CHAPTER II

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Chapter - II

REVIEW OF RELATED LITERATURE AND RELATED STUDIES
IN INDIA AND ABROAD

2.0.0 INTRODUCTION

Before launching an investigation it is most essential to the researcher to make a survey of related literature and relevant studies conducted earlier which are pertinent to the topic on hand. This would enable the researcher to have a better understanding of the topic of his or her own and the various factors connected with the study. In light of the earlier study, the problem can be viewed in different perspectives.

This chapter is divided into two sections.

Section - A : deals with review of related literature.

Section - B : deals with review of related studies.
2.1.0 THE CONCEPT OF ADULT EDUCATION

Adult education aims at promoting all-round betterment of the persons. This includes individual, social, economic and cultural development. It has been rightly remarked in the report of the 14th National Seminar, New Delhi, (1966) "Since Adult Education is closely linked with the life of the masses, the programme must be dynamic and varied. It must reflect needs of the society, at a certain period of time. The priorities and emphasis in Adult Education should be arranged to meet the challenges of the society during a particular period". The Adult Education programme must therefore be oriented to meet the various challenges. Toynbee, (1947) has aptly observed that a civilization survives only so long as it makes adequate response to the challenges of its time. By learning throughout his life he can:-

a. assure himself maximum personal development,

b. learn how to control the products and processes of science and technology maximally for his own benefit and

c. perfect his ability to live democratically in all areas of human relationship.

The Constitution of India conceived universalisation of elementary education by 1961 but even by 1991 the country is still far away from this target. After Independence the number of illiterates have increased from 247 million in 1951 to 480 million in 1991, Sivaswamy, (1992). It is estimated that by the turn of 20th century, India would have the world's largest concentration of half a billion illiterates. The situation therefore, is quite alarming and disastrous. Ignorance and poverty are
two fundamental problems. Ignorance is directly related to illiteracy and illiteracy breeds poverty. There is a definite relationship between illiteracy and poverty. It is in this context of our economic, political and social goals of development that we consider the legitimate roles of Adult Education.

Adult Education is therefore based on the assumption that illiteracy is a great hurdle to an individual's growth and to the country's socio-economic progress.

Adult Education is not merely an alternative, but a great necessity. The views of Mohanty, (1979) and Kundu, (1984) are equally applicable to the adult education in India, that illiteracy and mass poverty are the two most important difficulties and both are positively correlated and that the means of development is at least as important as the ends and the illiterates and the poor can rise to their own liberation through literacy, dialogue and action.

Besides, the role of adult education should be to help adults to learn to do better, the things they desire to do. According to UNESCO (1976), "The term Adult Education denotes the entire body of organised educational processes, whatever content, level and method whether formal or otherwise, whether they prolong or relapse initial education in schools, colleges and universities as well as in apprenticeship whereby persons regarded as adults by the society to which they belong, develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitude or behaviour in the two fold perspective of full personal development and participation in balanced and independent social, economic and cultural development. Adult education embraces all forms of educative experiences needed by men and women according
to their varying interests and requirements, at their differing levels of comprehension and ability and in their changing roles and responsibilities throughout life."

India is a developing country, the task of educating the future generation cannot be undertaken in an environment where 48% of her people are still illiterate, Literacy Digest, (1991). India is a democratic country and has been enjoying the global appreciation as the largest democratic country in the world. The term democracy has been recognised as a current coin, a legal tender in many walks of life political, economic, social education. Devadass, (1979) has rightly said. "Education is essential to human development. Democracy cannot function without education. Eradicating of illiteracy is basic to national development". Hely, (1967) has aptly remarked, "Adult Education is a permanent national necessity, an inseparable aspect of citizenship and therefore should be both universal and life long."

This idea of universalisation has been discussed in the proceedings of the International Symposium for Literacy, Persepolis, Iran held from 3rd to 8th Sept, 1975. The idea has been clarified by quoting an Algerian slogan.

"If you know something, teach it to someone who does not know".

"Illiteracy is the fruit of mental colonialism".

"A people that is educated is a people that goes forward".

"Ignorance is a synonym for darkness: instruction means light"

Articles 29 and 30 of the Constitution of India, guarantee education to all citizens irrespective of caste, colour and creed. UNESCO had also noted Adult Education as a fundamental right of an individual. UNESCO, (1980). UNESCO has
been interested in promotion of adult literacy both as human right and as an instrument of liberation and development.

Salydain, (1948) in his address to the Fifth All India Adult Education Conference described that adult education aims at teaching people to read. In this statement emphasis was given to theoretical aspect. In the year 1949, the concept of adult education was widened by designating it as social education. The then Education Minister, Maulana Abdul Khalam Azad clarified the meaning of social education in his inaugural address at the Seminar on Rural Adult Education organised by UNESCO.

As reported by Mathur, (1976), it was observed:

"By education we mean, education for the complete man. It will give him literacy so that knowledge of the world may become accessible to him. It will teach him how to harmonise himself with his environment and make the best use of the physical conditions in which he subsists. It also aims at teaching the rudiments of hygiene both for the individual and the community so that our democratic life may be healthy and prosperous.

"Adult Education does not mean only literacy. It also means the peoples' awareness of their surroundings, problems, rights and duties etc. Adults face many problems like social, health, economic, agriculture etc. Care must be given to not only for physical, economic and social development, but to moral and spiritual development also".
Sarada Devi, (1979) has remarked:

"The concept of Adult Education emerged from literacy to MANMAKING where emphasis is not only on physical, intellectual, social, economic and aesthetic aspects but on moral and spiritual aspects as well as in order to make the individual educated and cultured in the true sense".

Education should not only aim at individual development but also should prepare individuals to work for the nation and help in the national development. Giri, the late President of India described that Adult Education must create an awakening in the masses and involve them in the fulfillment of the great national tasks that we have undertaken.

The conclusion of the above statements and remarks indicate that the concept of adult education has changed form time to time according to the needs of the nation and the people. All have agreed on one point that Adult Education should be relevant to fulfill national objectives and help the adult to solve his personal, social, economic and political problems.

In this chapter, the researcher has tried to retrace the origin, concepts, objectives, strategies, methods, manner of implementation and the results of adult education programmes conducted both before and after independence of India. An overall view of the Five Year Plans of the Government of India presented herein will show not only the impact of adult education in bringing about desirable change in the quality of life of the rural poor and their socio-economic development, but how far the national objectives have been fulfilled also.
2.2.0 HISTORY OF ADULT EDUCATION IN INDIA

Adult education is known for its ancient cultural heritage, endowed with deeper philosophical thought as contributed by the saints and sages. Indian education is believed to be extended from 2000 B.C to 1200 A.D. India had a long tradition of mass education based on social and moral issues. The main purpose of mass education was to educate people by making them conscious of their moral and social obligation. The educational thought and practices were dominated by religion in ancient India. The educational system was moulded and shaped more by religion than by political or economic influences. The ancient educational thought placed the personality of man above everything else and the social organisation was planned on the principles that it should offer the best scope for the development of the individual as its centre and chief concern, Dutta, (1986).

'Knowledge' or 'learning' was the meaning of education in the ancient India and was sought as the means to attain Moksha or Emancipation of life. For Indians the aim of education is Chitta Vritti - Nirodha the inhibition of those activities of mind by which it gets connected with the world of matter or objects and the individual must achieve his emancipation, his escape from the bondage from the vicious circle of birth and death. Education must help in this self-fulfilment and not in acquisition of mere objective knowledge, Dutta, (1986).

Education seeks to educate the mind itself in ones culture and civilization and so is a process of control of mind.
The individual is the main concern and the centre of this education. It is an intimate relationship between the teacher and the student. The Guru (Teacher) takes the place of super-ego of the individual student, the embodiment of the ideals and traditions in which he is brought up. The basic characteristics of the ancient Indian education system is both the teacher's home as the school and its environment as integral part of the scheme.

The variations of the Indian education system in ancient times may be divided into sub-periods Viz. Vedic Period 2000-1000 B.C, Upanishad Period 1000-200 BC, Dharmasashtric Period 200 BC - 500 AD and Puranic Period 500 AD - 1200 AD. During the Vedic Period Education was imparted through the word of mouth and was imparted mainly to the upper classes. In the Upanishad Period, apart from the philosophical education skills also began to be imparted. Art, Literature, Mathematics and Dramatics developed during the Dharmasashtric Period. Though Sanskrit became a classical language, the popular communication was done in Prakrit. The educational system which was evolved at that time catered to vocational training too. Institutional education began for the first time during the Puranic Period, which was believed to be the Badhist period. Gurukulas and Ashram type of education where the Guru (teacher) and the pupil live together was provided during this time. Liberal, vocational and technical education were imparted in these Gurukulas and Ashrams. The art of fighting or martial skills were also taught to all those who attended the Gurkulas. Education was free and broad based with an aim of making a whole man capable of helping his fellow beings to live a comfortable life.
But only the priestly class, the Brahmins benefitted very much by education during the earlier times. Later it included other two classes i.e. Kshatriyas andVaishyas. But the Sudras were totally denied access to education.

During the period of Buddhists and Jainists, Education was open to all irrespective of caste, creed and sex. Education was in the hands of monks and was centred around monasteries.

Education was aimed at building character, developing personality and preserving the ancient culture of the country. The famous universities such as Nalanda Vikramshila, Takshashila, Vedanthapuri and Jagadala were founded during the Budhist and Jainist period.

The Muslim system of education was found during the medieval period. The Maktaba muslim elementary school attached to a mosque started with an aim to teach Quran and reading and writing skills. Madarasa, an institution of higher education was started to prepare men to become priests, judges and doctors. Popular education was established during the time of Akbar the emperor; post-graduate studies were introduced in different arts and sciences; libraries were also opened in his time.

The Gurukulas, Maths, Ashrams, Vihars, Muktabas and Madarasas imparted education not only to the children and adolescents but also for the adults of all classes.

And so adult education in India is not a modern idea but owes its origin to the earliest period in history. Before independence Adult Education was equated with
adult literacy (learning of 3R's Reading, Writing and Arithmetic) which gained its momentum in the year 1921 when responsibility of education was transferred to the hands of Indians to some extent. By that time only 16% of the people were literate and 84% were illiterate.

Life is full of problems. Everybody has to solve the problem of his life to go ahead. To solve the problems one requires a minimum amount of education. This is also true in the case of adults. Supporting this view Bryson, (1936) said:

"Adult Education includes all activities with an educational purpose carried on by people in the ordinary business of life who use only a part of their time and energy to acquire intellectual equipment towards solving short-term and long-term problems".

Encyclopaedia Americana (Vol. I, p.196) has remarked that Adult Education includes all experiences that help mature men and women to acquire new knowledge, understanding, skills, attitudes, interests or values. In this sense it encompasses practically all life experience individuals or group that results in learning. It thus includes individuals reading books, listening to music, talking with people and even learning from experience. Education is not confined to any specific age or period.

2.3.0 ADULT EDUCATION IN INDIA BEFORE INDEPENDENCE

The advent of British colonial rule in India adversely affected the glorious tradition of education.
The changes brought about in the administrative system in the country created private land holdings as against the right of the village community over the village lands and thus evolving a new class of land lords and peasant proprietors, landless labourers working on the rich man's land. The power of self-rule of the Village Community was denied with the introduction of the new judicial system, 'Colurts' to settle the disputes in place of Village Panchayaths or local leaders. The payment of land revenue in cash instead of from the agricultural produce turned India as a producer of raw materials and thus commercialised agriculture. The colonial policy also turned India into a producer of food for their growing population and market for their industrial products. This trend had adversely affected the rural population, making them poor. The rural indebtedness resulted, because the agriculturist was at the mercy of middlemen who kept to themselves a lion-share of the profits. The new mode of communication and improved transport facilities, the emergence of more classes of Zamindars, absentee landlords, tenants and agricultural labourers, peasant proprietors, merchants and money lenders needed education as it was more useful and necessary than in the old set up.

The political social and economic changes during British rule had their impact on the state of education. However, Howell remarked that "Education in India under the British Government was first ignored, then violently and successfully opposed, then conducted on a system now universally admitted to be erroneous".

The Hunter Commission in 1882 made an important recommendation from the point of view of Adult Education that the aim of primary education was instruction of masses and not instruction leading to higher education and was to be organised for backward tribes and aboriginal races.
The resolution of 1904 on the Indian Education Policy directed that in rural areas education should be aimed at the immediate needs of the peasantry. Free and compulsory education was established in 1910 at the instance of Gokhale. The newspapers, vernacular books communication media and voluntary agencies brought about desirable changes in the ideas and attitudes of adult men and women.

By 1882 the system of night schools for adults was introduced. The Night Schools were started in Bombay, Bengal, Punjab and Madras. In Bombay an extra allowance was given to teachers, conducting these schools. It was mentioned that in Madras, there were 312 night schools with an attendance of about 7,000 in 1880 and by 1901-02 the number increased to 775 schools with an enrolment of 14,212.

Adult Schools were conducted even in the jails of Agra and in the province of Bombay, the Central Province and U.P it was reported.

The history of adult education, Dutta, (1986) can be divided into two phases: Phase I - 1918-37 and Phase II 1937-50. A tremendous progress was recorded during 1918-27. The growth of co-operative movement contributed a lot to the adult education.

Due to lack of funds, political disturbances and communal harmony there was a decline in adult education during 1927-37. The village libraries and reading rooms set up in the selected villages helped in the growth of literacy and checked relapse into illiteracy.

Adult education found new life and new orientation in 1937 with the formation of popular ministries in the provinces. Mass literacy campaigns were launched in
Assam, Bengal, Bihar, Orissa, Bombay and Punjab. The Premiers of provinces themselves shouldered the responsibilities for literacy.

Sri C. Rajagopalachari, Premier of Madras wrote literary books for adults in Tamil. The Maharaja of Aundh (now Maharashtra) along with his son went about from village to village to campaign for literacy.

Adult Education became the responsibility of the Government for the first time at the instance of Congress party. During this time there was an organised work in the field of Adult Education and was confined not just to pure literacy, but to citizenship education.

The Central Advisory Board of Education appointed a special committee in 1938 to consider the question of adult education and it made valuable recommendations to give a greater fillip to adult education.

It was reported that the Government of Madras entrusted the literacy work entirely to private agencies and local bodies as it believed that the tangible solution of illiteracy was in private agencies. During 1939-40 there were 223 literacy schools with an attendance of 11,000, in the province of Madras.

1937-42 recorded a break through in literacy with 70% increase in the literacy figures of India due to the efforts made in the field of Adult Education by several educational agencies and movements. Adult Education was recognised as part of national education system during this period.
However the adult education programme experienced a setback during 1942-47 due to various reasons.

2.3.1 Adult Education in India after Independence

After independence, the national government realised the need to educate the masses so as to enable them to meaningfully participate in the development programmes initiated in the country. In 1948, the Central Advisory Board of Education appointed a sub-committee which reported that both literacy and general education are essential components of Adult Education. This concept of general education was further developed and called as SOCIAL EDUCATION. The content included literacy, extension, general education, leadership training, social consciousness in the concept of social education.

After the emergence of Community Development, the programme of social education was mingled with process of Community Development instead of being treated as special extension service Mukherjee, (1962). The Community Centres, Youth Clubs and Mahila Mandalas, organised different programmes based on domestic crafts, nutrition, health hazards including literacy classes. The modern media like radio, films along with traditional media like exhibition, puppetry, the rural theatres were emphasised for imparting education and for the organisation of community learners and teachers.

2.4.0 ADULT EDUCATION DURING THE FIVE YEAR PLANS

The advent of Five Year Plans gave a fresh impetus to the concept and scope of adult education as a means for the socio-economic betterment in the rural sector.
The adult education during the Five Year Plans has been discussed here for giving an insight to the reader.

First Five - Year Plan (1951 - 56)

The concept of adult education which was already changed to Social Education had been linked with the Community Development Programme in 1952. The aim was community upliftment and community involvement for eradication of adult illiteracy. Its objective was to educate the common man to understand the rights and duties of a citizen, to improve his productive potential and to enable him to lead a fuller and richer life. Programmes like conducting literacy classes, establishing village libraries, productive use of leisure time through cultural, recreational and aesthetic activities, organisation of exhibitions, Mahila Samities, Women Welfare Programmes etc. The syllabi for social education included reading, writing, arithmetic, health and hygiene, principles and practices of co-operation, local crafts and handi crafts, recreation and general knowledge and follow up of the abilities and skills.

A large number of social education camps were organised for training village level workers and village literates during the First Five Year Plan. Five Social Education Organisers' Training Centres were established in different parts of the country and the training was imparted to the organisers working at the project, block and village levels. Social Service, Rural Economics, Civics and Co-operation, Village Extension Service, Social Education and allied subjects, and History and Culture were the subjects of the training programme. The programme of social education was the joint responsibility of both the Central and the State Governments.
The provision for Social Education, during the First Five Year-Plan was Rs. 5 Crores. The amount was spent for adult literacy centres, model community centres, libraries and Janatha Colleges, for training Social Education workers.

The Committee on Plan Projects reported that about 35,00,000 might have attained literacy during the First Five Year Plan. 63,000 community centres, 454 school-cum-community centres and 55,000 youth clubs were established during the plan period. It was highly recognised that social education should concern itself with social problems which hinder the process of social change.

Second Five Year Plan (1956 - 61)

The Planning Commission of India continued its relentless efforts to eradicate adult illiteracy during the Second Five Year Plan. A provision of Rs. 5 crores was repeated for Social Education Schemes during this Plan. In addition, an amount of Rs. 10 crores was provided for this under the Community Development Programmes. There were 3,137 Community Development Blocks at the end of the Second Five Year Plan. The plan clearly stated that social education, ‘besides literacy includes health, recreation and home life, economic activities and citizenship training’. A review of the achievements of these Blocks in the field of Social Education reveals that at the end of the Second Five Year Plan a total expenditure of Rs. 9,85,00,000 was incurred by the Community Development Department and 1,62,000 Literacy Centres were started, where according to the reports of the departments over 40,00,000 adults were made literate Bordia, (1973).
Social Education embodies a comprehensive approach to the solution of the problems of the community primarily through community action. The literacy programme efforts during the first Second Five Year Plans were assessed by 1961 census. The literacy rate was increased from 16.6% in 1951 to 24% in 1961.

Eventhough the Social Education Programme was a wisely conceived and seriously attempted programme, it did not integrate literacy with functional training of adults. Therefore, integration between social education and other developmental activities never got established in practice, observed the critiques. Under the auspices of the Government this programme neither encouraged self-help nor developed self-support.

Third Five - Year Plan (1961 - 66)

The most significant feature of the Third Five Year Plan period was that literacy was considered to be the most important concern under Social Education Schemes.

The Social Education Programmes received a great set back during the Third Five Year Plan period due to lack of reasources as the country was engaged in the war against Chinese aggression. Out of the total allocation of Rs. 597 crores to education only 3.5 crores were spent on adult education during this period.

The Gram Shikshan Mohim movement which was organised in 1959 in Satara District of Maharashtra was spread to all districts of the State by 1963, Patil, (1973).
The Mohim Programme aimed at total eradication of illiteracy in the age group of 15-40 and the movement was considered to be of the people, by the people and for the people.

Many other voluntary organisations were also engaged in the field of adult education during this period. The plan stated that 'at every step the local leadership, the teachers and the voluntary workers should be drawn into the movement for the expansion of literacy both among men and women'. By the introduction of Panchayath Raj at the district and block levels and village Panchayats, the plan expected quicker achievements in making adult population capable of reading and writing. But sufficient progress was not achieved.

The most significant events in Adult Education during this plan period were, the appointment of Education Commission in 1964 with Dr. D.S. Kothari as the Chairman; setting up of University Association of Continuing Education and the Reports of the Planning Commission’s Panel on Social Education in August 1963, and of Panel on Literacy among Industrial Workers.

It was felt that an all India movement for the eradication of illiteracy was necessary by linking with various types of people’s organisation. A deeper realization into a different administrative structure and more financial outlay was made for an effective adult education programme in India.

Fourth Five - Year Plan (1969 - 74)

The Planning Commission recognised that 'widespread illiteracy is a real handicap in the way of both economic and social development'. Hence, it was
'proposed to launch a mass adult education movement which should help increase production both in the factory and in the farm'.

The Fourth Plan aimed at making adult education functional in character and linked with the life and work of the people to serve as a tool for rural development.

The Planning Commission of India introduced interim annual plans during 1966 to 1969 and only after which the Fourth Five Year Plan was implemented. The outlay for education during the Annual Plans between 1966-69 was Rs.322 crores and out of which 2.1 crore was allocated to Adult/Social Education. But for the Fourth Five Year Plan the total allocation of funds for education was Rs.786 crores and out of which only Rs.4.5 crores was spent towards adult education.

The Fourth Five Year Plan was an echo of the Education Commission Report (1964-66). It made provisions and launched the schemes under Farmers' Functional Literacy Programmes, Worker's Social Education Institutes, Assistance to Voluntary Organisations, Directorate of Adult Education, National Board of Adult Educational, Production and Development of Literature, Aid to polyvalent centres etc., were the main events of the Plan Period.

The Farmers' Functional Literacy Programme's (Kisan Saksharata Yojana) expectation was to train 50 Lakh farmer families in 100 districts through Farmers' Training and to make 10 lakh illiterate adult farmers functionally literate in the same 100 districts through functional literacy programme.

This Programme could use only Rs.80 lakhs and benefitted 3,00,000 farmers as against an outlay of Rs.2 Crores and a target of benefitting 10 lakh farmers.
1,53,375 adult farmers were made literate during 1971-72 and 4,736 Centres were functioning with 4,000 trained leaders. The programme was organised in only 86 districts as against 106 districts sanctioned.

During this Plan period the programme of Farmers' Functional Literacy Project covered approximately 150 districts. The Project had an impact on agricultural practices of those who participated in it. Bordia, (1975).

The National Policy on Education (1968) widened the scope of the beneficiaries of the Adult Education Programme, by covering the semi-literate employed population to be made functionally literate. The teachers and the students played a great role in organising literacy campaigns as part of the Social and National Service Programme.

The National Board of Adult Education (NBAE) was founded in MAY 1970 to coordinate the programmes of Adult Education in the country. The literacy position in India by 1971 was 29.45 and out of which the male percentage was 39.45 while the female was 18.69 (Census Report of India 1971).

Fifth Five Year Plan (1974-1979)

The Fifth Five Year Plan emphatically stated that for the purpose of economic and social development Adult Education should be linked effectively with key national tasks like elementary education, health and family planning, agricultural extension, co-operation etc.
The programmes of Gram Shikshan Mohim at the state level and the Farmers' Training and Functional Literacy and Non Formal Education at the National level extended and expanded during this Plan period. The National Service schemes and the Nehru Yuvak Kendras, the net working of Village and Block Libraries were also promoted. The Plan also emphasised the need for expansion of the book production programme and the National Book Development was strengthened.

The educational strategy in the Fifth Plan period was based on the correlation and integration of formal and non-formal components of education at all levels and for all categories of learners.

The Central Advisory Board of Education in November 1974 noted that the concept of Non-formal education was increasingly accepted as an indispensable component of the educational system. The Non-formal educational component was introduced in the programmes of technical and income-generating schemes under the training of Youth Self-Employment (TRYSEM), Khadi and Village Industries Corporation, Industrial Training Institute and Krish Vigyan Kendras.

The Non-Formal Education acquired special significance with its introduction in November 1974 by the Central Advisory Board of Education. Universalization of educational opportunity to the school going age children, provision of continuing education to modernise the society and to enhance its productivity are the main thrusts of this programme.

The Plan target was to cover 97 percent of the population in the age group of 6-11 years and 47 percent of the population in the age group of 11-14 years. A
sum of Rs.18 Crores was spent by the Central Government for Non-Formal (adult) education during this Plan period.

During the Fifth Plan a concern for women was voiced eloquently, and recognised and a number of projects for women’s education and training were launched.

The Sixth Five Year Plan (1980-85)

The Sixth Five Year Plan envisaged to cover the entire illiterate population in the age group of 15-35 under the literacy programme by 1990. Special emphasis was made on the women, Scheduled Castes, Scheduled Tribes and other weaker sections who are illiterate. It was hoped that about 2.5 crores of adult illiterates would be made literate by the end of Sixth Plan period.

The programme of Adult Education formed part of the minimum needs programme of elementary education. Adult Education was also included in the Prime Minister’s 20 Point Programme. A total provision of Rs.128 Crores was approved for Adult Education during the Sixth Five Year Plan. The main objective of the Adult Education Programme was to increase the awareness of the people about themselves and about the social reality around them. It was to include citizenship training, health education, family planning, cultural activities and introduce science and technology in day-to-day life.

Under Rural Functional Literacy Projects at the end of 1984, there were about 79,000 centres with an enrolment of 23.9 lakh learners in the country.
By 1985, about 15,000 colleges were involved in organising about 15,000 to 20,000 adult education centres under the programmes through youth and the students. Nehru Yuvak Kendras organised about 2,500 centres benefitting 70,000 learners during the Sixth Plan period. 2,500 Programmes benefitting 23,000 workers and families were organised under Shramik Vidyapeeth. 500 voluntary organisations conducted 26,545 centres during the Plan period. The total achievement at the end of the Plan period was assumed to be about 2.2 crores. Inspite of increased efforts to eradicate illiteracy the achievements during the Sixth Plan have not created any marked impact. Because of simple provision of skills of literacy and shift of emphasis from the development of human beings. The absence of properly organised efforts to provide post-literacy facilities was a major handicap. On account of lack of coordination between the education department and developmental agencies, the components of functionality and awareness were either missed completely or inadequately covered.

Seventh Five Year Plan (1985-90)

The Major objectives of Adult Education during the Seventh Five Year Plan were growth with social Justice, Modernisation with self-reliance, transfer of technology to rural areas with creation of scientific temper among the masses. The Central Board of Education recommended to make special efforts to strengthen the post-literacy work, secure greater involvement of women, devise proper linkages with developmental agencies, make use of mass media, involve the students and voluntary organisations on a large scale etc. Suggestions were also made to introduce literacy to illiterate workers in the public and private organisations along with continuing education. Greater attention was given to women, Scheduled Castes, Scheduled
Tribes and other weaker sections. The strategy-developed to implement of the programmes was converting the programme into a Mass Movement.

The main event of the Seventh Five Year Plan was the founding of National Literacy Mission (NLM) in 1988. It is a Societal Mission which implies that there is a Political-will at all levels for the achievement of Mission goals, that a national consensus can be developed for mobilisation of social forces, and mechanisms can be created for active participation of the people through energisation of their latent potential with the ultimate objective of promoting qualitative change in their living and working conditions.

The main objective of National Literacy Mission is to impart functional literacy to 8 Crores of illiterate persons in 15-35 age group. Accordingly, 3 crore illiterates were expected to be covered by 1990 and 5 crores by 1995. Effective utilisation of traditional and folk theatre forms in literacy work were evolved for the purpose of motivation of the learners. The post-literacy programme was institutionalised in the form of 32,000 Jana Shiksha Nilayams (JSN). Improved method was introduced reducing the duration of learning from 500 to 200 hours; technology demonstration programmes were started in 42 selected districts; Shramnik Vidyapeeths (SVs) scheme was reviewed and recommended for further expansion. The number of State Resource Centres increased from 19 to 20. A National Institute of Adult Education (NIAE) was set up in January 1991 to augment the Technical and Academic resource support to Adult Education and to undertake quality research and evaluation studies.

Area Specific and time bound mass campaigns for Total Literacy was first launched in Kottayam town and Ernakulam districts in Kerala in 1989. The students
and voluntary agencies took active participation in these campaigns. By March 1992, Twenty Five districts had achieved total literacy (in the sense of 85 per cent literacy). The Total Literacy Campaigns have also been initiated in 80 districts of 13 states covering over 3 crores illiterates with the help of 30 Lakh volunteers. It is estimated that 345 districts would be covered by the Total Literacy Campaigns by the end of Eighth Plan.

The achievement in Seventh Five Year Plan was 2.65 crores. The actual expenditure for Adult Education by the Central and the State Sector during this Plan period was 469.57 crores.

The dire necessity of linking education with developmental programmes for achieving national goals was felt during this time.

2.5.0 THE CONCEPT OF RURAL DEVELOPMENT

The theme of rural development has been evolving new contents and fresh concerns. Since the Fourth Five-year Plan, development in general has begun to be viewed in terms of contribution it has made to the eradication of poverty, inequality and exploitation. These concerns are manifested in the rural development programmes specially for the weaker sections of the rural community. The Small Farmer's Development Agency (SFDA), Marginal Farmers and and Agricultural Labourers Agency (MFAL), National Rural Employment Programme (NREP), Integrated Rural Development Programme (IRDP), Draught Prone Areas Programme (DPAP) and Minimum Needs Programme have become too well known and are included in India's new Twenty-point Programme. Thus Rural Development
has remained as a priority item through successive Five Year Plans. It is a concept whose contents have been of great variation.

The concept of rural development was born in the context of agriculture, and it remained, for a long time, coterminus with agricultural development in India. The Royal Commission on Agriculture 1928, for instance, provides this kind of interpretation to 'rural development'. It reported:

"We cannot too strongly state our conviction that the directorship of agriculture is one of the key posts in rural development and that agricultural advance must in a very great degree depend upon the suitability of the officer appointed".

Fifty years later in 1972, the Planning Commission’s Task Force on integrated Rural Development took more or less a similar view of rural development.

After careful consideration, we have belatedly decided to take what might be considered a rather restricted view of the expression 'rural development'. We have chosen to equate it with agricultural development in the widest sense so as to embrace, besides animal husbandry, all the allied activities.

The World Bank defines rural development as a strategy designed to improve the economic and social life of a specific group of people - the rural poor. It involves extending the benefits of development to the poorest among those who seek a livelihood in the rural areas. The group includes small-scale farmers, tenants and the landless.
The World Bank Paper argues that the provision of improved food supplies and nutrition, together with basic services such as health and education not only contribute to the physical well-being of the rural people but also raise their productivity and ability to contribute to the national economy.

According to the World Bank, the objectives of rural development are aimed to raise agricultural output, create new employment, improve health and education, expand communication, provide housing etc. Thus the World Bank defines rural development in terms of an improvement of the economic and social life of the rural poor.

Rural poor are defined as those with per capita income of $50 or less, plus others with per capita income that are less than one-third of the national average.

Although there has been a considerable decline in the incidence of rural poverty, over time, in terms of absolute number of poor, the decline has been much less. The fact remains that after 40 years of planned development more than 200 million are still poor in India. In 1987-88, the rural poverty line in terms of per capita monthly expenditure was Rs.131.80.

Thus the strategy to bring improvement in the economic and social life of specially the rural poor is the main thrust of rural development. "Alleviation of rural poverty has been one of the primary objectives of planned development in India".

The problem of rural poverty was brought into sharp focus during the Sixth Plan. The Seventh Plan too emphasised growth with social justice. The Eigth Plan also continues to over emphasise elimination of poverty.
Shriram Maheshwari, (1985) forming the definition of rural development, comments that man is only one of the inhabitants of earth; animals, birds, reptiles, plants and trees have an equal right to exist, and this posture of humility on the part of the man must be continually emphasised in rural development.

According to Maheshwari, (1985) rural development is an interminable process. Even the partial success of a set of programmes takes rural society forward, changing its contours in the process; and this itself begets its own peculiar problems, to resolve which new measures are devised and put into operation. Rural development is thus continuous in its conception; with only a change in content or a shift in emphasis of its various ingredients, showing variation over a period of time. This is well illustrated by the rural development programmes, implemented from 1952 onwards.

2.6.0 HISTORY OF RURAL DEVELOPMENT IN INDIA BEFORE INDEPENDENCE

The recurrent famines in India forced the British Indian Government to involve in the rural developmental functions. But in the beginning they did not have any legal sanctions behind them. The dominant philosophy of the state was laissez-faire, and the best government was described as one which ruled the least.

In the first few decades after 1858, some district officers seized during the famine times, the food grain stocks and thus controlled the market to ensure their distribution among the needy. This was done without any legal sanction and the action was purely taken to control profiteering and alleviate rural suffering. Rural
development, thus, began as a humanitarian act; and the practice was not backed by any executive or legal sanction in the beginning. Legality and legitimacy was provided later.

Misra, (1983) observes Rural Development 'as a function of government initially began as a search for an alternative to Laissez-Faire'.

The Famine Commission of 1880 recommended for the first time, a policy of positive intervention in the occurrence of scarcity or famine. It made recommendations for land reform and administration, agricultural improvement, construction of railways and the communication system, expansion of canal system and expansion of productive works.

The Famine Commission observed, "Agricultural prosperity in ordinary times was the best shield against the difficulties and trials of a season of drought".

In 1880, The Famine Commission proposed the setting up new department of agriculture in the Government of India as well as provincial departments of agriculture for agricultural development. The experimental farms were opened at Saidapet in 1871, Poona in 1880, Kanpur in 1881 and Nagpur in 1883.

Later, the efforts of Lord Curzon, India's Viceroy during 1901-1905 resulted in providing for a Central Research Institute at Pusor (Bihar), well staffed provincial departments of agriculture with agricultural colleges and prorvincial institutes and an experimental farm in each important agricultural tract. The Indian Agricultural Service was constituted in 1906 by him.
In 1871, a composite department of revenue, agriculture and commerce was set up by the Government of India and cotton cultivation was improved. Thus the British interest in rural development was a by-product of colonial economy plus welfarism.

**National Movement and Rural Development**

In 1919, Rural Development received popular mass support, for the first time with the entry of Mahatma Gandhi into public life. In 1920, Gandhiji started the "Non-cooperation" movement to mobilize the villagers and rural politics.

The non-cooperation resolution moved by Mahatma Gandhi and passed by the Congress in September 1920 in Calcutta session articulated the approach to rural development. It recommended hand spinning in every house and hand-weaving on the part of the millions of weavers who have abandoned their ancient and honourable calling for want of encouragement.

The adoption of Khadi as a freedom item by the Congress was the first genuine organised concern for the rural poor. The adoption of the spinning wheel economy by Mahatma Gandhi was the first popular exercise in rural development in India.

Mahatma Gandhi also desired comprehensive programme of rural development which included the use of Khadi, promotion of village industries, eradication of untouchability, provision of basic and adult education, prohibition, Women's uplift and propagation of national language. These ideas into action were
translated at Sevagram, Wardha. Mahatma Gandhi raised a nation-wide army of voluntary workers engaged in rural reconstruction programmes all over the country.

Rabindranath Tagore set up the Sri Niketan Institute of Rural Reconstruction in 1921 with the aim of making the rural population 'self-reliant and self-respectful' (Sri Niketan Bulletin No.11, 1946).

In the same year Mahatma's experiment was started in Madras under the leadership of the Young Men's Christian Association, to bring about a complete development towards a more abundant life for rural people, spiritually, mentally, physically, socially and economically. These were entirely voluntary efforts.

F.L. Brayne, the district collector of Gurgaon (then in Punjab, now in Haryana) started in 1927 a programme of rural reconstruction based on the old-fashioned virtues of hard work, thrift, self-respect, self-control, self-help, mutual help and mutual respect.

Similarly in 1932, the princely state of Baroda launched a broad based programme of rural amelioration to promote the will to live better and a capacity of self-help and self-reliance.

Government of India Act of 1919

Rural Development indeed received a powerful fillip in 1921 when 'Dyarchy' was introduced in the provinces under the Government of India Act 1919. Provincial subjects were classified into 'reserved' and 'transferred' subjects. The 'reserved' list included law and order, land revenue and tenant rights while 'transferred' list
included subjects like agriculture, public education, public health, co-operatives, local self-government and animal husbandry.

According to the Montague-Chelmsford Report, the guiding principles should be to include in the transferred list. These departments which afford most opportunity for local knowledge and social service, those in which Indians here shown themselves to be keenly interested, those in which mistakes which may occur though serious would not be irremediable, and those which stand most in need of development.

The transferred list was put under the charge elected ministers. It was under such a political dispensation, the development administration, particularly rural development, received considerable encouragement from the government.

The government of India Act 1919 opened the door for the provincialization of the All-India Services such as Indian Education Service, the Indian Agriculture Service, the Indian Medical Service etc.

Government of India Act of 1935

The Government of India Act of 1935 confirmed autonomy on the provinces in the sphere of rural development activities. The Congress party fought elections under this act of 1935, ushering wide-ranging agrarian reforms. It particularly sought substantial reduction in revenue and relief from the burden of rural debt.
The rural developmental efforts inevitably received a set back during the Second World War time. But the food situation compelled immediate attention and called for new approach to rural development.

The 'Grow More Food' Campaign acquired seriousness and urgency in the context of the calamitous Bangal Famine of 1943. Rural development received attention as a result of various forces operating during the Second World War.

After the end of this war in 1945, the Congress party expressed its broad based concern for rural development in its election manifesto of 1945.

Though poverty is wide spread in India the Congress observed, it is essentially a rural problem caused chiefly by over pressure on land and lack of other wealth-producing occupation.

It is argued that India under the British rule, had been progressively ruralised, many avenues of work and employment were closed and a large number of population was thrown in the land, which had undergone continuous fragmentation till a very large number of holdings became uneconomic.

Congress party stood for improving agriculture on scientific lines, promoting cottage industries as a whole-time and part-time occupation, undertaking planning for maximum employment, and solving the problems of landless labourers. Besides it emphasised the reform of land system. It stood for some system of co-operative farming system suited to Indian conditions, and solve the problems of rural indebtedness by providing cheap credit through co-operatives. It accorded top priority to the abolition of zamindari and took up other improvement measures.
Yet rural development was not given much significance in the priorities of colonnial structure.

2.7.0 RURAL DEVELOPMENT IN INDIA AFTER INDEPENDENCE

Rural development acquired a high level of priority in post-independent India. A concrete and comprehensive rural development was launched after October 1952. The drafting of Constitution of India and the preparation of First Five Year Plan were done to institutionalise the political aspiration of the people and to simultaneously ensure their socio-economic development. The Directive Principles of State Policy enumerated in the constitution under references, Article 40 and Article 48 have a direct bearing on rural development in India. Thus various Five Year Plans have been articulating the goals, strategy and logistics of rural development in India after independence. India launched a large number of programmes for rural development since the starting of Planning. Only few major programmes of the Five Year Plans are described here, to understand how far they have been successful and effective to bring the desire results.

2.8.0 RURAL DEVELOPMENT DURING THE FIVE YEAR PLANS

First Five - Year Plan (1951 - 56)

The community Development Programme was launched on October 2, 1952 with fifty five community Projects throughout the country. The United States provided aid to India under its technical co-operation plan for this programme. The programme was inaugurated by India's first President Dr. Rajendra Prasad who acclaimed it as "the small seed which will grow into a huge and mighty tree" (The
Hindustan Times 3rd October 1952). The Programme covered 300 Villages and
300,000 people. The Community Development Programme was multipurpose in
nature with emphasis on agricultural production. A year later in 1953 the
Government launched with an identical aim, National Extension Service Blocks. The
rural development now consisted of both Community Development Blocks and
National Extension Service blocks. The Community Development Programme was to
serve the method for extensive phase of rural development whereas the National
Extension Service was multi-functional extension agency. The Community
Development Programme spread so rapidly that by the end of First Five Year Plan,
there were 1,114 Blocks covering 163,000 villages with a population of 1.10 cores. By
the sixties the programme covered the entire country.

The Community Development Programme was comprehensive in content and
aimed at the development of man as a whole. The Community Development
programme sought for economic betterment through the improvement of agriculture
and expansion of cottage industries; educational compaign among people of all ages;
provision of speedy means of transport and communication; measure for better
health, sanitation and medical aid; constructing reasonably comfortable dwellings etc.
The raison d'être of the programme was to better the economic life of the people,
whose fundamental problem was poverty. Agriculture was accorded supreme position
in the community development programme. Thus the economic progress was the
central theme of the programme.

The Community Development Programme was characterised by its organic
character. It was proclaimed as a People's movement and was based on principles of
sustained self-help and people's participation.
The Community Development Programme had a smaller territorial unit, 'block' as the focus of its operation. The village-level worker is part of the extension staff in the block having multipurpose functioning. The village level worker is given charge of five villages with a population of 3,500 to 4,000. The jurisdiction later extended to cover five to ten villages and population of 5,000 to 6,000.

The Community Development Programme has been subjected to severe criticism for its failure to register considerable increase in agricultural production. The inadequate understanding of the intricacies and complexities of rural development on the part of planners and implementors, the over ambitious targets fixed have not been able to fulfill the aspirations of the people. The evaluation report on working of Community Projects and National Extension Service (NES) blocks, April 1957 points out that it is difficult to sustain an impulse for higher productivity without literacy and thus education becomes an infrastructural necessity for agricultural growth itself.

The Community Development Programme has also been criticised for not addressing itself only to the weaker sections and for not being flexible and rigid in detail. It was considered rather an imposed programme without suiting the special needs of the local community.

By all means the Community Development Programme was recognised as the first comprehensive package seeking to bring about socio-economic change in villages. The single greatest weakness discovered in the programme as pointed out in the evaluation reports of the programme Evaluation Committee was its failure to arouse and sustain the people's passionate interest in it.
Second Five Year Plan (1956-61)

The Plan policies on rural development stressed co-operative farming and poverty alleviation, Khadi and Village Industries Programme; Village Housing Projects Scheme; Multi-purpose Tribal Development Block Programme; Package Programme and Intensive Agricultural District Programmes (IADP). For the effective implementation of rural development programme, Balvantray Mehta Committee recommended the formation of three tier administrative system of rural local Governments called, Panchayati Raj (rule by local Councils). The three tiers are the Gram Panchayat (Village level), Panchayat Samiti (intermediate level or block level) and Zilla Parishad (district level). The principal thrust was on decentralisation of democratic institutions to encourage decision-making by local people and their participation and control in the rural development activities. Intensive Agricultural District Programme's main thrust was to achieve rapid growth in food production by financial, technical extension and administrative resources. The I.A.D.P made a land mark in the development of agriculture in rural sector during the Second Five Year Plan.

Third Five Year Plan (1961-66)

Rural development programmes such as Applied Nutrition programme, Hill area Development Programme, High Yielding Variety Programme and Intensive Area Development Scheme have been under taken for rural development under Third Five Year Plan. The Third Five Year Plan is the breviary of the Intensive Agricultural District Programme and Extensive Agricultural Area Programme. The women education was given high priority in the Third Plan.
Forth Five Year Plan (1969-74)

The Planning Commission of India introduced four interim Annual Plans during 1966 to 1969 before the Fourth Five Year Plan was actually implemented. The Annual Plans included Farmers' Training and Education Programme, Well Construction Programme, Tribal Development Block, Rural Man Power Programme and Composite Programme for Women and Pre-school Children.

The Fourth Five Year Plan was actually implemented from 1969 to 1974. The imbalances of its predecessors corrected and the plans and programmes directly addressed to the groups and regions which had hitherto been neglected. The women education was given top priority.

The Small Farmers' Development Agency (SFDA) and the Marginal Farmers and Agricultural Labourers Agency (MFAL) were set up to administer the rural development programme from district level. The plan listed the major handicaps of the small farmers, whose land holdings are under two hectares and who are suffering from insecurity of tenure, inadequate and untimely supply of inputs and water, lack of proper facilities for marketing and storage. The Plan approach is to enable such farmers with suitable means to participate in the available technology. The measures extended to them included minor irrigation, agricultural credit and animal husbandry.

The sub-marginal farmers and agricultural labourers were also brought under the ambit of small farmers Scheme. Forty five SFDA and forty FMAL projects, spread over ninety seven districts started during the Fourth Five Year Plan. These
agencies also exploited the possibilities of augmenting the income of small farmers through dairying, poultry farming and agro-based industries. These agencies remained in operation till the end of the Fifth Five Year Plan and in 1980 the SFDA was merged with Integrated Rural Development Programme.

To correct the imbalances created by the Extensive Agricultural District Programme, the Drought Prone Areas Programme (DPAP) was launched during the Fourth Five Year Plan. Drought Prone Area Constitute about nineteen percent of the total area in the country and affects about twelve percent of the population.

The Crack Scheme for Rural Employment, the Rural Works Programme, Tribal Area Development Programme, Pilot Intensive Rural Employments Projects, Employment Guarantee Scheme and minimum Needs Programme were taken up during the Fourth Five Year Plan. Despite their shortfalls and failures in the proper identification of deserving beneficiaries and effective implementation, it must be acknowledged that the programmes envisaged by the Planning Commission brought one way or the other hope to the suffering lot in the rural sector.

Fifth Five Year Plan (1974-79)

The Planning Commission continues to lay its emphasis on alleviation of poverty through all its plan programmes. During the Fifth Five Year Plan, the Hill Area Development Programme, Special Livestock - Production Programme, Food for Work Programme, Desert Development Programme, Integrated Rural Development Programme, Training Youth for Self Employment were implemented. Twenty Point Programme of Late Mrs.Indira Gandhi was very popular during this time. The
Integrated Rural Development Programme introduced in 1979-80 has superficial resemblance with the Community Development Programme of the fifties. But the Integrated Rural Development Programme aimed at ameliorating the Weaker sections in rural society who are below Poverty line. Much has been discussed about IRDP in the subsequent plans. The Fifth Plan supported the economic development, employment and training for women as the principal focus for their socio-economic development.

Sixth Five Year Plan (1980-85)

During the Sixth Five Year Plan emphasis was laid on strengthening socio-economic structure in rural areas, alleviation of rural Poverty and reducing regional disparities. Integrated Rural Development Programme, National Rural Employment Programme, Development of Women and Children in Rural areas, Rural Landless Employment Guarantee Programme are the major rural development Programmes implemented during 1980-85. The Problem of rural poverty was brought into a sharper focus during the sixth Plan.

A separate department for Women’s Welfare was established at the Centre in 1985 under the Sixth Plan to work towards women development.

Seventh Five Year Plan (1986-90)

The successive Five Year Plans have consistently emphasised the need for poverty alleviation in rural areas. Specific poverty alleviation programmes for generation of income level were formulated and implemented. They are based on increasing the productive employment opportunities in the process of growth itself.
The Seventh Five Year Plan also emphasised growth with social justice. The rural development Programmes included:

1. Integrated Rural Development Programme (IRDP)
2. Training Rural Youth for Self Employment (TRYSEM)
3. Development of Women and Children in Rural Areas (DWCRA)
4. National Rural Employment Programme (NREP)
5. Rural Landless Employment Guarantee Programme (RLEGP)
6. Jawahar Rojgar Yojana (JRY)
7. Drought Prone Area Programme (DPAP)
8. Land Reforms (LR)
9. Voluntary Action (VA)
10. The Council for Advancement of People’s Action and Rural Technology (CAPART)
11. Women Development (WD)

Jawahar Rojgar Yojana and the Council for Advancement of People Action and Rural technology have been added for speedy development and voluntary action.

1. Integrated Rural Development Programme (IRDP)

Under the IRDP, those living below the defined poverty line in rural areas are identified and given assistance for acquisition of productive assets or appropriate skills for self-employment, which in turn should generate enough income to enable beneficiaries to rise above the poverty line.
This scheme was launched in the Sixth Plan. The poverty line was based at Rs. 6,400. But those eligible for assistance under IRDP had to have an average annual income of Rs. 4,800 or less. The target during the Seventh Plan was to assist 20 million families under this programme.

There are a variety of viable schemes for income generation under IRDP. Assistance is given to individual beneficiaries for acquisition of an asset. While one third is in the form of subsidy, two thirds in the form of bank loans.

The findings of the evaluation suggest that the IRDP was quite successful in terms of providing incremental income to poor families. However, the number of families able to rise above the poverty line was relatively small. The total investment for IRDP during the Seventh Plan was Rs. 8,688 crores including the institutional credit.

2. Training Rural Youth for Self Employment (TRYSEM)

Training Rural Youth for Self Employment (TRYSEM) was introduced in 1979 to provide technical skills and to upgrade the traditional skills of rural youth belonging to families below the poverty line. Its aim was to enable the rural youth to take up self-employment ventures in different spheres across sectors by giving them assistance under IRDP. Later, in 1987 the scope of the programme was enlarged so as to include wage employment for the trained beneficiaries. About 10 lakh youth were trained under TRYSEM during the Seventh Plan, of which 47 percent took up self employment and 12 percent wage employment.
3. **Development of Women and Children in Rural Areas (DWCRA)**

This is an exclusive scheme under IRDP launched for women in 1982-83, as a pilot project. It was in operation in 161 districts at the end of Seventh Plan. This is to increase rural women’s access to employment, skill, training, credit and other support services. Under DWRCRA, a group of women are granted an assistance to take up viable economic activities with Rs.15,000 as a one-time grant to be used as a revolving fund. In Seventh Plan about 28,000 groups could be formed against the target of 35,000 with a membership of 4.6 lakh women. Formation of women’s thrift and credit societies have given boost to their success.

4. **National Rural Employment Programmes (NREP)**

The main objective of this programme is to generate additional employment on productive work. The employment generation under NREP during Seventh Five Year Plan was 1477.53 million mandays. Several types of assets were created, with 24.6 percent expenditure on rural roads and 19.1 percent on social forestry. Construction was a main activity with 11.9 percent on schools, 12.1 present on houses and 6.4 percent on *Panchayat ghars*; 6.5 percent was directed to minor irrigation and 3.3 percent to wells for drinking water.

5. **Rural Landless Employment Guarantee Programme (RLEGp)**

This programme was meant for generation of additional employment. However RLEGp was limited only to the landless labourers with guaranteed employment for 100 days. During the Seventh Plan Rs.2,412 crores were spent on social forestry, housing for Scheduled Castes and Scheduled Tribes (SC/ST) under
Indira Awaas Yojana freeing bonded labourers, rural roads, other constructions, minor irrigation, social conservation etc. A total of Rs. 115 crores mandays were generated.

6. Jawahar Rojgar Yojana (JRY)

It is a rural wage employment programme started in 1989 with the merger of NREP and RLEGP. The primary objective of the programme is creation of supplementary employment on productive work which would be either sustained benefit to the poor or contribute to the creation of rural infrastructure. This programme is implemented in all villages in the country.

Housing under Indira Awaas Yojana, Million Wells Scheme (MWS) with an objective to provide open wells to poor SC/ST farmers who are small and marginal, freeing bonded labourers, minor irrigational tanks, water harvesting structures, land development and ceiling surplus lands are the schemes undertaken by Jawahar Rojgar Yojana.

7. Drought Prone Area Programme (DPAP)

The objective of this programme is to promote more productive dry land agriculture by better soil and moisture conservation, more scientific use of water resources, afforestation, live stock development etc. As many as 615 blocks of 91 districts in 13 states are covered by DPAP, during the Seventh Plan.
8. Land Reforms (LR)

Land is still the single most important asset in rural India. Even a small farm can be viable both in terms of employment and income of a family. The Seventh Plan enunciated land reforms to be intrinsic part of the anti-poverty strategy. Land Reforms, if implemented in truth and spirit achieve a great break through in rural development. The tenants of land reforms are

- abolition of intermediaries
- security of tenure for tenant-cultivators
- redistribution of land by imposition of a ceiling on agricultural holdings
- consolidation of holdings and
- updating of land records.

The abolition of Zamindary system which covered 40 percent of the land area benefitting 20 million cultivators.

There are tenancy laws in all the states except a few. They provide for conferment of ownership on the tenants on payment of reasonable compensation, security of tenure and fixation of fair rent. Widows, members of armed forces, minors etc., are treated specially under these laws.

Under the land ceiling act 72.2 lakh acres of land declared surplus, 46.5 lakh acres had been distributed by the end of Seventh Plan and 25.7 lakh acres are still to be distributed. Consolidation of holdings has made progress in some states. Fifteen states have passed laws for consolidation of holdings.
9. Voluntary Action (VA)

It is widely acknowledged that voluntary agencies play a vital role in the process of social and economic transformation. They provide a basis for innovation with new approaches towards integrated development, ensure feedback regarding impact of various programmes, secure involvement of local committees particularly from below poverty line.

By virtue of their work in various areas, they gained fairly efficient delivery mechanism for development programmes. Voluntary action denotes doing something with dedication and without looking for personal gain. Hence, there is an immense scope for voluntary action in rural development.

The Seventh Plan placed a great deal of emphasis on people's participation and voluntary action in rural development. Voluntary agencies operate over a wide range of activities, including government's poverty programmes, training of rural youth, promotion of safe drinking water, rural housing, promotion of science and technology, wasteland development, health care and family welfare, education, welfare of women and children and programmes of Scheduled Castes and Scheduled Tribes.

10. The Council for Advancement of People's Action and Rural Technology (CAPART)

CAPART was constituted in 1986. It is an agency for providing and assisting Voluntary Action in the area of rural development. Its funds comprises mainly grants from the Government of India.
The programmes of the Ministry of Rural Development, which include IRDP, JRY, DWCRA, TRYSEM, Organisation of beneficiaries, Accelerated Rural water supply, Central rural sanitation programme etc. are implemented by Voluntary agencies through the assistance of CAPART. Besides, CAPART has also initiated promotion of variety of schemes for transfer of technology, people's participation, development of markets for products of rural enterprises and other developmental activities and delivery system in the non-government sector. There is an immense future for rural development through voluntary action; but it can accelerate only if the environment is congenial to its growth.

11. Women Development (WD)

Since Independence it has been a national concern to bring women into the mainstream of development. Article 15 of the constitution prohibits any discrimination on grounds of religion, race, caste, sex etc. Resource is an investment towards improving the quality of human life. Therefore the economic gains of development must be ensured to reach the disadvantaged and weaker sections of the society such as women, children, disabled, the elderly and destitutes.

The Central Social Welfare Board was established in 1953 to promote women welfare, child welfare and welfare of the handicapped.

The Seventh Plan continued to work towards improving women's status and identified a number of beneficiary-oriented programmes under various fields of development. Under the community development programme, Mahila Mandals were promoted and supported.
During the Seventh Plan 34.33 lakhs of women were assisted under Integrated Rural Development Programme. Another 4.5 lakh women were trained under TRYSEM for self-employment. Women were involved in dairy development on co-operative lines. In 1989, out of 68.85 lakh members of dairy Co-operative Societies, 14 percent were women. Milk and dairy women's co-operatives were found in Gujarat and Andhra Pradesh. A large number of women are also entering business and industry on their own.

Eighth Five-year Plan (1992-97)

The consistant plan programmes are surging ahead through subsequent five year plans for resolving the problem of poverty, literacy and health care in rural India. Adult education in linked with the plan programmes for an accelerated and sustained growth and prosperity of the nation.

The Eighth Plan outlay for rural development is as follows:

Centre Rs.24,320 crores
States Rs.11,677 crores
Total Rs.35,997 crores

This includes the outlays for IRDP, JRY, DPAP, DDP, Land Reforms, Community Development and Panchayats, Rural Energy and other miscellaneous rural development programmes including some new schemes. This allocation speaks for itself as to how the developmental activities in rural areas are accelerated towards sustained development, (Report of Eighth Five Year Plan (1992-97)).
2.9.0 RELATIONSHIP BETWEEN ADULT EDUCATION AND RURAL DEVELOPMENT

It stands to reason that if literacy is directly related to a nation's economic and social development, then imparting literacy can be regarded as a social investment. Perhaps, the concept of productivity should be expanded to include the educational enterprise. From the point of view of individual, education is one of the important means of personal enrichment and social and economic advancement. From the nation's angle, education produces informed and educated citizens, who contribute to the effective working of basic institutions for the economic and social development of the country.

Education inculcates appropriate attitudes, skills and personality traits among the people. It supplies requisite qualified members needed for production. Thus education plays a crucial role in economic development and modernization. But it needs to be transformed into a powerful instrument of social change and closely linked to national development. It must also be primarily oriented to the masses of Indian people who still live below the poverty line, create a new self awareness among them, and by releasing their productive capacities, enable them to participate effectively in nation building. Nalk, (1975). Above all, it has to be planned as to relate it to the life, needs and aspirations of the nation Jain, (1977). Without education there can be no worthwhile social and economic development. Rao, (1973). Social progress, economic development, emotional integration and political stability depend heavily upon literacy and education. Education in a dynamic society, is an investment and not a mere social service. As a sharp tool, it brings about economic, social and political development Kempfer, (1973). The focus and centre of all education is only
on human beings as children, youth, workers, farmers, wage earners, heads of families, businessmen, scientists, administrators, teachers, politicians, etc., with concern for the individual abilities rather than increasing production, with blazing new trails for civilization rather than treading wearily the old beaten paths, with knowing oneself instead of cheating others, with satisfying one's continuing, consuming curiosity rather than over-specializing one narrow and monotonous task Adiseshiah, (1969). The human factor which is the most important instrument both for the promotion of economic and social development and which simultaneously is the main beneficiary of economic and social development, requires that there is education in a mass scale Rao, (1973).

For three centuries economists have emphasised the importance of "Human Investments". William Petty, (1962) attempted to measure the value of human capital and showed that returns to investment in human capital are very high. In line with this view, economists have stressed the need to devote more public funds to education.

Development is a process of change from the existing level to the planned new level. It implies that the level aimed at, is better (physical, economic, social and so on) than what it was. It is a continuous process which is positive and purposive. In view of this, it is necessary to limit the goals of development periodically in terms of what to achieve, or, in what direction a particular action must be taken. For example, one may think if objectives of development in terms of improving the standards of living of people by certain points measured in economic an social units such as increasing the production, improving the productivity of the workers, fulfilling the targets fixed, improving the educational, health and nutritional standards. In short,
the goal of development is the achievement of a task prescribed which may vary from
time to time.

The other objectives of development that could be delineated are maintenance of
group harmony and involving the people in the achievement of tasks in order to
foster self-reliance. It is assumed that achievement of the task alone by external
intervention will not bring about development of the community, as people do not
get the feeling that they are participants in the endeavor. Therefore, it is necessary
to involve people or their representatives effectively in the process of development
or in the achievement of the task. While achieving the tasks with the involvement of
the people, it is also necessary to see that these achievements did not bring about
disparity among people in terms of possessions and profits resulting in disquiet in the
rural areas. Therefore, while achieving the first two objectives, care should be taken
to ensure the effective participation of all sections of the community in order to
maintain social equilibrium and the required morale.

Education is an integral part of economic development, an invaluable
investment, since it contributes to the wealth of a country François, (1968). Adam
Smith, (1937) considered education as fundamental to social peace, self-improvement
an economic progress. Malthus, (1951) and Richardson, (1960) saw in education a
way of inculcating providential habits which would lead to family limitations. John
Stuart Mill, (1965) points out that education creates habits of prudence and self
improvement. Education in the view of these economists, develops not only aptitudes
but also attitudes conducive to economic progress. Richardson, (1960) emphasised
the accumulation of physical capital. Mc Culloch, (1966) included "the dexterity, skills
and intelligence" and the definition of national capital, Streeton, (1971). Alfred
Marshall, (1910) said that "the most valuable form of capital is that invested in human beings. Lewis, (1955) points out the dilemma of low income country which must provide education, that both contribute to its development and meets consumer demands for increasing amounts to it. Individuals demanded education, workers forces required it and whole populations were said to have a right to do it. Individuals sought education for its own sake, as an intrinsic good as well as to enhance their means of earning a livelihood. Education is not a current consumption good but rather an investment in a durable consumption asset. During the recipient's lifetime, education serves as a key to further learning and satisfaction and promotes sound habits in the consumption of other goods. It was discovered that "expenditure on education is to be thought of as an investment in mankind. The returns on education both individually and socially, are at least as high as those on physical capital" Vaizey and Debeouvais, (1961). Education is also seen as a fundamental human right because the development of human intellect enables people to live fuller lives. "An instructed and intelligent people are always more decent, orderly, more disposed to examine, and more capable of seeing through, the interested complaints of factions and sedition an they are upon this account, less apt to be misled into any wanton or unnecessary opposition to the measures of the management", Adiseshiah, (1969).

2.10.0 ADULT EDUCATION COMPONENT IN RURAL DEVELOPMENT

"A rightly trained and educated individual sacrifices himself for the family, the latter for the village, the village for the district, the district for the province, the province for the nation and the nation for all Nayar, (1952). India is the second most populous country in the world and accounts for approximately one-seventh of the world's population. The problems faced by India include social and regional
integration and economic and national development. Within this context, the challenge of educational planning at all levels become exceedingly complex. Dave, (1974). The proportionate number of illiterates living in rural areas is much higher than in urban areas. The rate of illiteracy is increasing as the number of illiterate children in the compulsory age group increases. The development of a nation is largely conditioned by the level of education of its people. The more educated the number of a nation are, the greater is its development potential and the greater is its possibility of success in tackling problems and achieving progress in all spheres of life. Therefore, most nations have had occasions to embark on mass literacy campaigns at different times of their history. The assumption was that literacy is indispensable to the process of the full development of man. Besides this, the problem of peace, freedom and democracy are inseparably linked with the problem of education to the extent that a nation possesses an enlightened, intelligent and dynamic citizenry with its real freedom to be attained, democracy secured and the foundation for lasting peace laid.

The stability and the strength of a democratic society depends upon the quality of its citizens. If democracy is to be a service and if peace is to be permanently established, the foundations for its defence must be built in the minds of men. In developing countries of the world, where wide spread poverty, ignorance and illiteracy prevail, the education of adults becomes as imperative as the education of children. Another justification for adult education lies on the rapidly changing tempo of modern living. The present world is a world of rapid changes brought about by advances in science and technology which have created a gap between physical power and their effective social control.
It is the task of Adult Education to bridge this gap between technological advance and social control. Adult Education must provide lifelong continuous learning to enable the adult to make new adjustments to the changing environment and to gain control over it. The UNESCO (1980) declares;

"No country can use the benefits of Science and Technology for its development, if its population includes a high percentage of illiterates. To struggle against illiteracy means to struggle for the respect of human rights and to work on behalf of development in the widest sense".

The fact that literacy makes a person know what he/she is and how to use the resources at his/her disposal cannot be denied.

Continued
2.10.1 ADULT EDUCATION AND RURAL DEVELOPMENT

According to Uma Leli, (1975) rural development is defined as improving living standards of the mass of the low-income population residing in rural areas and making the process of their development self-sustaining.

In U.S. a family of four is considered poor if its annual income is below $11,000 (Rs.3,33,000.00). In their context below poverty line means not having enough money to pay the rent, buy enough food and meet other essential expenditure Ravi Batra, (1990).

In India, a family of five is deemed to live under below poverty line if its annual income is Rs.10,890.00 in rural areas and Rs.12,570.00 in urban areas.

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<th>1987 - 88</th>
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<td>Rural</td>
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The above table shows that about 30 percent of India's total population i.e. about 230 million live below poverty line and it further states that poverty abounds both in rural and urban sectors of the economy.
Acute poverty in rural sector is found among the two distinct groups, ‘small farmers’ and ‘landless laboures’ while in the urban sector most of the poor people are either unemployed or under employed.

Population explosion, poverty at the individual family level, high fertility levels among the poor, prevalence of serious inequalities of income are the causes attributed to poverty.

According to 1981 Census, there are 5,79,132 village in India. Though it varies from state to state, the average population of a village in India is 911. India in therefore a land of village and her economy today continued to be mainly rural. The village is also an important unit in the organisation of Indian social life. As such the village community should exercise by far the greatest influence upon the social, economic and political life of the country.

"I can only think in terms of the millions of villages and can only make my happiness dependent upon that of the poorest among them and want to live only if they can live" - was the statement of Mahatma Gandhi who was deeply committed to the upliftment of the impoverished.

Jawaharlal Nehru paid greater attention towards the rural development. He said, "the villages are being deprived of their bright persons who go to the cities, leaving the villages rather weak and without any educated or trained persons to help them. We want to urbanise the villages, not to take away the people from the villages to the towns that are growing up, but to bring
urban standards to the villages and keep the bright person of the villages in village itself”.

The economic deprivation as indicated by poverty and unemployment is closely associated with social and cultural deprivation. Poor continues to exhibit state of low literacy and poor health.

A World Bank of Policy paper on Education (No:12) reveals that in 1975, the enrolment rate of Children aged 6-11 years was the lowest 56% in low income countries and rose systematically with the rise in the income levels of these countries. It is said that India is a country with the largest number of illiterates. Out of the world adult illiterate population of 900 million, 350 million of 39% are in India.

The target for rural development, now in India is to provide food, shelter, clothing, elementary education and primary health care to the rural people and particularly for these poorer half who does not get how often even one square meal per day.

Stephen Waxler said, “Poverty will not be stopped by people who are not poor. If poverty is stopped, it will be stopped by poor people. And poor people can stop poverty only if they work at it together”. One of the strategies suggested for removal of poverty is education of the poor. There is a need to develop the alternative strategy of organising the poor so that they are able to act on behalf of their own interest individually as well as collectively. And measure of
Development programme must help in reducing the perpetual dependency and helplessness on the part of the poor and make them self-reliant. Self-reliance depends upon knowledge and power. Knowledge comes with education of the rights and benefits and power comes only through organisation (Justice P.N. Bhagavathi - strategy for removal of poverty, yojana volume 28/Number 23).

Therefore, education of the poor is pivotal of rural development.

The National Adult Education Programme (NAEP) launched on October 2, 1978 emphasised literacy, functionality and awareness. Literacy was integrated with general education which included knowledge of the basic principles of Constitution, promotion of national integration, health, family planning, importance of conservation of environment, the relevance of science and scientific temper etc. The aim of functionality was to improve vocational skills and more productive use of time.

Functionality should include acquisition of skills to supplement one's income through village industries and activities such as poultry farming and dairying.

The National Literacy (NLM) which was launched on May 5, 1988 defined functional literacy as

achieving self-reliance and numeracy, i.e. Literacy:
- becoming aware of the causes of people's deprivation and moving towards amelioration of their condition through organisation and participation in the process of development i.e., awareness;

It is therefore clear that literacy does not stop with the teaching of three R's, but to enable them to perform social functions better and that way enhance their economic and social status.

Development Literacy assumes that 'development' and 'Literacy' should go hand in hand to sustain the growth of the individual and the community at large. When the inputs are fed into the 'receiving system' in a hierarchical fashion, the individual or community enters a new learning experience beginning with dependent type behaviour and moving to independent and inter-dependent behaviour during the course of learning activities Jayagopal, (1983).

Development literacy can be defined further as a complex organic process having all the social, economic, psychological ingredients interacting with one another leading to change of a particular community, maximising their capacities and opportunities to awaken their potentialities to the fullest.

In operationalising the concept of 'development literacy' certain pre-conditions have to be met. The chosen area for introducing the development literacy programme during the pro-active stage should meet the criteria of the weaker section and economic backwardness. Elias, S.J., (1993). In this case it is the rural India which has the weaker sections and most economic backwardness.
Literacy is an evolving and moving target. In modern understanding literacy is considered not an end in itself, but a means of personal liberation and development.

Education is a powerful instrument for social transformation and rapid development of a country. As such, priority has been accorded to universalisation of elementary education and eradication of illiteracy in our country through adult education programme.

Mahatma Gandhi considered illiteracy as "India's sin and shame" and wished it to be eradicated. Pandit Nehru too had attached great importance to education as an effective tool for development process. Thus, spread of literacy received attention from the beginning of the planning process and campaigns were launched.

The concept of Adult Literacy has traversed a long distance from the days of night schools of Pre-Independence period to the well-organised high voltage time bound campaign programmes of the kind implemented in Kerala. The approach is no more selective. Even in the matter of age the outlook has widened from the 15-35 age group to embrace almost the whole community of illiterates irrespective of their age-range. This massive approach has been found extremely suitable to our country where there is a huge backlog of illiteracy to be cleared, which we accumulated due to our failure to universalise elementary education.
It is known that a significant number of people live below the poverty line. The social scientists identify this problem as one which is due to the inequitable distribution of wealth inherent in the socio-economic system itself. It is an established fact that the formal education system devised by the colonialist in India was insufficient for mass education and it did not have any will to 'broad-base' education to accommodate all. All these policies and programmes, on the one hand and the socio-economic realities on the other, helped in generating a sea of illiterates over the years.

Our conception regarding adult education or literacy should not be confined to learning the three R's, i.e., reading, writing and arithmetic, but it should be meant to help people in imporving their daily socio-economic and cultural life. The attempts in making people has a long history. Rabindranath Tagore, Mahatma Gandhi, Zakir Hussain et al., took serious interest and made endeavour for mass education. According the non-formal education in the forms of night-schools at the block level were started in various parts of the country.

Even the first five year plan took special care in implementing the night school concept. However it could not make much headway.

In order to make up for the lost time in tackling the problem after independence we had to think of new strategies which produce better and quicker results. The National Adult Education mission was introduced on 2nd October, 1978. This was intended to impart functional literacy to 100 million illiterate adults within a period of 5 years, i.e., 1978 - 83. It had sought to achieve this objective
partly through a mass volunteer-based approach and involving teachers and Students of Universities, Colleges and Schools, ex-servicemen, non student youth volunteers etc. However, this mass orientation was not achieved and the NAEP remained primarily a Government funded or government controlled centre-based programme.

The National Literacy Mission (NLM) has been conceptualised and built on an objective assessment of the strength and weaknesses of NAEP. The National Literacy Mission laid down with certain objectives. The mission seeks to impart functional literacy for 80 million illiterate persons in 15-35 age group. Thirty million by 1990 and an additional 50 million by 1995.

According to 1981 census, there is further increase in the number of illiterates. The increase is on account of two factors a) increase in population and b) increase in the number of dropouts. The NLM will be able to achieve a breakthrough in its objectives only if a) there is a check on population explosion and b) there is universal enrolment up to the age of 14.

In qualitative terms, persons attaining functional literate state would:

- achieve self-reliance in literacy and numberacy
- be aware of causes of their deprivation and move towards amelioration of their conditions through organisation.
- acquire skills to improve the economic status and general well-being
imbibe the values of national integration conservation of environment, women's equality, observance of small family norms etc.

The strategy is threefold-increased motivation of the learner, the teacher and of all adult education functionaries; securing people's participation through media and communication; institutionalising post-literacy and continuing education and voluntary training throughout the country. Innovative methods are adopted with regard to selection training and motivation of functionaries.

In conformity with area-specific and time specific approach for complete eradication of illiteracy, plans have been drawn-up and implements. Full literacy have been sanctioned and launched in Kerala, Goa and Pondicherry.

The problems which are usually confronted by the adult educators in dealing with the massive problem of illiteracy in our country can be identified as follows: First, the majority of the illiterates are too poor to be motivated because they are so engrossed in various means of earning their livelihood for their food, clothing and shelter. That is, the basic need fulfilment are their main consideration in order to survive in the society.

Secondly, we are still drifting from our constitutional pledge to provide primary education to everybody. The programme continues to suffer from shortage of funds. Considering the magnitude of the problem of illiteracy, the large uncovered area and need for massive mobilisation much more funds are required.
It is difficult to find the right type of devoted persons to undertake the noble task of imparting literacy with all sincerity. Projects and centres are opened without prior survey and are located in scattered and fragmental manner and are shifted from one area to another without achieving the objective of eradication of illiteracy in a particular area.

Although number of health, family welfare, rural development, women and child development programmes exists at village and district level, no sincere effort has been made to bring about a qualitative integration between the Adult education programme and the programmes of these departments. Efforts should be taken to overcome these programmes in order to bring qualitative improvement in the lives of rural masses.

The attainment of literacy will reflect in all walks of life. It is not only the ability to read and write but it is the ability to understand and change the course of life in a better way. It is very much clear from Kerala experience. In the matter of health what India aims to achieve by 2001 A.D., Kerala has achieved already. Birth rate and death rate in Kerala is the lowest in the country. Life expectancy in the state is comparable to what is available in some developed countries. Infant mortality is already below the target India has fixed for the next century. All this points to the irrefutable fact that for meaningful development, education is an indispensable input.

In countries like ours, non-formal mass education with proper direction and right thrust can create social change needed for taking the country forward to the path of development and modernisation. Having laid the foundation of universal
basic literacy now the aim in Kerala as indeed every where should be to evolve a scientifically formulated adult basic education course with a few core items and components that can be changed according to the developmental needs of the people.

The non-formal mass education system should be institutionalised bringing in nearly 5000 libraries that are in existence in Kerala and beginning more rural libraries making use of financial assistance available as part of National Literacy Mission.

The education should be able to change our attitude toward women, backward classes, tribals and minority communities through proper motivation. Through spread of literacy we can generate amity and good will among various communities. The best way is to have people's participation at all levels to create awareness among the masses about the utility of literacy so that they are not deprived of their rights and economic benefits. At the same time, special attention needs to be given to girl child whose education is neglected due to domestic choises.

India is one the threshold of modernising its economy rapidly be way of introducing advance technology in various industrial and educational sectors. In order to ensure that the benefits of the industrial progress and modern technology is shared by the poorest among the masses the educational planners and administrators should ensure that India enters into 21st century as a literate nation.
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2.11.0 REVIEW OF RELATED STUDIES IN ABROAD

Qualitative, as opposed to quantitative strategies have made their strongest entry with Glassers and Straus, (1967), in the discovery of Grounded Theory, Filsteads (1970) introduction to qualitative methodology provides a useful discussion substantiating the need for the alternatives.

Cortright, Richard Watkins, (1963) conducted a study to investigate "The Educational background of the Voluntary Literacy Teachers, Washington". The main results were as follows:
The mean age of male voluntary teachers was 42.7 ranging from 16 to 61, whereas the mean age of female teachers was 42.9 ranging from 15 to 75.

Two-thirds of the male voluntary teachers were found to be professional and only two-fifths were non-professional. Incase at the female voluntary teachers, 30 percent were qualified as professional.

The majority of the voluntary literacy teachers possessed good academic qualifications.

Women showed more inclination than men voluntary work: Blaug, (1966) found in his studies that literacy contributed to economic development in different ways:

a. raising the productivity of new literates
b. raising the productivity of individual working with literates - the so called spill over benefit of literacy
c. expediting the flow of general knowledge of individuals
d. stimulating the demand for vocational training and technical education
e. acting as a device for selecting the more able and enhancing their occupational ability and
f. strengthening economic incentives

Pearce, (1966) conducted a study for ‘Basic Education Teachers’ in the United States.
Some of the important conclusions of the study were:

a. Attributes that make an adult teacher effective are derived from a single goal—the ability to help learners develop and maintain their confidence. To reach this goal, the adult teacher should have understanding, flexibility, patience, practicability, humour, creativity and preparation.

b. The foremost basic quality of the adult education teacher is that he respects the learner and has genuine sympathy for his problems.

c. The difference between the characteristics of an effective adult teacher and those of a teacher in formal education is not very great. It is essential for the teacher of the adults to create a permissive climate in which each individual receives the attention he needs. If this aspect is neglected, it can lead to the total collapse of the programme.

A literate person develops thinking and basic logic. This study was made by Fuglesang, (1970) on Communication with Illiterates. Philips, (1970), Versylus, (1977) and Rafe-uz-zaman, (1978) have all rendered support for the connection between literacy and economic development in their review studies, conducted within different socio-economic settings and political cultures.

Blang's, (1966) study did point to the spill over effects of literacy and to its role in expecting extension information and in stimulating demand for vocational training and technical education. These generative effects of literacy must be given the attention, they deserve and should enter into the calculation of returns on literacy.
Court, (1971) in his study on motivation of Malagasy Peasants gives a lively account of the position of small illiterate farmers in relation to the headman and other important figures in small villages in Madagascar to explain their desire to learn arithmetic rather than writing. Learning numerical skill had direct application to their occupational activities and tackle related problems.

From his study, Mac Donald, (1974) Swaziland, University of Botswana, found out that sixty percent of the trained instructors were active instructors. They started classes and participated in literacy programmes. Loss due to the non-use of trained instructors decreased from 40 percent to 13 percent. The majority of persons trained to be literacy teachers were school teachers, housewives, students, semi professional and businessmen.

Buch, (1974) identified that, "though a comprehensive study of the impact of Adult Education on Rural Development has not between undertaken so far, the influence of adult education on community education and community development is one of the twelve potential areas of research in the field of adult education".

According to Hall, (1978), Fordham, (1980); the choice of dual methodologies of qualitative and quantitative approaches are considered the most appropriate for realising the stated objectives of their research on the Role of Adult Education and Rural Development.

Harban Singh Bhol, (1983) gave an evaluation report of the Tanzanian Functional Literacy Project in "Literacy Teachers of Adults" in Literacy discussion.
The evaluation of the project resulted in the following suggestions regarding teacher selection and training of literacy workers:

1. Adult literacy teachers should have a minimum of 7th grade education.
2. In recruiting teachers, the recommendation of the Central Committees should be considered but should not serve as the only criterion for selection.
3. The present teachers selection tests are inadequate and thus need to be improved to make them more reliable and valid for predicting teacher performance.
4. Those who are selected for literacy work should have real and meaningful training experiences in conducting literacy classes.
5. There should be a permanent infrastructure to organise the training of adult literacy teachers.
6. Frequent refresher programmes for literacy teachers should be organised to upgrade their academic competence.

Islam, (1983) studied education as an agent of social change. After a study of some villages in Bangladesh and he pointed out a positive correlation between education and modernity; a negative association was found between literacy and superstition. Literates were less superstitious than illiterates; low age literates were superstitious than high age literates; the non-agricultural literates were superstitious than agricultural literates. Also the high income literates were less superstitious than the low income literates. There was a positive association between education and a change in family and marriage affairs. Literates were more change oriented than illiterates.
Woong, (1989) conducted a study in eight villages in South Korea. The objective of the study seeks to investigate the literacy level of the rural women in Korea and to examine their socio-psychological traits. It revealed a number of characteristics to be associated with the level of literacy of the rural women. They were unaware of the existing of public services such as those offered for health, education and co-operative development. Many of the women feared being cheated in weighing and calculating while selling their farm products. They also hesitated to go to the farms and cities for fear of getting into the wrong bus or train.

Balgit Singh, (1991) conducted study to find out the relationship between socio-economic and programme input variables with health status variables. Eleven countries from the whole African region have been selected for the study. These countries have been selected from the category of "very high under-five mortality rate" countries.

He found out from his study that the ranking position shows that for expectancy of life the most important determinant was the male literacy rate, followed by adult literacy rate and female literacy rate. The role of health services has also shown its importance raising the life expectancy. Insignificant relationship has been found between the GNP and life expectancy, which proved the importance of education in lifting up the life expectancy.

2.12.0 REVIEW OF RELATED STUDIES IN INDIA

Nagappa, (1966) conducted an exploration into the reading needs and interests of neo-literates. He concluded that the study method of presentation of new ideas
had a high appeal to neo-literates. The topics which the neo-literates wanted to read, included those about which they had some previous knowledge and which were concerning their occupations, health of the family and community diseases. He further concluded that reading interests can be maintained by opening community literacy centres in various parts and by supplying necessary materials.

Rao, (1966) says that without Adult Education and Adult Literacy it is not possible to have that range and speed of economics and social development which we require, nor is it possible to have the content, or quality or tone to our economical social development that makes it worth while in terms of values and welfare. A programme of Adult Education and Adult Literacy should therefore take a front place in any programme for economic and social development.

Bholay, (1966) who has under taken a study on the impact of extension education on agricultural development in Luni Block of Rajastan is of one view that the craftsmen and farmers take more interest in attending the night schools as compared to the moneylenders and businessmen. The size of land holding also has a great effect on their participation and it has a correlation with the attendance in the night schools. Adults from families having 6 to 10 members are more active in night schools than those who have more than 10 members. Adults having no educated persons in their families show a craving for learning than those who have educated members in their families. Young adults from 14 to 20 years of age are more interested in learning, than the elderly people.

The finding of Bhola’s study proves that it is wiser implicated members in the family, occupation and size of land holding have a definite effect on the participation
of the learners, in literacy classes. Policy makers must take these economic, social and psychological factors into consideration while planning adult education programmes.

Singh, (1967) investigated some of the social implications of spreading mass literacy and education in India. He analysed 174 books for neo-literate adults and 304 films meant for them. He reported that adult education literature like books on history, social problems, agriculture and rural welfare, health and hygiene, general knowledge, biographies of famous poets and writers, folk literature, etc., were used as media of communication. Emphasis was given to values like unity, religious tolerance, socio-cultural synthesis, basic unity of all religions, civic responsibilities, duties of citizens, need of education, etc., in these books. He also revealed that an attempt was made to develop an attitude against superstition, magic and conservatism through this literature.

Khan, (1968) while conducting a study to examine the problems of social education in four districts of Bombay and Karnataka States, suggested ways to wipe out the illiteracy among adults. The experiments revealed that with a programme of one hundred hours of instruction, there was a danger of an adult student lapsing into illiteracy and therefore, he recommended for at least 125 hours of instruction followed by self-education through library. The investigator recommended for at least one hour of literacy classes during work time for mill or factory workers and literature in simple language on topics of adult interest. He further recommended that the teachers need to be trained in the methodology of teaching adults.

Singh and Singh, (1968) found that farmers of higher socio-economic status were receptive to change and they had favourable attitudes towards agricultural
innovation. They concluded that the general socio-economic status of farmers in terms of their level of living and education was strongly and positively related to innovativeness.

Mallikarjunawamy, (1969) in his study pointed out that religious and folk literature had the highest appeal. Topics related to one's occupations also were prepared. Familiar topics had a preference over unknown ones. Stories and fiction were favourites among the neo-literate.

Sinha, (1969) also revealed that the range of needs expressed by the villagers while highly restricted, were largely confined to items of immediate necessities and subsistence.

One of the objectives of the community development was to raise the expectations of the rural masses which was considered necessary under the assumption that increased expectations would lead to putting in increased productive efforts.

Muthayya, (1971a) found that the farmer-cultivators maintained a progressive outlook aspiring for some increase in most of their personal assets, but their aspirations were cautious in respect of items like material possessions, livestock, furniture, house, agricultural implements, landholding, etc., which involved expenditure. Their aspirations were very realistic probably because of caution and/or a defence against failure as they did not want to aspire for something which they thought they might not achieve, judged from their present frame of reference.
Muthayya, (1971b) in his study, conducted in some villages in Lucknow district in 1966, revealed that people were still clamouring for satisfaction of their basic needs like food, clothing and shelter, leave alone a piece of land to call as their own. In this context, the expectations that were raised by the Community Development Programmes could not be fulfilled as the people did not have the basic resources to alleviate their existing conditions, while the fulfillment of the expectations cherished was a far-off dream. Naturally, therefore, the yearning gap between expectations and attainment was led, to some extent, to disquiet in rural areas.

Prasad, (1971) while conducting an evaluation of the literacy scheme in a few villages of Mirzapur district in the state of U.P. studied the socio-economic development of the adult learners attending adult education programme. The main findings of the study were:

i) the literacy percentage increased from four to nine in certain areas.

ii) the knowledge acquired about agricultural, health, credit etc., were not fruitfully utilized by the people.

Singh and Singh, (1971) found that the farmers socio-economic improvement as a result of using chemical fertilizers, improved farm implements and green manuring were positively associated with holding size and education.

Muthayya, (1972) brought forth information suggesting that people, by and large, want to produce more to meet the immediate basic and family needs. A similar study NPC, (1967c) conducted in some of the villages of Uttar Pradesh, Haryana and Rajasthan, reported that ownership of land, irrigation, facilities, crop insurance,
Rajasthan, reported that ownership of land, irrigation, facilities, crop insurance, guaranteed minimum price for the produce, social rewards, and other titles were powerful motivational factors to the farmers.

Reddy and Shree, (1972) found that the instructional staff of Farmer's Training Centres towards high-yielding varieties of paddy were associated with their educational qualification.

Kudesia, (1973) studied the impact of social education in rural development on the social, political, economic, cultural, and hygienic conditions of the learners in Madya Pradesh and on promoting self confidence, self sufficiency, cooperation and tolerance in them. The level of achievement in health and recreational aspects of developments was recorded as the highest when compared to other areas in which there was not much change. People remained conservative in respect of caste system, untouchability, poverty, and social justice. Political awareness remained at a very low level.

A number of isolated studies demonstrated the direct relation between literacy and development. Most notably these were found in the agricultural and educational sectors. The probable benefits of the literacy in the above mentioned areas according to Roy, (1973) is as follows:

There will be an increase of agricultural production and live-stock; maternal and child health will reduce the crude death rate from 17 to 10 per 1000; infant mortality will be reduced from 160 to about 40 per 1000 births; primary education
will become universal with no drop out; industrial labour will become 50 percent more productive and voting and political participation will increase.

Agnihotri, (1974) evaluated the programme of adult education in Wardha district of Maharashtra. The aspects studied were literacy, social attitudes, change in the living patterns, awareness of responsibilities, improvement in economic conditions and physical standards of life, promotion of knowledge, etc. The investigator found no improvement in the standard of living of the village people. Their work efficiency had not increased. They had started realising the importance of modern farming methods. A significant percentage of them understood the necessity of cleanliness.

Dixit, (1975) conducted a study on "Educational Need Patterns of Adults in the Urban, Rural and Tribal Communities of Rajasthan".

i. The major findings of the study were:
   more than half of the respondents in urban population expressed that vocational training was very much helpful to them for their jobs.

ii. the majority of rural population had a favourable attitude towards vocational training, and
   one-fourth of the respondents indicated to open literacy classes in the village at night.

Venkataiah, (1977) studied the 'Functional Literacy Programme' on the farmers in Andhra Pradesh.
Nair, (1978) in his study on Education and Economic Development in Kerala concludes that the existence of favourable socio-economic environment contributed to the progress of education in Trivandrum, particularly the expansion of primary education. The benefits of educational development were felt in Kerala in terms of demographic transition, with birth and death rates showing very low values as compared to those in the rest of the country.

Braham Prakash, (1978) also conducted experiments to study the impact of functional literacy in the rural areas of Haryana and Delhi. The study revealed that functional literacy programme had brought about a positive and significant change in the knowledge, attitude and adoption behaviour of the participants with respect to high yielding varieties of programmes.

Saini, (1978) conducted a study in Punjab University to find out the learning choices of illiterates male and female adults of Punjab. The study revealed that both male and female adult illiterates of Punjab were interested in learning about health promoting habits, personal problems, proper celebration of fairs and festivals, knowledge of rights and duties, religious education, music, reading and writing. The study also indicated that males were more interested in learning about agriculture, poultry, gardening, bee-keeping, wood work, physical exercise, sports, political knowledge and knowledge of rights and duties than females. Females on the other hand, were more interested in knitting, embroidery, music and knowledge of allopathy than the males.

Bogaert's, (1979) experiment with 'Education for Integrated Rural Development' in Ranchi district revealed that there was a positive response to the
efforts of sponsors and agents of technological change in the villages where educational inputs were provided; in the other villages the technological inputs were not able to bring about any permanent or real improvement.

Raj, (1979) studied the socio-economic factors and their inter-relationship among the out of school children.

It was discovered that the percentage of out of school children was higher in those families which were low in family literacy index. For the left out, the family situation, the labour situation and the economic factors were assumed as the underlying dimensions of their socio-economic aspects. For the drop outs, the underlying dimensions of their socio-economic aspects were identified as the family situation, the economic factors, the educational situation, the labour situation, the perception of schooling and the participation of work.

Bastia, (1981) conducted study on "Adult Education for Tribals in Orissa-some problems". He made the following suggestions out of his study.

1. The centres should be centrally located and if possible it should be either in the village school building or in Panchayat house.

2. In order to increase the attendance at the centres, the training should be decided in consultation with the learners. Attempts should be made to make the activities of the centre interesting and useful for the learners by which drop out could be minimised.

3. Diversified curricula keeping needs and problems of the learners in view, should be developed. Teaching learning materials in tribal languages should be prepared.
4. Supervisors should be appointed without delay and payment of remuneration and light charges to the instructors to be paid regularly at the changed rate. Learning cum Production Centres should be started to help adult learners to earn while they learn, by providing the needed financial support.

In her study on the profile of a Rural Adult Learner in Panchayat Union in Tamil Nadu, India Gomathi Mani, (1981) stated that taking the participant views and felt needs into consideration, appropriate curriculum, teaching strategies and choices of animators could be made.

Khajapeer, et al, (1981) conducted a study on National Adult Education Programme (NAEP) in Andhra Pradesh. The investigations resulted in the following:

- The level of literacy in the age group, 15-35 years of the sample learners, was found to be very high.

- The learners were quite satisfied with the physical facilities available at the centres. Seating and lighting arrangements were the two items, they felt, needed improvement.

- 68 per cent of the learners acquired literacy skills whereas 26% derived to acquire functional skills in agricultural activities, weaving, carpentry, poultry, child care etc.

- 30% learners felt greatly benefitted, 58% of them somewhat benefitted and remaining 11% did not feel that they had benefitted at all. On the whole, 87% of the learners stated that they were satisfied with the programme.
Ramakrishnan, (1983) in his recommendations suggested that Adult Education must be considered as continuing activity rather than a time bound project, for many needed reforms to be brought about.

Sharma, et al, (1983) undertook an appraisal of forty-seven voluntary agencies of Gujarat State of Sardar Patel Institute of Economics and Social Research, Ahmedabad. The appraisal revealed that 94 percent of the centres included in the sample were actually functioning and the rate of drop outs were only two percent. It also showed that 43 percent of total enrolment of learners comprised women. The percentage of S.C., S.T. and other backward classes taken together was 75 percent of the total enrolment. Another finding of the appraisal was that the component of functional development and creation of awareness was neglected in comparison to literacy. The quality of supervision and training was not quite satisfactory.

2.13.0 Conclusion

The exhaustive review of relevant literature and related studies on Adult Education and Rural Development conducted in India and abroad enabled the researcher to identify the variables used in the present study.

The next chapter deals with the methodology of sample selection, tool construction and data collection procedures.