to work on the consciousness level of the learners having found out that majority of them operates at lowest consciousness level. The purpose of this was to move the learners from the lowest level to the highest level which is critical consciousness level before the actual literacy teaching began. This session was tagged motivational session where the research team used various strategies to raise the consciousness level of the learners. The first strategy used was verbal interaction with the learners where they were told that "no person is already made rather every person is the designer of his own being. The essence of their learning is to use it to improve and bring about a change in their lives. This change can only be brought about by themselves and not by any other person on their behalf. Therefore, they should not wait for any other person to come and determine their fates for them. Life is all about what you can do to help yourself".

The second strategy used was the citing of examples of people who had used the learning acquired in literacy classes for their personal development and that of their immediate communities. The motivational session was done three times during the week.

STEP V- After this motivational session, the learners were encouraged to freely express their views on what they can do with the learning they are about to acquire in the literacy class. The responses of the learners were stimulating. Some said "we will use it to improve their thinking". Some said "with the learning we are about to acquire, we will become confident to ask questions about the running and management of the social organizations will belong to." Some said "we will no longer be timid and afraid to ask questions about life generally." Some interesting findings from this motivation session were that the learners were actively involved, wanted the session to continue, and praised the facilitator for introducing the session.

STEP VI- The facilitator began the actual teaching of the content of the curriculum. This lasted between the second and fifth week.

STEP VII- The facilitator used the last week to remind them of their promises during the motivational session. This sparked-off another series of promises from the learners.

After the six-week exercise, the learners, who constituted the experimental group, were asked to join other participants who did not participate in the experiment in their class.

Findings of the study

When the experimental group returned to their class, the member of the research team, who served as the facilitator, was withdrawn. Each centre's bonafide facilitator took over the teaching-learning process while the research team observed the process for three consecutive sessions. Our findings from the observation revealed the following:

♦   When the facilitator began his teaching, he was immediately challenged for not starting with motivational session by members of the experimental group. With this, the facilitator was rattled at the boldness of the learners.

♦   During the teaching-learning session, the more outspoken participants, who actively asked questions, explanations, and clarifications, were members of the experimental group.

♦   After the end of each of the three sessions, members of the experimental group asked the facilitator this stunning but important question: "Sir, of what benefit is the learning we have acquired today to our lives, personal development, and that of our communities".

The facilitator was completely dumbfounded because he had never been asked such a question before. The learners had just experienced true learning and social activity of their existence

Discussion of Findings

From the findings of the study, we were able to establish the following:

1.   Almost all the individuals who came to literacy class operate at the first and lowest consciousness level called intransitive consciousness.
2.   Facilitators who teach in literacy classes usually begin the literacy session without attempting to move the learners from the lowest level of consciousness to the highest level through motivational talks.
3.   The lowest level of consciousness in which the literacy participants operate contribute significantly in domesticating the learners to accept, without questioning, whatever the facilitator impacts unto them. Therefore, learning which takes place among learners at this level of consciousness domesticates rather than liberates them.

Therefore, our findings have shown that the consciousness level of an individual plays a significant role in the perception of that individual to his learning and what he will do with it subsequently. Therefore, all efforts must be made by facilitators to first work on the consciousness level of participants through motivational talks before the actual commencement of teaching in the literacy class. Facilitators must recognize that literacy participants initially come to class operating at the lowest level of consciousness and they must move them from this level to the highest level if the teaching is to have meaning and impact on the learners. Secondly, facilitators must recognize that learning which takes place among participants with the lowest level of consciousness is domesticating in nature and it perpetrates the culture of silence among the learners.

Thirdly, facilitators must take into consideration that true and meaningful learning is the one that liberates the learners from culture of silence,

oppressed consciousness, manipulation, and dehumanization. This true type of learning can only be achieved when the learners operate at the highest level of consciousness called critical consciousness

Recommendations

Arising from the findings, it is recommended that for learning to become meaningful to learners, for self-confidence to be developed in the learners during discussions, for learners to use the knowledge acquired in literacy classes to have some control over their lives, for them to develop rigorous, critical, and rational enquiring spirit of interpreting their problems, all literacy programmes must be planned and implemented with due consideration accorded the highest and critical consciousness level of the learners. If the learners have not attained this level, concerted efforts must be made to move them from wherever level they are to this highest level before the actual commencement of teaching-learning in the literacy class. It is only through this that all efforts put into the planning and implementation of literacy programme will start to produce fruitful and desired results.

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Challenges in Departments of Adult and Continuing Education & Extension Work in India

Bhalba Vibhute

I. Prelude

The way back in 1977 the University Grants Commission (UGC) recognized the important of extension in the following words:

"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 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." (UGC Policy frame 1977)

The Conference of Vice-Chancellors (May 1981) endorsed fully the concept of extension in 1981 and also the report of expert group on programmes for alleviation of poverty under the chairmanship of Dr. M.S. Swaminathan (1982 Planning Commission) had enabled the UGC establishing Departments of Adult and Continuing Education and Extension Work (DACEEs) in Universities in India.

National Adult Education programme (NAEP) of Govt. of India also gave opportunity to introduce the extension as third dimension of higher education and also to set up DACEEs in Universities. "The Adult Education programme as a point 16 of the 20-Point programme of Government of India was introduced (1983 –1989) followed by the Area based Approach Programme (1989 – 1992) and the Total Literacy Campaign (1992 – 1997) of the National Literacy Mission. In the Ninth Plan the UGC continued the Adult and Continuing Education Programmes in a manner that facilitated the Centres/Departments of Adult and Continuing Education and Extension to cast their own Point of

Action for the Extension dimension specific to their own University" (Xth plan for DACEEs) During Xth Plan alongwith the programmes of Ninth Plan the UGC has entrusted the responsibility of making on line learning and e-learning an integral part of the activities of the DACEEs.

Over a 30 years DACEEs have implemented various programmes such as :

♦ Eradcation of illiteracy (both Center based & Mass programme of Functional Literacy) under National Adult Education Programme (NAEP)
♦ Population Education Clubs
♦ Planning Forum
♦ Legal Literacy
♦ Continuing Education
♦ Scheme of Jan Shikshan
♦ Nilayam
♦ Extension and Field Outreach
♦ Area Based Programmes
♦ Students Counselling / Placement guidance
♦ E-learning etc.

II. Eleventh Plan

♦ Focus of proposed Eleventh plan guidelines is on Lifelong Learning and Extension
♦ The number of DACEEs has increased from 73 (Xth Plan) to 86 (XI th Plan)
♦ The UGC has suggested a change in the nomenclature of the Department. The new Departments will now adopt the nomenclature as Department of Lifelong Learning (DLL)
♦ And the existing departments are advised to change their names accordingly.

Approach

♦ **Focus on Lifelong Learning :** All different programmes initiated earlier by DACEEs under various terminologies will be reformulated and developed as LIFELONG LEARNING Programmes

♦ **University Specific Programmes :** The approach during the XIth Plan would be to encourage different universities to develop university specific programmes keeping in view the expertise of the faculty and local needs.

♦ **Developing Lifelong Learning as a Discipline of Study & Field of Practice** : The emphasis is laid down on this aspect because the knowledge base of Lifelong Learning in India continues to be weak, and hence systematic efforts should be made to generate new knowledge through rigorous researches and scholarly publications.

♦ **Expansion of programmes b**y encouraging all universities to start DLLs

♦ **Strengthening the Departments i**n terms of equipments and staff. At /least core faculty of four members be provided.

♦ **Introduction of Programmes in the selected Colleges**

♦ **Creation of Centres of Excellence**   to take up special programmes in the areas of their specialization.

♦ **National Professorship and Fellowships** will be instituted with a view to encourage eminent scholars to pursue their research and publications and expand the knowledge/ base which are *sine qua non* for developing the discipline of Lifelong Learning.

Main Programmes and Activities

1.   Teaching, Training and Research : Offering discipline based Courses at various levels Viz; MA/M.Phil, Ph.D., optional courses, Post Graduate Certificate and Diploma, organizing Faculty Improvement Programmes, Research Methodology courses for Doctoral students and young faculty members and undertaking Researches.

2.   Lifelong Learning Programmes These may include Continuing Education Courses – both university based and community centered, Equivalency Programme, Quality Life Improvement programmes, Individual Interest Promotion Programmes, Vocational Education / Skill Training, Induction / Sensitization programmes for peoples representatives, education of older adults etc.

3.   Extension (including Counseling of students and non students youth, career guidance and placement assistance) Universities should take up extension with the purpose of developing innovative models of

extension and generating documentation and try to link theory with practice and vice versa. As far as possible extension activities should be planned with the active participation of university community specially the students. All the extension activities should be systematically planned, and well documented (including audio video) and disseminated. The work of the students' involved in Lifelong Learning should be considered for academic credit in addition to or as a part of their regular course of studies.

4.   Publication (including e-content development) The thrust of this area is to knowledge generation, which is one of the important mandates of the university system. The main activities may include development of reading materials for neoliterates, writing of text books / monographs for different courses, documentation of success stories / case studies, meta research and evaluation studies and other scholarly publications, preparation of e – contents of select courses, capacity building/ training manuals and data bases.

5.   Population Education (PE) The purpose of incorporation of Population Education in University and Colleges in the XI Plan is to create awareness on population issues among students and non-student youth through various activities which may include organization of awareness programmes for student and non student Youth, workshops for developing materials and training field functionaries, developing and offering short courses etc. However, efforts have to be made to bring about desirable changes in the attitude, practices and values in the society on gender related issues through the organization of workshops and mass contact programmes.

**6.   **The Departments will have the freedom to select one or more of the above areas keeping in view the specialization and experience of the faculty, local needs and character of the university. It is, however, suggested that the departments may try to opt for not more than two areas for intensive work so that, they could make significant contribution to the selected area and become a specialized departments by the end of the Plan period.

*7.   The Director should plan and implement the scheme of Adult Education with the active participation of all the faculty members of the Department **as a team**. Special efforts should be made to encourage younger faculty members to take up the programmes under the guidance of senior faculty.*

III. Challenges

1. Competent faculty
2. Governance
3. Programme development, Sustainability and Convergence.
4. Developing Partnerships
5. Learning Resources
6. Monitoring
7. Research
8. Other

1. Competent Faculty

Faculty is a lifeline of the DACEEs. Hence some important issues in this regard need attention.

♦ Competent persons having full understanding of the functioning of the DACEEs and knowledge of the theories and practices of Lifelong Learning should be recruited as faculty in the department
♦ Evaluation of the performance and the progress made in Lifelong Learning by existing faculty working in the departments' should be done periodically
♦ University / Departments should do the study to understand the expertise developed among faculty
♦ Faculty should publish atleast two paper in National/International level in a year.
♦ Facuilty should write and publish books on Lifelong Learning
♦ Faculty members often attend International/ National / State level Conferences. They should be encouraged to publish such papers and also share their opinions among staff members. How far their participation helped Deptt. improve its programmes also be considered seriously.

To overcome such challenges at the first instance the universities without any prejudice recruit competent faculty. The faulty so recruited should always remember that they are Lifelong learners and accordingly should always try to enrich themselves to make department a Centre of Excellence.

Governance

Though DACEEs are part of higher education system in the universities and they are given equal status to other academic departments in the

university there is great difference in their style of functioning. DACEEs are non-vocational academic in nature and observe usual university office hours. Further the focus of these departments is more on extension than teaching. Job specifications of core staff spelt out by the UGC in 1983 need serious attention.

Director (Professor)

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 organizations.
    2. (a) Developing courses/programmes for continuing education.

3. Looking after work related to advisory committee of continuing education and extension work and its follow-up etc.

4. Implementation of the programmes 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 programmes.

5. 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.

6. Teaching some of the courses in the discipline of continuing education and adult education when introduced.

7. Teaching some of the courses undertaken the programme of continuing education and extension work if pertaining to his/her specialization.

8. 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.

Assistant Director (Reader)

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 (Lecturer)
     has four broad areas of work:
1. Identifying needs of the area, training and fieldwork.
2. Supervision and Co-ordinating work of different units/centres.
3. Public Relations-contracts with mass media and community resources.
4. Evaluation- Surveys of areas where work is going on, feed back, follow-up etc.

3. Programme Development, Sustainability and Convergence
     DACEEs programmes and activities include -
♦ Developing academic programmes such as: Foundation, Certificate, Diploma, Degree, Post Graduate, M.Phil, Ph.D courses.
♦ Vocational career oriented courses
♦ Leadership and Human Resource Development Programmes
♦ Quality of Life Improvement Programmes.
♦ Individual Promotion Programmes.

♦   Social and Citizenship Role Awareness Programmes. etc.

Programme development

To implement activities under such programmes there is a need to plan every activity in view of its requirement. Therefore under such circumstances DACEEs should use micro-level development approach, where focus of the programme should be on the following factors (1988 guideline) i.e Identification of-

♦   Perceived needs of the people
♦   Potential of peoples participation
♦   A resource – map including physical, natural and human resources in the area.
♦   Local organizational structure
♦   Coverage of target groups etc.

Sustainability

♦   Creation of conducive environment for the success of the programmes.
♦   Survey of the needs and interests of the target groups
♦   Identification of target clientele
♦   Developing programmes according to the needs and interests of the target clientele
♦   Assessment of local resources
♦   Prioritization of programme activities
♦   Defining programme objectives in clear terms
♦   Effective and efficient implementation of the programme
♦   Regular monitoring of the programme
♦   Evaluation of the programme
♦   Creating of corpus fund

Convergence

♦   Taking the help and advise of other departments in Programme Planning
♦   Environment Building

♦ Passing on the information about the programmes and activities of other departments to the participants

♦ Simplifying the development materials of other departments and making them available in the library.

♦ Taking part in the activities of other departments at the grass root level.

♦ Persuading other departments to visit the to inform the people about their programmes and activities.

4. Developing Partnerships

In the words of Rekha S. Sen, "Collaboration and networking to provide education is going to become imperative and we want to cut costs in education, enhance the outreach/ jurisdiction of the institution and make available a variety of courses without constraints of time and space".

Why Partnerships ?

Inter – Institutional Partnership helps achieve the following:
♦ It promotes inter-institutional co-operation
♦ Minimization of cost by which maximum people can be benefited
♦ Sharing of resources at the disposal of institutions, such as human resources and their skills, information resources, laboratories, accommodation, libraries, managerial resources, financial resources etc.
♦ Reaching to the unreached at remotest places and taking education to their doorsteps.
♦ Opening doors to adults learners for life long learning programmes.
♦ Making available variety of need based programmes without any constraints.
♦ Widens organizational base and helps promoting sense of extended family and develops group dynamics.
♦ Solves problems such as recognition, quality, control, accreditation certification etc.
♦ Maximum use of scarce resources
♦ Help establish relationship between "World of Knowledge" and "World of Work".

5. Learning Resources

1988 guideline for DACEEs says "Universities / Colleges are best suited to contribute to the process of developing of learning resources (print and audio- visual) for creation of awareness and demand for various activities under the third Dimension".It means that this is one of the important parameters of measuring the performance of DACEEs. Broodly speaking learning resources may include-

♦ Self Instructional material for continuing education courses
♦ Primers for adult learners
♦ Training manuals
♦ Text books
♦ Books for neo- literates
♦ Documentation of success stories
♦ Posters
♦ Documentation of case studies
♦ Material for practical work
♦ Literature of follow-up programmes of NLM etc.

6. Monitoring

This is also one of the weak area in implementing programmes. Monitoring is done to ensure the success of the programme. This is essentially required more in the extension and field outreach programmes. Hence such programmes should be monitored at all stages – means – from the planning to evaluation. This helps to understand. -
♦ Proper formulation of the programme
♦ Proper implementation of the programme
♦ Programmes planned and their achievement level and also their shortfalls.
♦ Details of the target population and their achievement level
♦ The different activities such as lectures, demonstrations, exhibitions, etc. organized during programme.
♦ Participation of outside agencies
♦ Role played by local organizer
♦ Economics of the programme
♦ Difficulties in the conduct of programme.

7. Research

Frankly speaking DACEEs are very poor in conducting researches and research publications. It may be because "The University Departments / Centres of Adult, Continuing Education and extension have grown in an inverse manner in comparison to the Departments in terms of their functional dimension. While most other Departments have grown from teaching and research to extension the Department/ Centres of Adult and Continuing Education and Extension Work have grown initially from extension to teaching and research". (1988 guidelines)

The DACEEs were started in 1980s and as rightly pointed out above the focus of the activities was extensions in initial stage. But during also twenty years approach and focus of the activities have changed. Designations of the core staff are also changed. Even the nomenclature of the Department is changed as Department of Lifelong Learning (DLL). All benefits given to teachers are also given to core faculty. In such circumstances we should retrospect and redefine our priorities and weighatge given to them. In my opinion now we should give on individual part 50% weighatge to extension and 25% to teaching and research each.

Core faculty can undertake, for example, research activities such as:

♦ Survey pertaining to the Department programmes
♦ Evaluation of programmes of DACEE
♦ Minor research projects in the area of adult, continuing, population, education programmes
♦ Research projects on SSA
♦ Impact Research on NLM programmes
♦ Research on development issues
♦ Research on Communal harmony and peace education

This list can be extended more but the point under serious discussion is that all faculty should be involved in research activity either at individual or department level.

Efforts should also made to present learned papers in the conferences attended and participated. As per own specialization, attempts should also made to write papers on different topics.

8. Other

♦ Each DLL should have at least 6 core faculty which enable DLL to apply for schemes like special Assistance Programme (SAP)
♦ Vacancies in the departments should be filled in immediately
♦ DLLs be established in all universities in India
♦ Statutory status be accorded to those DACEEs who are not yet got this status
♦ Partnership approach be adopted to bring down the cost of programmes
♦ Focus on continuous development of faculty
♦ Implementation of internal quality assurance system
♦ Each department should prepare its roadmap of at least ten years
♦ Raise interest in utility oriented education
♦ Proper attention be provided on documentation of activities without fail
♦ Resource – both human and financial – mobilization should be the top propriety
♦ Use of IT be encouraged.

Some important issues pertaining to the functioning of the DACEEs highlighted above point to the fact that approach and focus of the activities of the department have been changed enormously. To cope with changed scenario DACEEs should equip ourselves to make significant contribution in strengthening the process of Lifelong Learning, as Lifelong Learning is one of the keys to meet the challenges of twenty - first century.

How Teachers Learn

Shamim Ujjainwala

Abstract

There is little doubt that teachers' work in schools is constantly changing. Because schools represent societies' means of influencing, through the transmission of knowledge, values, skills and attitudes, they need teachers who encourage children to learn, to achieve and treat the world as a land with limitless horizons. This dynamic role requires teachers to develop different teaching skills and professional attributes. In association with this shifting demand, in recent times, the term "lifelong learning" for teachers has gained popular acceptance.

It frequently appears in policy statements and curriculum documents. What is suggested in this paper is that lifelong learning is not simply a term for a policy or mode of provision. As a response for emerging professional demands from teachers, in service teacher trainings are a must. However, conducting training programme without keeping principles of adult learning in mind is a mere waste of resources.

This paper, using the authors own experience first, as a school teacher, educational manager and then later as a teacher educator. It is based on the observation of a number of teachers working in good, bad and mediocre primary and secondary schools, in both urban and rural settings. The experience of the training organized by state education department, management of schools, SSA has been taken into account, alongwith the pre-service training in Maharashtra state. A shift in the design of teacher training programme is proposed and the characteristics of the new design are described.

'In a time of drastic change, it is the learners who inherit the future. The learned find themselves equipped to live in a world that no longer exists'
-Eric Hoffer, Vanguard Management, 1989.

Need for lifelong learning for teachers

Over recent years, the work of teachers in schools has changed considerably and without doubt, further change is inevitable and its pace is unlikely to diminish. The teaching task has become far more complex and sophisticated as schools reflect contemporary social and economic trends that are contributing to higher expectations of schools and with comparable demands on teachers (Adams, 2001). In such an environment, the quality of teaching and learning is under challenge. Often it seems that teachers are called upon to act as change agents without fully understanding what is involved. The need is recognised to create new professional cultures for teachers in times of change and uncertainty. A consistent theme has been the need for ongoing professional development both as a right and a responsibility, as a means to assist change and to promote a learning culture within the profession. A second theme in several of the articles was a reference to teachers' commitment to lifelong learning.

Teacher learning is a lifelong learning activity that starts from his/her school days and continuous throughout the life. In case of majority, teacher learning is facilitated by training programmes delivered before entry into teaching profession and also while continuing in teaching profession. Even in the case of an effective pre-service programme, the impact on recipients can wear out over time. Teaching, being creative and individualistic, requires periodic rejuvenation of teachers' attributes and upgrading of their technical know-how. They need appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed on them.

The Education Commission (1964-66) strongly recommended that large scale and coordinated programmes of in-service education for teachers should be organized by universities, training institutions and teachers' organization, for teachers at all levels so that every teacher would receive at least two or three months' in-service education in every five year of service. Knowledge Commission (2008) stated that both pre-service and in-service training of school teachers is extremely inadequate and also poorly managed in most States. "Pre-service training needs to be improved and differently

regulated in both public and private institutions, while systems for in-service training require expansion and major reform that allows for greater flexibility."

However, according to NCTE report, in spite of many initiatives taken over the years, the larger body of school teachers do not get the opportunity to participate in any meaningful programme of in-service education, and the objective of exposing each teacher to in-service education at least once in five years – a recommendation repeatedly made by commissions and committees and incorporated in policy documents – remains unfulfilled. The reasons are many and varied, and include among other the large number of teacher involved, the lack of infrastructure at local levels allow teachers' organizations to updating the knowledge and skills of their members, general lack of motivation on the part of teachers to update their knowledge and skills by seeking their own useful avenues, and lack of appreciation by the 'administration' of the value of in-service education.

Transforming Teacher Learning

It has been observed that even though teachers participate in training programmes little or no change is visible in the quality of education in the country. All the resources, human, material, money and time go waste.

One of the reasons given by the teachers is boredom at these training programmes. The design of the in-service programmes conducted fails to appeal to the teachers. It is here that, as teacher educators we need to reflect and reform. We need to note the key differences between children and teachers as learners.

Child and Adult Learning Characteristics

Children	Adults

Rely on others to decide what is important to be learned.
Decide for themselves what is important to be learned.
Accept the information being presented at face value.
Need to validate the information based on their beliefs and values.
Expect what they are learning to be useful in their long-term future.
Expect what they are learning to be immediately useful.
Have little or no experience upon which to draw, are relatively "blank slates."
Have substantial experience upon which to draw. May have fixed viewpoints.

Little ability to serve as a knowledgeable resource to teacher or fellow classmates.

Significant ability to serve as a knowledgeable resource to the trainer and fellow learners.

Since the 1970s, adult learning theory has offered a framework for educators and trainers whose job it is to train adults. Malcolm S. Knowles (1973) resurrected the word "andragogy" used it to label his attempt to create a unified theory of adult learning. Knowles' contentions were based on four assumptions:

1.   As they mature, adults tend to prefer self-direction. The role of the instructor is to engage in a process of inquiry, analysis, and decision-making with adult learners, rather than to transmit knowledge.

2.   Adults' experiences are a rich resource for learning. Active participation in planned experiences – such as discussions or problem solving exercises, an analysis of those experiences, and their application to work or life situations – should be the core methodology for training adults. Adults learn and retain information more easily if they can relate it to their reservoir of past experiences.

3.   Adults are aware of specific learning needs generated by real-life events such as marriage, divorce, parenting, taking a new job, losing a job, and so on. Adult learners' needs and interests are the starting points and serve as guideposts for training activities.

4.   Adults are competency-based learners, meaning that they want to learn a skill or acquire knowledge that they can apply pragmatically to their immediate circumstances. Life or work-related situations present a more appropriate framework for adult learning than academic or theoretical approaches.

At any in-service training it should be borne in mind that an instructor's primary responsibility is to do a good job of managing the process through which adults learn.

Designing and delivering training grounded on the principles of adult learning

For more than two decades, adult learning theory has served as the framework for training adults. In order that we derive maximum benefit from our training programmes following principles need to be observed.

Principle 1: Leadership

Adults enter the learning environment with a deep need to be self-directing and take a leadership role in his or her learning.

To resolve the "dependency" problem, adult educators developed strategies for helping adults make a quick transition from seeing themselves as dependent learners to becoming self-directed learners. Adult educators, in the development of a learning environment, define the process through which learning takes place for example:

♦   The instructor guides the learners in determining the relevance of the learning for their own lives and work; whereas,
♦   The learners are encouraged to use their own leadership, judgment nad decision-making capabilities.

To reinforce the notion of learner responsibility in the instructional process, a variety of activities can be used to obtain information from participants regarding what they want to get out of the session and to ensure a match between instructor and participant objectives. Information should be gathered from participants prior to the session to assess participants' skill levels, prior training, education and professional experience and interest in, need for, and expectations for the sessions. This can be done through an application form, learning contracts, a mail (electronic paper) survey of registered participants, or a brief telephone interview if the number of participants is small. This information can be used to organize instructional objectives, sequence content, and design-reinforcing activities.

During an introductory section, participants can be asked to write down their most important goal for the session, and then be asked to share their expectations. Students are asked to put their comments regarding goals on a wall chart labeled "expectations" or "learning goals." Instructors can also ask participants to list the skills, experience and positive characteristics

they bring to the learning environment. This process honours participants, identifies participant resources for the group and provides additional assessment data. The instructor can read goals from the sheet periodically throughout the session and indicate when a section is particularly designed to meet that learner's need, thereby reinforcing learner investment in the session.

Principle 2: Experience.

Experience is a rich resource for adult learning and therefore actively involves adults in the learning process.

Few individuals prefer to just sit back and listen to a teacher or trainer go on and on about the topic. The effective instructor keeps this point in mind and designs learning experiences that actively involve adults with various levels of experience in the instructional process. This entails practice activities such as discussion, hands-on work or projects for each of the concepts that the instructor wants the participants to master.

Concentration is also an important issue. Humans can only consciously think about one thing at time. It is essential to provide learning environments that help learners concentrate on their learning tasks. Contents, formats, and sequences must be interesting to compete with other attention-demanding thoughts and environmental intrusions (McLagen 1978).

Boud, Keogh, and Walker (1985) found that adults have a broader base of experience to which new ideas and skills can b e attached; furthermore, a broader experience base allows adults to incorporate new ideas and skills with much richer and fuller meaning than do youths. The more clearly defined the relationship between the old and the new (through discussion and reflection), the deeper and more permanent the learning will be. For example On-the-job training, small group discussions, case study work, or even computer-based training all embrace the concept that participation helps increase involvement in the learning process and retention of the knowledge.

Information that goes into the participant's memory will likely to be remembered if learners practice remembering the information soon after they process it. Therefore, it is important to provide opportunities in the session for review and remembering by means of activities like written

summaries, application exercises and discussions (Zemke and Zemke 1995).

Principle 3: Appeal

Develop an appeal, a "need to know" in the learners to make a case for the value in their life performance of learning what is offered. Appeal is the power of attracting or arousing interest. Adult learners are motivated to learn when they have a need to know. They want to know how the instruction will help them and often ask themselves the following questions:

♦   What's in it for me?
♦   Why do I need this information?
♦   How will I benefit from it?
♦   How can I make use of it in a practical, real way?
♦   How will it help me be a better person or professional?

According to Training and Development expert Robert F. Mager, training is appropriate only when two conditions are present:

♦   There is something that one or more people do not know how to do. They need to be able to do it.
♦   If they already know how, more training won't help.

Adult orientation to learning is centered on life or work. Therefore, the appropriate frameworks for organizing adult learning are life and/or work related situations, not academic or theoretical subjects. Meaningful learning can be intrinsically motivating. Motivation can be improved and channeled by the instructor who provides clear instructional goals and learning activities that encourage and support strong learner interest. To best capitalisation this high level of learner interest, the instructor should explore ways by which the needs of each learner can be incorporated into the training sessions. This would include:

♦   The use of challenging and exciting learning experiences.
♦   Learning activities that are self-paced and tailored to individual rates of learning.

Provide real or stimulated experiences through which the learners experience the benefits of knowing and the costs of not knowing.

Principle 4: Respect

Honour adult learners' individuality and experience and create a safe, respectful and participant-centered environment for learning to take place.

The word respect here is defined as "esteem". The instructor of adults must show deferential regard for the learner by acknowledging an adult learner's experience and creating a climate in the learning setting that conveys respect.

The following suggestions are offered as ways in which the instructor can help foster a comfortable, productive learning climate through the attitude that he or she projects:

♦   Show respect for the learner's individuality and experience.
♦   Be open to different perspectives.
♦   Treat the learners as individuals rather than as a group of people who are all alike.

Establish a learning climate of:

♦   Mutual respect.
♦   Collaboration rather than competition.
♦   Support rather than judgment.
♦   Mutual trust.
♦   Fun.

Principle 5: Novel Styles

Deliver instruction in a stimulating, rich and diverse environment through a variety of instructional methods to appeal to adult participants' learning style and preferences.

The instructor must keep in mind that although adults have common characteristics as learners, adults also have individual differences and most adults have preferred methods for learning. Adult learners respond better when new material is presented through a variety of instructional methods, appealing to their different learning preferences.

No matter how well planned a programme is, individual differences among participants often make it necessary to make some adjustments during the programme. Flexibility can be incorporated into programmes. When developing an instructional programme, the instructor must take into consideration the novel styles of learning that each adult brings to the session.

Conclusion

In our country we are catering to a huge number of teachers during in-service programmes. Such a kind of training is possible only when the master trainers, be it a teacher educators or teachers themselves are first trained into andragogy. Adult learning theories should be an integral component for adult educators. Otherwise we will end up teaching the way we do our children without actually impacting our teachers.

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Literacy in the state of Uttar Pradesh: An Overview

Archana Singh

Uttar Pradesh is the biggest state in terms of population on which mainly depends the overall development of the entire nation because human resource, if they are treated as resource at all, are the most valuable as has been self evident from the creation of the separate Ministry of Human Resource Development at the level of Government of India. Since 1985 when late Rajiv Gandhi, a great visionary having wide exposure to various developed countries of the world, took decision to establish the Ministry with a view of ensuring that every citizen of the country may be able to actualize the hidden potential within him/her, especially from the standpoint of education and training highly instrumental in optimum capacity building of the people of our country which is facing a very serious kind of crisis of character which is amply evidenced by the ever rising scams, frauds etc. in various walks of life.

Education broadly refers to the process through which biological individual is transformed into a social and cultural person. It develops the capacity to understand various situations which a person comes across and not only develops the capacity to understand and analyze them but also to give adequate responses that are required for meeting the imminent challenges and adjusting with them.

Education of a child begins right from the time when embryo develops within the womb of mother. The famous story of Abhimanyu who, while in the womb of his mother Subhadra, could learn the art of breaking six gates of the *Chakraviuh* (especially designed strategy of war) simply by hearing the story which Arjun was telling to his wife Subhadra just for the sake of quenching the thirst of her knowledge and providing required entertainment during the period of pregnancy.

Education may be informal, formal, non-formal and continuing. In fact the informal education of a person goes on throughout his/her entire life within the institution of family, and circle of friends, relatives, colleagues, casual acquaintances etc. It is an established fact that mother is the first teacher of who teaches the child to communicate with people around him/her. Later on, other members of the family like father, other siblings, grand parents etc. informally educate the child within the premises of the household in which the family lives.

Education inculcates the right kind of attitudes and values and enhances the capacity of a person to change according to the requirement of the situation so that needed adjustment with the fast changing environment in the present era of fast growing knowledge which doubles within a period of two years, may be facilitated.

This is a well known fact that those who adjust with the situation survive more easily as compared to those who are rigid and inflexible who quite often either break or become extinct. Education from the time immemorial have been eulogized in various ancient and authentic Sanskrit texts. The significance of education has been highlighted as under :-

येषां न विद्या न तपो न दानम, ज्ञानम् न ' शीलम् गुणो न धर्मः।
ते मर्त्यलोके भुवि भार भूताः, मनु"यरूपेण   म' गाश्चरन्ति ।।

which means those who in this world are not educated are like animals wandering from one place to another. It has been further pointed out:

विद्या ददाति विनयम्, विनयाददाति पात्रताम् ।
पात्रत्वाद धनम् आपन्नं, धनाद धर्मः ततः सुखम् ।।

which means education develops humility, humility creates eligibility, eligibility helps in earning money and money enables performance of righteous duties and provides comforts. Further it has been observed that is the sense of righteous duty that differentiate men from animal.

आहार निद्रा भय मैथुनम् च समान एतद पशुभिः धराणाम् ।
तेषां धर्मो हि अधिको विशेषः धर्मेणहीन पशुभिः समानः ।।

which in nutshell means that the only difference between human beings and animals is of the righteousness that as stated supra , is the product of education.

Education is such an asset which enables a person to command respect through out the world (स्वदेशे पूज्यते राजा, विद्वान सर्वत्र पूज्यते) Moreover, education is the most important asset of a person which cannot be stolen by thieves, seized by king, parted by brothers and even it is not heavy from the stand point of carrying it, it enhance while we spend, as is evident in Sanskrit verse given below:-

न चोर चौर्यम्, न राजहार्यम्, न भ्रात भाज्यम् न च भारकारी ।
व्ययेक' ते वर्द्धते एव नित्यम्, विद्या धनम् सर्व धनम् प्रधानम्   ।।

Unfortunately India which has unique distinction of enlightening the entire world and has been universally accepted as the Guru (teacher) of the entire humanity is lagging behind a number of the so called materially developed and technologically advanced countries of the world. As is evident from the Census data of 2001, according to which 35.16% of the population 24.74% males and 46.23% females, have been illiterate all over the country, despite the commitment of the country to attain the goal of total Literacy by the year 2010 and the commitment made under the latest constitution 86th Amendment Act Vide Article 21A which adumbrates "the State shall provide free and compulsory education to all children of the age of 6 to 14 years in such a manner as the State may by law, determine."

It is really a very pitiable situation that the most populous state of the country namely, Uttar Pradesh has the literacy rate of 56.27% as per 2001 census out of which 68.82% was males and 42.22% was females. As a consequence, the State of U.P. is considered to be one of the BIMARU states in the entire country and lacks far behind the all India indicators of socio-economic development. It is against this backdrop that an overview of population in Uttar Pradesh is being presented below:

An analysis of the Census data at the table given in the Annexure related to literacy rates by sex for the state as a whole and its various districts (at present 70 in number) shows that in the year 1991 the total percentage of literacy in the state was 40.71% out of which 54.82% was males and 45.78% was females whereas as the same has risen to 56.27% as per Census 2001 with male literacy rate at 68.82% and female literacy rate 42.22%.

District-wise analysis brings out that the lowest literacy rate in the year 1991 was in Bahraich district (22.67%) whereas the highest literacy rate was Kanpur Nagar (63.95%), may be because Kanpur Nagar has been the industrial nerve of the state of U.P. providing far larger employment opportunities to people, preferably to   those who have been educated. In the year 2001 also, the situation almost remained the same.

As far the literacy percentage of males in 1991 the highest level was in Kanpur Nagar (72.92%) which rose to 80.25% in 2001. Likewise, the lowest percentage of literacy among males in 1991 was in Bahraich district (32.27%) which in 2001 rose to 45.58%.

Gender wise analysis of population - increase in literacy rate, particularly in terms of decadal percentage increase as evidenced by data contained in the table at Annexure shows that highest decadal percentage increase in literacy rate was in Chitrakoot district, may be because this district has been evaluated as totally literate district by the National Literacy Mission whereas minimum decadal percentage   increase in literacy   rate during 1991-2001 was Shravasti district, may be because this is a newly created district carved out of the erstwhile Bahraich district. As for the male literacy rates, particularly in terms of decadal percentage increase during 1991-2001, the highest increase was again in Chitrakoot district. Likewise the minimum decadal percentage increase was Shravasti district.

As regards female decadal percentage increase in literacy rate during 1991-2001 it is clear from the table that the maximum was in Chitrakoot district and the minimum was in Shravasti district.

In view of these findings, there is an urgent need for accelerating the pace of enhancement in literacy status of people both males as well as females in Shravasti district which is not only a newly created district but also a victim of ravages of floods quite frequently especially when there is heavy rain as also when huge amount of water is released from the dams built on various rivers like Sharda, etc. from the neighboring country, Nepal.

Book Review

Vivek Nagpal

Shalini Wadhwa, ed., Modern Methods of Teaching Adult Education (New Delhi: Sarup & Sons) pages 398, Hardbound.

   Modern Methods of Teaching Adult Education edited by **Shalini Wadhwa** (First Edition) published by Sarup & Sons, New Delhi is a thick hardbound compendium of nine chapters by various international scholars on an array of topics viz. **Curriculum; Sociological Animation; Learning & Life; Experimental Learning for Adults; Learning: Organization & Support; Self-Directed and Distance Learning; Teaching & Evaluation; Providers of Adult Education; Open Access Institutions for Adults.**

   The first chapter entitled **Curriculum** deals with a subject that had until recently received no more than marginal attention in some countries. The first article traces the historical concept of curriculum, discusses various strategies and factors determining curriculum construction. The legitimization and justification of curriculum and areas of its application have also been discussed towards the end of the article. The second article in the Chapter is on **Ideologies in Adult Education.** It discusses at length, the dispute over the classical conception of adult education as a 'network of institutions transmitting the tradition of Western culture to voluntary interested adults' on the one hand and the view that adult education needs to be restored to the educationally underprivileged. The article is followed by a write-up by *H.Korner on* **UNESCO recommendations**, analyzing the recommendations passed at the 1976 session of the General Conference of UNESCO on the issue.

   Socio-cultural Animation, the subject matter of Chapter II, is described as a movement rather than as a theory or a body of doctrine. In the first article, J.A. Simpson discusses the concept, beginning with a French

definition of sociological animation as *'anything which facilitates access to a more active and creative life for individuals and groups and increases capacities for communication and participation in community life'* and passing on to more comprehensive definitions. The author refers to varying methods adopted by animateurs- both freelance enthusiasts and those appointed by authorities or officially sponsored agencies. According to the author, the most striking achievement of socio-cultural animation is its opposition to cultural policy and cultural expenditure that benefited only a minority of population. The next article, **Formal & Informal Education: Future Strategies** examines future strategies that grew out of the world educational crisis of the late 1960's and the great broadening of educational and development concepts and goals in the early seventies. It addresses in particular some perplexing questions about forging stronger linkages between formal and non-formal education and between both of them and various other development activities. Another article on **Non-formal Education** by D.J. Radcliffe and N.J. Colletta discusses the recent development of the concept of Non-formal education, dwelling on methodological considerations, case studies and examples. Various economic, social, political and cultural considerations of the concept of NFE have been elaborated. J.E.Bock and C.M.Bock provide a systematic account of the subject, in their article **Non-formal Education Policy in Developing Countries.** J.W. Apps, in his article **Mandatory Continuing Education** traces its genesis, reasons for its growth, as well as its trends and problems.

In Chapter III. **Learning& Life,** the article **Adulthood** takes the prevailing view of adult life as a process of development. Adulthood is divided into three stages viz. young adulthood, middle adult years and maturity. The prominent characteristics of each stage, according to consensus of research, are described along with an account of intellectual and moral development during adulthood. As individuals move from childhood to adulthood, they simultaneously assume new roles. **Old Age** *by* C.E. Kennedy is an excellent study of the characteristics of the last stage of man's life. It discusses the biology of old age, development processes and environmental influences during this period of life with special reference to retirement and widowhood, family life, leisure and education. The educational implications of adulthood are specifically treated in A.W. Fales' article **Lifespan Learning Development** which examines and compares two different approaches. In his article, **Lifespan Learning: Implications for Educators**, D. Mackeracher discusses conditions essential for the learning process, the basic activities involved in the process, and influencing factors. Boredom and inactivity have

to be avoided and educators have to respond to individual needs in order to achieve optimal conditions for efficient learning.

Chapter IV deals with **Experimental Learning for Adults.** Learning occurs when the event changes the judgment, feelings, knowledge or skills of the learners. The author studies the four stages of the process that follow such learning. Experimental method is distinguished from the traditional (conceptual) method of learning. Two different approaches to it are *'pragmatic institutional'* and *'individual existential '*The first approach sponsored cooperative education while the second is personal learning from everyday experience. It is a life-long experience in which teachers perform a supportive or facilitative role through role plays, games and simulations, value exercises and psychodrama leading to attitudinal and behavioral change.

The author outlines further areas of research, with age, stage and gender differences, for designing learning programs in order to develop the capacities of communities and organizations to change and grow. The growing importance of experimental learning, in both formal and informal education, is stressed. Certain orthodoxies constitute the mainstream outlook of every culture and epoch and serve as guides for action. Such ideologies and belief systems are often seen as God-given and beyond human control. They are enforced by established social practices. They foster dependency relationship that constrains adult development. A set of rules, roles and social expectations governs the way people see, feel think and act. Such assumptions hamper any change in outlook. Adult learning in such a situation is the means whereby the assumptions may be brought under critical examination and a basic change brought about in personal perspective. This point is discussed in **Personal Perceptive Change through Adult Learning.** In order to move towards new perspectives, adults must possess a critical awareness of the old assumptions and how and why they had acquired them. Collective action is called for and strategies need to be framed for a planned change. The article **Organizational Change and Adult Education** refers to four different conceptual approaches to planned organizational change. They are 'rational planning approach', 'social interaction approach', 'human problem solving approach' and 'political approach'. All the four approaches have to be combined for a powerful planned change. Finally, the need for further study on a national and international level is stressed in order to arrive at conclusions concerning the adoption of complex organizations to meet the educational needs of adults.

All learning requires some organization. In fact learners' achievements depend not so much on the level of their ability as the way the learning task is organized. This is the subject matter of the chapter on *Learning: Organization & Support.* The article *Learning Style* is an account of research into differential learning performance by learners. Much of adult education is conducted in small participatory learning groups applying the theories of group dynamics. The article *Group Learning* examines the advantages claimed for discussion groups and sensitivity or 'T' groups, their strengths and weaknesses in practice and the conditions that have to be met if they are to achieve their potential. 'T' groups aim at furthering learning by increasing self-awareness and sensitivity to others. This aim, it is claimed, can be achieved also by meditation, bio feedback, imaging and visualizing, fantasy and dreams – new therapies that may be incorporated in higher education. The article *New Therapies: Adult Education Applications* discusses the potential of these therapies for the individual seeking to direct personal learning projects. In developing countries, special measures of organization and support of learning have been devised. The article *Integrated Rural Development: Community Organization* describes, with examples, the means of mobilizing whole communities to further both educational and developmental goals. *Campaign: A Technique in Adult Education* outlines the combination of broadcasting with study groups to promote awareness and to help people to understand major public issues and policies. Perhaps the best known small group organization of learning is through study circles. *Study Circles in Sweden* outlines their nature, history and achievements in a country where they have for a long time been the privileged form of learning environment in adult education. The most important of new technologies in the organization and support of adult learning, mass communication and information technology have been dealt with in the penultimate article, *Media Support in Adult Education.* The article identifies the multifarious contributions made by periodicals, radio, T.V. and video recording. *Computers,* the final article of the Chapter, takes a more critical line.

It asks whether the new technique is 'dehumanizing'. The author examines the problem of who controls the learning process and the learning environment when computers are used. – an issue related also to mass media.

The series of articles in the chapter *Self Directed and Distance Learning* stresses the vital importance of self–directed learning, which has

to be fostered and expanded because the goals of lifelong learning can be achieved only through adults developing the ability and willingness to pursue it. The first article **Self Directed Learning: Theories** concentrates on self directed groups and discusses essential elements for devising an adequate theory of self directed learning in groups. The next article **Self Directed Learning: Concepts & Practice** describes research which reveals the extent of individual self-planned learning projects, the reasons for undertaking them and how they are conducted. It discusses the issue of optimum amount of teacher control and self-directed learning in credit and non-credit courses. The extent of learner freedom and self management in distance courses is dealt with in the article **Self Directed Learning in Distance Learning.** The article **Distance Education** identifies the characteristics of distance education other than physical distancing of teacher from taught. It discusses the advantages distance education offers; the materials used in it; its institutional structure and the extent of its development. **Correspondence Study** outlines various aspects of correspondence study system including an account of the providers of this type of study, the needs it serves, and the problems of recognition and validation of such courses. Education of adults takes place is a varied market, having to answer the needs of a clientele composed not only of diverse types of learners but also having divergent and sometimes conflicting requirements. It covers a wide range at different levels and in a variety of circumstances. The article **Teaching Method for Adults** lists the most popular methods of teaching that may be employed by educators. It relates these methods to current theories of learning, suggests some guidelines for good practice and stresses the need for further research. The next article **Teaching Roles and Teaching Styles** discusses the teacher's role as an artist, a facilitator and a critical analyst. It relates the personal style of the teacher with the learning styles of adults. The next two articles concentrate mainly on situations in developing countries. The first one **Non-formal Education: Instruction** considers divergent perceptions of instructional needs and a typology of educational approaches under four headings: the content-centered approach; the problem-focused approach; the conscientization approach and human development and creative planning approach. The second one **Integrated Rural Development: Specialized Training Programs** highlights the importance of educational programs in integrated rural development and discusses their nature, functions, and methods. The next article **E*valuation in Adult Education** describes evaluation in adult education as still an underdeveloped field. The author reviews distinctive features of evaluation as applied to adult education. He goes on to list some of the most comprehensive studies undertaken with an

account of methods used and recent trends in the field. **Adult Education Evaluation in Developing Countries** concentrates on the studies of major programs sponsored by such institutions as UNESCO, World Bank and the agencies of advanced countries especially those engaged in the task in developing countries. The article **Providers of Adult Education** gives a brief historical review of providers of adult education up to the present times, confining itself only to international organizations. It suggests three ways in which providers of adult education can be classified. Firstly, they are either Govt or non-Govt organizations; secondly, they function either with a profit motive or voluntarily with a missionary zeal; thirdly, they are engaged either exclusively in adult education program or adult education is only one of their activities. The article concludes with comments on future trends. The next article **Adult Education in Public Schools** discusses adult education program and classes that are provided by public schools i.e., schools that are financed by public authorities, regional or national in different countries of the world like United States, U.K., Sweden, and some East European countries like Albania, Germany, Poland and Hungary. The article examines the adult education dimensions of their schools and concludes with a reference to trends and issues in the field. In the penultimate article, **Community Colleges in Adult Education**, the contribution in the field of adult education of such colleges in various countries like Japan, Canada, Australia, Netherlands and America has been discussed with examples. The last article **Universities & Adult Education: Policies & Programs** examines university involvement in adult education as a worldwide phenomenon. It concentrates on the most significant of exceptional circumstances using a historical perspective. It includes the analysis of different types of university involvements and concludes that future developments are likely to be seen most clearly in terms of recurrent education.

The last Chapter **Open Access Institutions for Adults** examines the need for open access to education for adults in order to achieve the goals of learning. It considers the nature of open access and the issues relating thereto, along with examples of open access to universities in four different countries. The second article **Adult Education for Profit** refers to problems of data collection because proprietary institutions are not willing to reveal business secrets. The writer mentions a wide range of subjects in which the organizations impart education. The   proprietary schools continue to flourish and the enrolment of learners has continued to rise in America and Western Europe. The writer discusses the attractions of the proprietary

sector and ponders over their future prospects. The third article ***Christian Churches & Adult Education*** describes the fourfold purpose of churches in the field of adult education. It refers to Christian influence in adult education in U.K., the contribution of United States and the work of Paulo Freire. Engagement in adult education came to be looked upon by the members of the churches not as a peripheral interest but 'integral to the purpose for which Christians join together'. J. Alfred's ***Libraries & Adult Education*** describes the significant role that libraries play in support of adult learners. ***Museums & Galleries in Adult Education*** discusses at length the educational role of museums and galleries as the presenters of a people's heritage and as activators of community or natural development.

The teaching of adults today has gone beyond the teaching of the alphabet and has been extended to the development of social and professional skills. In this context, the book has a significant relevance. The Editor has done a remarkable job in collecting as many as around fifty articles by different foreign authors on different themes and topics and compiled them under appropriate sections in the book. Each chapter carries with it a long list of further references for the readers who are inclined to seek further information. Articles in the book also accompany a valuable list of references and cross-references.

One dissatisfying feature of the book for the Indian reader is the complete absence of references, examples etc., from the Indian context. The book has throughout an international perspective; it lacks Indian orientation, which restricts its value for the Indian reader. At times, the Editor has not exercised due care in starting a fresh topic under a separate section. Minor misprints are irritatingly too numerous. The errors need to be carefully removed in the next edition of the book. Nevertheless, the book is likely to be most useful for those engaged in the study of adult education, especially with international perspective. A lot of material at one place on a variety of aspects of adult education is the most admirable feature of the book.