1-1 RELEVANCE OF EDUCATION

Education is a multi-faceted process with immense potential for transformation at economic, social, cultural and political levels.

On the economic front it can help people to improve their skills enabling them to increase production. It can also ensure greater economic equality by making people increasingly conscious of their rights. Besides in an agrarian society like India where the agricultural sector is starved for technology, more education would facilitate greater transmission of technology into the rural sector.

On the social front, the modern values and attitudes that education is capable of inculcating, can play a role of a catalyst in bringing about the desired social change. Education has the potential to stir the oppressed out of their culture of silence and conscientise them to live a full and energetic life. Education enables a man to become increasingly conscious of his own self and environment. It is through this consciousness that the society is changed on the political front too. Intelligent and politically conscious electorate is a pre-condition for a sound and true democracy and it is
possible only through education. In this respect Prime Minister Jawahar Lal Nehru (1963) emphasized mass education for the development of a country like India. In his words:

Education is the most important part of our plans. Industry and agriculture, which are important for us, will grow adequately only if there is the background of mass education. I am quite convinced in my mind that the first plan among our plans and development schemes, is universal education. Wherever you go, at the back of it, at the base of it, must lie education.

Our constitution reflects the aspirations of Shri Jawahar Lal Nehru in its article 45 under the Directive Principles of State Policy which provide for free and compulsory education for children till they attain the age of fourteen within ten years of the commencement of the Constitution i.e. up to 1960. Indian conditions make it difficult to provide an opportunity for education of all children. It is therefore, important that mass education should be provided for the adults who have had no or insufficient education in early life.

Education Commission Report (1964-66) has stated that education does not end with schooling but it is a life long process. The adults today have need of an understanding of the rapidly changing world and the growing complexities of society. Even those who have had the most sophisticated education, must continue to learn.
Planning Commission (1968) stressed the need of adult education and adult literacy for the social and economic development of the country. Economic development is the result of two factors i.e. human factor and non-human factor. For utilization of human factor knowledge is essential. Knowledge requires education. For social development three things are necessary.

i) Creation of a rational attitude.

ii) Developing an awareness of social obligation; and

iii) The development of correct attitude.

It is the education of the adults which brings economic and social development of the country in a rational manner. Indian Adult Education Association in its (Feb. 1968) meeting held at Delhi, was of the view that while the orientation of education to make it a life-long and integrated process is of importance to western societies with their wealth, their fast pace of life and their sense of spiritual vacuum, it is no less crucial to changing societies like India. If our society remains indifferent to the call of life-long integrated education, more than one generation will be crippled and the process of nation building will receive a serious set back.

In the above perspective the Government of India has given priority to adult education in the New Education
Policy which was enunciated in 1980.

1-2 Concept of Adult Education

Adult education constitutes a package of educational activities and programmes for out of school youth and adults outside the formal education system. Therefore, it is also termed as informal education. Bertelsen (1974) has defined informal education as

"any Learning experience designed for adults irrespective of content, level and methods used".

This education aims at providing reliable and adequate information, better knowledge of skills with a view to improving the life-style of the people. It is not merely good in itself but is also a means to an end namely to achieve valuable socio-economic goals of securing a satisfying and meaningful life, liberation of man's creative talents and freedom from all bondages. Thus adult education should be seen as an integral component of a "global scheme for life long education and learning".

General conference of UNESCO in 1976 defined adult education as follows:

"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 replace initial education in schools, colleges and universities as well as in apprenticeships, whereby persons regarded as adult 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.

This is a very comprehensive definition of adult education. It is any organised provision intended to help adults to learn whatever they may wish to learn or need to learn. In the words of Darkenwald (1982)

"Adult education is a process whereby persons whose major social roles are characteristic of adult status, undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values or skills".

According to National Adult Education Programme (NAEP), adult education apart from literacy includes training for social responsibility to enable every citizen to take part and fulfil his responsibility in public life for the development of a democratic society.

Prime Minister Rajiv Gandhi has also emphasised the role of literacy in personal and national progress. According to him if adults were able to read, they would be even better persons less liable to being exploited and misled by others. Thus adult education is concerned not with preparing people for life but rather helping people to live more successfully in the country.
The concept of adult education has been undergoing change from time to time and different nomenclatures have been assigned to it depending upon the purpose that has been emphasised. To mention only a few, Social Education; Non-formal Education; Worker's Education; Population Education; Continuing Education; Out of school Education; Further and Education; Distance Education/ Correspondence Education. A brief description of these is given below:

Social Education

The term Social Education was developed by Maulana Abul Kalam Azad in 1948. According to him, social education is a course directed towards the production of consciousness of citizenship among the people and promotion of social solidarity among them.

Non-formal Education

It lays emphasis on the significance of that education which is outside the formal education system of regular school, college and university. In India education provided to non-school going children to fulfil their needs is termed as non-formal education.

Worker's Education

The term was first coined in 1945 by Edward Lindeman in America. Worker's education aims at equipping them to make positive contributions to society, either through their organisations or as individuals.
Population Education

Population education is the teaching and learning of reliable knowledge about the ways of enquiring into the nature of human population and the natural and human consequences of population change.

Continuing Education

Continuing education is any form of education both vocational and general, that is resumed after an interval following the end of continuous initial education. It includes all those educational programmes which provide continuity between what has already been learnt and what is to be learnt.

Out of School Education

It is a popular term used by UNESCO. It emphasises the nature of an education which is not limited to school class rooms or to school age learners but it leaves some what vague its relation to college or university education or to school extra curricular activities for children.

Further Education

Originally intended in English legislation to stress any education beyond the secondary school level or the tertiary (university) level, has come to be closely identified with any technical and commercial training.
Distance Education

Distance education is any one of the various forms of study which are not under the continuous and immediate supervision of tutors present with their students in lecture rooms. It includes all those teaching methods in which teaching is conducted through print, mechanical or electronic devices.

Correspondence Education

Correspondence system of education provides education through postal service or contact programmes or through mass media, to those who can not come to the formal education setting due to various reasons.

1-3 AIMS AND OBJECTIVES OF THE ADULT EDUCATION

There is no single purpose around which all adult educators rally. A wide range of purposes, goals and objectives has been characteristic of the field from the beginning of the movement. According to Kohlberg and Meyer (1972), the most important issue confronting educators and educational theorists is the choice of ends for the instructional process. In 'Adult Education in Action', published in 1936, 18 prominent educators, social scientists and philosophers wrote about the different objectives of adult education. They are as follows:

- To educate the whole man.
- To keep our minds open.
- To base our judgement on facts.
- To meet the challenge of free choice.
- To keep abreast of new knowledge.
- To be wisely destructive.
- To return to creative endeavor.
- To prepare for new occupations.
- To restore unity to life.
- To insure social stability.
- To direct social change.
- To better our social order.
- To open a new frontier.
- To liberalize the college curriculum.
- To improve teachers and teaching.
- To attain true security.
- To enlarge our horizons.
- To see the view.

Briggs and Justman (1952) proposed two duties of adult education as below:

i) The first duty of adult education is to help adults learn to do better the desirable things they will do anyway.

ii) Another duty of adult education is to help adults discover higher activities and to desire to achieve them.
Homer Kempfer (1955) gave the following aims of adult education:

- Self-realisation
- Human relationship.
- Economic efficiency.
- Responsible citizenship.

Using the purposes of adult education as the basis for organising the philosophical literature, Darkenwald (1982) described the five aims of adult education as under:

- The cultivation of the intellect.
- Individual self-actualisation.
- Social transformation.
- Personal and social improvement.
- Organisational effectiveness.

The full text of the UNESCO draft (1976) has a section on the aims of adult education and includes the following:

i) Developing a critical understanding of major contemporary problems and social changes.....,

ii) Developing the aptitude for acquiring new knowledge, qualifications, attitudes or forms of behaviour.....,

iii) Ensuring the individual's conscious and effective incorporation into the world of work.....,
iv) Promoting increased awareness of the relationship between people and their physical and cultural environment.

V) Creating an understanding of and respect for the diversity of customs and cultures....

To these may be added aims which tend to be more specifically functional in their elaboration. An example of this comes from Nigeria where the national objectives in adult education were cited as being:

i) To provide functional literacy education for adults who have never had the advantage of any formal education;

ii) To provide functional remedial education for those young people who prematurely dropped out of the formal school system;

iii) To provide further education for different categories of completers of the formal education system in order to improve their basic knowledge and skills;

iv) To provide in-service, on the job, vocational and professional training for different categories of workers and professionals in order to improve their skills; and

v) To give the adult citizen of the country the necessary aesthetic, cultural and civic education for public enlightenment.
The objective of adult education in India as given by National Adult Education Programme (NAEP) is to enable people to become confident and self-reliant by understanding the situation in which they live and solving their problems. Its purpose is to educate adults for life so that they can effectively and efficiently play their various roles as wage-earner, as parent, as a member of the society and as a citizen of the country. Adult education is an instrument of development and progress, leading to social change.

In India, adult education has therefore to be handled at two levels i.e. imparting literacy and further adult education appropriate to the environment and the circumstances. The essential components of adult education programme are social awareness, functional development and imparting of literacy skills. These are not exclusive to one another and have to be integrated in order to achieve the objective of NAEP.

1. Social Awareness

The programme envisages awareness on the part of adult learners of the social conditions in which they live and the reasons for the same. The general objectives of an awareness programme are:

- to arouse among the members of the community, the desire, aspiration and the will to improve their life situation;
- to create consciousness of their problems and of the need to voice their grievance against injustice and exploitation;
- to build self confidence among them which may make them believe that they can shape their own future through interlinking dialogue, reflections and concrete action;
- to stimulate the desire and the will to attempt for optimum realization of their potentialities;
- to promote amongst them critical thinking and encourage scientific attitude and rational behaviour; and
- to help them liberate their thought and action from the forces of compulsion and coercion.

2. **Functional Development**

The objectives of the functional development are as below:
- to enable the adult learners to acquire various skills so that they should be in a position to function in a better and more effective way in their life as also in their work situation;
- to upgrade their professional skills in the field in which they are interested to work so that they should be able to improve their economic conditions.
3. **Literacy**

Reading, writing and numeracy is very essential for the growth of an individual's personality and for him to play his proper role in society. To be meaningful and attractive literacy should be related to the actual life of the learner and should be such as to promote self-sufficiency, self-reliance, self-confidence and continuous learning. Learners should be able to read newspapers, instructions, sign-boards and information relating to work and activities in their daily life. Literacy education is not possible in isolation. It needs to be related to development removal of poverty and unemployment and to income-generating activities.

1-4 **HISTORY OF ADULT EDUCATION**

1-4.1 **Adult Education in Pre-independence Era**

India has had a very long tradition of mass education which centred mainly around the social and moral issues. A variety of methods mostly oral were used for this purpose by the saints and sages, story-tellers and folk artists in the form of Kathas, Ramlilas, Kirtans etc. The primary objective of this old system of mass education was, however, to educate people in the real sense by making them conscious of their moral and social obligations. These institutions were not related to the economic strivings of the community and did not flourish under the state patronage. With the emergence of a new pattern of education in the British Raj, adult education
slowly became geared to economic activity and state policy.

Adult Education in British Period

It is not generally known that along with the formal educational system British administrators also tried to organise a wide variety of adult education programmes because English rulers had little concern for the education of the adults. It was reported by William Adam (1840) that the percentage of literacy in the country was only six in 1836-37. The emergence of night schools in England in the wake of industrial revolution however, had an impact in India and night schools for adults were opened in some provinces. Along with night schools, jail school was also started in Agra jail in 1861 by Dr. Walker. This programme became quite popular in Lucknow and Sultangpur jails also and extended to central provinces and Punjab in 1862-63.

The Indian Education Commission (1882-83) recognised the importance of night schools for the economic betterment of the adults and strongly recommended that the existing night schools be extended to all the provinces in India.

After the First World War, the cooperative movement also provided a useful base for starting adult literacy classes in different parts of the country. Punjab took the lead and inaugurated the intensive adult literacy campaign in 1921.

In 1922, Gandhiji with his unique technique of 'alternating political activity with periods of constructive
After 1927, economic depression gave a serious setback to the movement of adult education. However, during this period of decline (1927-37), the following experiments were done in this field.

i) Teachers under training in formal schools were required to take interest in the education of the adults.

ii) The system of rural libraries was started.

iii) The Bombay Presidency Adult Education Association was formed in 1934 to carry on the work of adult education in Bombay. Similarly Bengal Adult Education Association was also formed in 1935 under the presidency of Dr. Ravindra Nath Tagore for the spread of adult education in West Bengal.

When popular ministries were formed in the provinces in 1937, adult education was accepted for the first time as a definite responsibility of the Government to remove illiteracy of the masses and this programme was considered as a movement.

The First All India Adult Education Conference of the adult education workers was convened in Delhi in 1938. On the recommendation of this conference Indian Adult Education Association was formed in 1939 with the following objectives:
i) To promote adult education work in the country by affiliating adult education organisations throughout India.

ii) To serve as a central bureau for information and advice concerning adult education in the different provinces and states of India.

iii) To serve as a link for inter-provincial and inter-state cooperation and co-ordination.

iv) To prepare adult education literature.

v) To hold annual seminars and conferences to bring together all the workers in the field of education.

The Adult Education Association even with its meagre resources mobilized public opinion and gave guidance to responsible workers in the field of adult education. The progress of the work done by this association induced the Government of India to examine the subject of adult education on all India basis. As a result of this Government recognized the importance of adult education and accepted the responsibility of fostering it in the country. The progress of the movement led to a gradual evolution of the concept of adult education.

Another important event was the Sargent Plan of 1940 which made the following recommendations:

i) The responsibility of adult education must rest with the Government but help from suitable voluntary organisations should be encouraged.
ii) The difficulty of obtaining a sufficient number of suitable adult education workers should not be underestimated.

iii) Literacy is a means to adult education. Liquidation of illiteracy may be emphasised in the beginning but adult education in the full sense must be promoted for the already literate.

But this plan too, proved incomplete as it did not give a clear indication to the sort of machinery required to put these programmes into practice. Moreover, it lost sight of the fact that literacy may not be a starting point in the programme of adult education. The outbreak of the Second World War and the resignation of Congress Ministries led to the decline of the work of adult education till the achievement of freedom in 1947.

1-4.2 Post Independence Period

The post-independence era in adult education saw the gradual acceptance of the broader concept of adult education. The Central Advisory Board of Education (CABE) at its 14th meeting in January 1948 regarded adult education in the country as an 'imperative'. A sub-committee was appointed under the chairmanship of Shri Mohan Lal Sexana which laid greater emphasis on general education to enable every Indian to participate effectively in the new social order of the newly independent India. This concept of General Education was further
developed in 1949 by Maulana Abul Kalam Azad, the then Education Minister at the Centre who termed it as 'Social Education' and defined it as follows:

"a course directed towards the production of consciousness of citizenship among the people and promotion of social solidarity among them".

He further stated that adult education has three aspects namely:

a) The introduction of literacy among grown up illiterates;
b) The production of an educated mind in the masses in the absence of literacy education;
c) The inculcation of a lively sense of rights and duties of citizenship both as individuals and as members of a powerful nation.

Social education is synonymous with adult education but lays more emphasis upon the two latter aspects of education.

The CABE at its 15th meeting held at Allahabad in 1949 accepted social education as the main and significant programme of education for the masses in the country. The concept of social education includes the following:

i) **Literacy**

In view of the large number of persons who could neither read nor write, eradication of illiteracy was given a place of special importance.
ii) Extension

The knowledge and skills developed at the centres of research should be utilised in houses and fields.

iii) General Education

This was aimed at enlarging the minds of all men and women and imparting knowledge of basic essentials of healthy home and family life.

iv) Leadership Training

Training at village leadership was seen as a matter of immense significance.

v) Social Consciousness

This phrase was used to include inculcation of a spirit of social solidarity and a consciousness regarding the vital importance of the concept of planned development.

The administration of the social education programme was originally envisaged as a responsibility of the educational authorities. After the emergence of the Community Development programme, however, social education got confused as a process of community development rather than a specialised extension service.

First Five Year Plan

The First Five Year Plan which was started in 1951, widened the concept of adult education. Besides literacy it
percentage of literacy in the country had risen only from about 17 per cent to 24 per cent in the first decade of the planning.

Soon after the beginning of the Third Five Year Plan, the country was engaged in the war against Chinese aggression in 1962. Keeping in view the needs of defence of the country, the development plans were given a re-appraisal and there was a substantial cut in the outlay as well as targets of the Third Five Year Plan. As a result of this social education programme received lowest priority during the Third Five Year Plan.

Although the achievement in the field of literacy was uniformly disappointing, a silver lining was provided by the Maharashtra Government on April 17, 1961 under the name of Gram Shikshan Mohini. The following were the main objectives of the movement:

- Eradication of illiteracy of the adults within the age-group in 50 by starting literacy classes.
- Retaining literacy and enriching the knowledge of neo-literate through circulating library; and
- Bringing about all-sided development of the village through social education centres.

The Education Commission (1964-66) recommended the use of selective approach along with mass literacy drives for combating illiteracy in the country. An effective programme of
included health, recreation and home life of the adults, their economic life and citizenship training. It accepted the term Social Education as it implies an all comprehensive programme of community uplift through community action. For the success of democracy, the importance of such a programme was obvious. Therefore, five crore rupees were spent to open literacy centres, community centres, libraries and janta colleges in the country. Social education was considered as a basis of all national priorities.

**Second Five Year Plan**

At the national level, an important step in the field of adult education was the establishment of the National Fundamental Education Centre in 1960 for training of social education organisers and for continuing study and research in problems relating to social education. A provision of five crore rupees was repeated for social education schemes in the Second Five Year Plan. In addition, an amount of ten crore rupees was provided for this item under the Community Development Programme.

**Third Five Year Plan**

The Third Five Year Plan envisaged a total expenditure of about 25 crore rupees on schemes of social education. The significant features of the plan was that while emphasising social education it considered literacy as the matter of most important concern. It observed with some regret that the
percentage of literacy in the country had risen only from about 17 per cent to 24 per cent in the first decade of the planning. Soon after the beginning of the Third Five Year Plan, the country was engaged in the war against Chinese aggression in 1962. Keeping in view the needs of defence of the country, the development plans were given a re-appraisal and there was a substantial cut in the outlay as well as targets of the Third Five Year Plan. As a result of this social education programme received lowest priority during the Third Five Year Plan.

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The Education Commission (1964-66) recommended the use of selective approach along with mass literacy drives for combating illiteracy in the country. An effective programme of
adult education in the Indian context should envisage the following:

- Liquidation of illiteracy.
- Continuing education.
- Correspondence education.
- Role of universities in adult education and
- Organisation and administration of adult education.

A scheme of urban adult education was started by the Ministry of Education with the assistance of UNESCO in 1967 and established Polyvalent Adult Education Centres in urban areas. Main aim was to organise integrated educational and training courses of varied duration after identifying the specific needs of a particular group of individual workers.

Another milestone in the field of adult education has been the launching of a three dimensional integrated programme for farmer's training and functional literacy in 1967-68. This was for the first time that the three central ministries namely Agriculture, Information and Broadcasting and Education, co-ordinated their efforts in imparting relevant education including functional literacy in the high yielding variety programme areas.

Fourth Five Year Plan

In the Fourth Five Year Plan it was proposed to launch a mass adult literacy movement which should help to increase
production both in the factory and on the farm. Particular emphasis was made on retention and utilization of literacy. This could be provided by the setting up of a National Adult Board and corresponding State Boards. These boards could take steps to organise the programme on a campaign basis, elicit non-official support from all possible quarters and provide the necessary inter-departmental coordination.

**Fifth Five Year Plan**

A new strategy was evolved to extend the educational facilities to the disadvantaged and the deprived sections of the society outside the formal system of education. The programme of non-formal education for out of school children and youth was started under the Fifth Five Year Plan.

A significant step in the field of adult education in the country during the fifth plan period was a nation-wide movement which was launched on October 2, 1978 in the form of National Adult Education Programme (NAEP), with the aim of equipping ten crore people in the country in the age group of 15 to 35 years with the tool of literacy.

**National Adult Education Programme (NAEP)**

According to policy statement made by the Government National Adult Education Programme emphasised the acquisition of literacy skill. It was also to be

- relevant to the environment and learner's need;
flexible regarding duration, time, location, instructional
arrangements etc;

diversified in regard to curriculum, reading and learning
material and method; and

- systematic in all aspects of organisation.

The outline of NAEP suggested the following types of programme to be organised under the scheme:

i) Literacy with assured follow-up.

ii) Conventional functional literacy.

iii) Literacy for conscientisation and formation of organisation of the poor.

iv) Functional literacy supportive of a dominant development programme.

v) Literacy with learning-cum-action groups.

The programme has three major elements-literate, functionality and awareness. It is being implemented by the following main agencies:

1. State Government, Department of Education/Adult Education.

2. Voluntary organisations.

3. University Department of Adult and Continuing Education including NSS and


Though the adult education programme had already been in existence in the country, it was for the first time that such
gigantic efforts were being made by the Central Government. All available human resources in the form of variety of official agencies, students, teachers, social workers, unemployed youths, retired personnel and Government officers have been associated in this programme and people of all kinds and all walks of life are being involved in imparting literacy and education to the illiterate masses. Adequate stress on post-literacy and follow-up programme has been laid in order to prevent the neo-literates from relapsing into illiteracy.

Sixth Five Year Plan

The Sixth Plan laid emphasis on minimum essential education to all citizens irrespective of their age, sex and residence. Non-formal education for adults particularly in the productive age-group 15 to 35 years received priority in the Sixth Plan, in view of its potential for immediate impact in raising the level of productivity in the economy.

With a view to assessing the National Adult Education Programme, a review committee consisting of eminent educationists, technicians and specialists was appointed under the chairmanship of Dr. D.S. Kothari in 1979. The report of the committee was submitted to the Government in 1980. The Government accepted the recommendations and priority was accorded to the adult education programme by including it under the Minimum Needs Programme in the Sixth Plan and also under new Twenty Point programme of the Prime Minister.
Seventh Five Year Plan

Eradication of adult literacy and the development of a programme of continuing adult education is a major thrust area in the Seventh Five Year Plan. The task of covering all the illiterates in the age-group of 10 to 35 years by 1990 is a formidable one. As motivation of the learner is crucial for success and as the number to be covered is about 90 million, the strategy to achieve the goal can only be through a mass movement involving social institutions, voluntary organisations, students, teachers, employers and the community. This programme will have to be linked effectively with various development programmes especially the Integrated Rural Development Programme (IRDP). Active participation of village Panchayats, Mahila Mandals, Community Centres etc. is essential. Employers will be required to give necessary functional education to all their illiterate employees. The programme of Nehru Yuvak Kendras (NYK) and the National Service Scheme (NSS) will also throw light on eradication of illiteracy. The total expenditure during Seventh Five Year Plan on adult education is 360 crore rupees which is maximum as compared to previous plans. The expenditure incurred in all the plans is shown in table 1.1.
<table>
<thead>
<tr>
<th>Plans</th>
<th>Expenditure on Adult Education</th>
<th>Percentage to expenditure on Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Plan</td>
<td>5.0</td>
<td>3</td>
</tr>
<tr>
<td>Second Plan</td>
<td>4.0</td>
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<tr>
<td>Third Plan</td>
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<td>0</td>
</tr>
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<td>Annual Plans</td>
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<tr>
<td>1966-67</td>
<td>0.4</td>
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</tr>
<tr>
<td>1967-68</td>
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</tr>
<tr>
<td>1968-69</td>
<td>1.0</td>
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</tr>
<tr>
<td>Fourth Plan</td>
<td>4.5</td>
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<tr>
<td>Fifth Plan</td>
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</tr>
<tr>
<td>Seventh Plan</td>
<td>360.0</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: IAEA, New Delhi, Towards a comprehensive adult Education programme, 1983 p.82.

The Table 1.1 shows the progress of adult education in India in the post-independence period. The expenditure spent on the spread of adult education programme gradually increased from five crore rupees to 360 crores at present. The allocation of this huge amount clearly indicates the Government's concern to remove illiteracy among the masses.

With a view of ensuring better implementation of the adult education programme Government of India formulated the following policies in 1986 which deserve mention.
(i) **Mass Movement for Adult Literacy**

The Government of India has started a mass programme of functional literacy from May 1, 1986. The programme involves two lakh NSS students and one lakh non NSS students in the universities and colleges. The student volunteers will teach two to five adult illiterates in the neighbourhood during the summer vacations according to his/her convenience. The Directorate of Adult Education has brought out a literacy kit for each student. The literacy course is to be imparted for approximately 150 hours by the student volunteers. The teaching/learning material in the form of kit will be supplied free of cost to the students.

(ii) **New Education Policy and Adult Education**

In 1986, the Government of India announced its New Education Policy, emphasising its determination to broaden the base of educational edifice, by providing access to education to all. The new education policy has asked the whole nation to pledge itself to the eradication of illiteracy particularly in the age-group of 15 to 35 years. The policy itself has not set a date to the fulfilment of this pledge, nor has it convincingly stated the Government's own firm commitment to this pledge. As a working hypothesis, the programme of action has indicated the need for a phased time bound programme to provide education including literacy, to
the population in the 15 to 35 age group, numbering 100 million - 40 million by 1990 and another 60 million by 1995. The action programme mentions about the mass functional literacy programme. It is said that mass campaign for literacy is the only strategy to make literate about 10 crore adult illiterates who are voiceless and are living today in poverty and helplessness.

1-4.3 Adult Education in Himachal Pradesh

Himachal Pradesh came into existence in the year 1948. There were only 243 primary schools, 52 middle schools and 10 high schools. The facilities for the education of adults were non-existent. The literacy percentage in the state was 7.7 in 1951, 21.27 in 1961, 31.96 in 1971 and 41.94 in 1981 as against 36.17 at the national level (census 1981).

In an organised manner the social education in the state started with the inauguration of Community Development Programme in 1952. It was only in 1961-62 that the Education Department of State was directly involved in the programme. The main aim was to boost the percentage of literacy in the state. The programme of adult literacy was made an integral part of overall programme of educational development. The students of high and higher secondary classes were motivated to start "Home Classes" for their own illiterate members of family and neighbours. But despite the efforts of the department, the programme could not achieve the desired success. The main
difficulty in the programme was lack of administrative structure, lack of resources, low density of population in hilly areas and lack of follow-up programme.

Progress of Adult Education upto 1978

Under the umbrella of social education, the following programmes were started in the state during the period 1971-73.

i) Farmers Functional Literacy Programme

This programme was started in Mandi District in 1971-72 and in the District of Kangra in 1976-77. The programme was organised exclusively with central assistance. The total number of 11912 illiterate farmers were benefitted under this scheme upto 1973 in both the districts.

ii) Non Formal Education (15-35 age group)

Non formal education for the 15 to 35 age group was started in the year 1975-76 in two districts and in 1976-77 it was extended to four districts. The progress made under this programme has been shown in Table 1.2.

iii) Part-Time Education (for drop-outs school children)

in 1976-77, 390 part-time education centres for the drop-outs school children were started. Under this programme 8711 school children were enrolled upto 1978.

Progress of Adult Education after 1978

With the starting of NAEP in the country, the state of Himachal Pradesh also introduced a number of schemes for
eradicating illiteracy among its people. An outlay of 150 lacs was proposed for the 6th plan which was ten times more than the 5th plan. It was proposed to cover all 6.7 lac illiterates in the age group of 15-35 years by 1983. Accordingly 1000 adult education centres under Rural Functional Literacy Programme (RFLP) scheme were opened in all the districts of the state covering 24000 adult illiterates in 1978-79. The following Table 1.3 shows the progress in terms of enrolment of learners upto 1986.
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979-80</td>
<td>9909</td>
</tr>
<tr>
<td>1980-81</td>
<td>15485</td>
</tr>
<tr>
<td>1981-82</td>
<td>16699</td>
</tr>
<tr>
<td>1982-83</td>
<td>16685</td>
</tr>
<tr>
<td>1983-84</td>
<td>16453</td>
</tr>
<tr>
<td>1984-85</td>
<td>16671</td>
</tr>
<tr>
<td>1985-86</td>
<td>40221</td>
</tr>
</tbody>
</table>

Source: Education Department Himachal Pradesh - Office records

Education Department of Himachal Pradesh has fixed a target of opening 2200 adult education centres, enrolling 46002 adult learners during the year 1987-88. Table 1.4 is showing the distribution of adult education centres and target of enrolment (district wise) during 1987-88.
TABLE 1.4

DISTRIBUTION OF ADULT EDUCATION CENTRES AND TARGET OF ENROLMENT DURING 1987-88 IN HIMACHAL PRADESH

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Distt.</th>
<th>No. of Project</th>
<th>Total No. of Centres</th>
<th>Target of Enrolment 1987-88</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>RFLP SAEP</td>
<td>RFLP SAEP</td>
<td>RFLP SAEP</td>
</tr>
<tr>
<td>1</td>
<td>Bilaspur</td>
<td>1 1</td>
<td>100 100</td>
<td>2091 2091</td>
</tr>
<tr>
<td>2</td>
<td>Chamba</td>
<td>1 1 (Tribe)</td>
<td>100 100</td>
<td>2091 2091</td>
</tr>
<tr>
<td>3</td>
<td>Hamirpur</td>
<td>1 -</td>
<td>100 -</td>
<td>2091 -</td>
</tr>
<tr>
<td>4</td>
<td>Kangra</td>
<td>2 1</td>
<td>200 100</td>
<td>4182 2091</td>
</tr>
<tr>
<td>5</td>
<td>Kinnaur</td>
<td>1 -</td>
<td>100 -</td>
<td>2091 -</td>
</tr>
<tr>
<td>6</td>
<td>Kulu</td>
<td>1 1</td>
<td>100 100</td>
<td>2091 2091</td>
</tr>
<tr>
<td>7</td>
<td>Lahul &amp; Spiti</td>
<td>- 1 (Tribe)</td>
<td>-</td>
<td>2091 -</td>
</tr>
<tr>
<td>8</td>
<td>Mandi</td>
<td>1 2</td>
<td>100 200</td>
<td>2091 4182</td>
</tr>
<tr>
<td>9</td>
<td>Shimla</td>
<td>1 1</td>
<td>100 100</td>
<td>2091 2091</td>
</tr>
<tr>
<td>10</td>
<td>Sirmour</td>
<td>1 1</td>
<td>100 100</td>
<td>2091 2091</td>
</tr>
<tr>
<td>11</td>
<td>Solan</td>
<td>1 1</td>
<td>100 100</td>
<td>2091 2091</td>
</tr>
<tr>
<td>12</td>
<td>Una</td>
<td>1 -</td>
<td>100 -</td>
<td>2091 -</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12 10</strong></td>
<td><strong>1200 1000</strong></td>
<td><strong>25092 20910</strong></td>
</tr>
</tbody>
</table>

(Source: Education Department Himachal Pradesh - Office Records)
Through the ages humanity has been confronted with several problems arising out of the changing social environment and tried to evolve appropriate strategy for their solution. Among the major problems confronting India in the last quarter of this century the problem of illiteracy is quite grave and disturbing. At present massive illiteracy of the teeming millions of our country is posing enormous problems viz; social, political, economic etc. and affecting all the developmental activities to a great extent.

Various commissions have laid emphasis on liquidation of illiteracy in India from time to time.

Education Commission (1964-66) had stated:

"Illiteracy is a mass phenomenon which impedes economic and social development of the country. Inspite of our massive efforts to eradicate illiteracy it has been continuously increasing at an alarming pace and assumed gigantic proportions'.

The Government of India(A Policy Statement NAEP-1979) have resolved to wage a clearly conceived, well planned and relentless struggle against illiteracy to enable the masses to play an active role in social and cultural change. Literacy ought to be recognised as an integral part of an individual's personality. The present thinking on adult education is based on the following assumptions:
a) that illiteracy is a serious impediment to an individual's growth and to country's socio-economic progress;

b) that education is not coterminus with schooling but takes place in most work and the life situations;

c) that learning, working and living are inseparable and each acquires a meaning only when correlated with others;

d) that the means by which people are involved in the process of development are at least as important as the ends; and

e) that the illiterate and the poor can rise to their own liberation through literacy, dialogue and action.

As clearly stated in the Policy Statement on Adult Education (Ministry of Education and Social Welfare) 1979, in the post-independence period, the achievements in the field of literacy have been far from satisfactory. In 1947 the rate of literacy was 14 per cent which rose to 29 per cent (excluding the age group C-4) in 1971. Yet, owing to population increase and half-heartedness of the past effort, the number of illiterate persons has risen from 247 million in 1951 to 307 million in 1971. According to the Census of 1971 the total number of illiterate persons above 14 years of age is 209.5 million of which 97.1 million are in the age-group 15-35, which is likely to be about 100 million at present.

According to the status paper, "Challenge of Education—a policy perspective," issued by Ministry of Education Government
of India New Delhi (1985) also indicates that literacy rate of only 36.17 per cent has been achieved despite of 93.4 per cent enrolment at the primary stage. In the case of rural females the rate is as low as 17.96 per cent. Furthermore, there are more illiterates in the country now (437 million) than there were at the time of independence (300 million).

UNESCO (1965) reported that of the world's 389 million adult illiterates in the age group of 15+, India has 264 million which is 30 per cent of the world total.

World Bank Estimates (1985) have revealed that India will have the largest concentration of illiterate population in the world by the years 2000 A.D., with an estimate of 54.8 per cent of the world's illiterate population in the age group of 15 to 19 years.

In the New Education Policy (1936) it has been reiterated that illiteracy at least in the age-group of 15 to 35 has to be wiped out from India by 1995. President of the Indian Adult Education Association (IAEA) speaking on Adult Education and New Policy stated that illiteracy was a serious human ailment and it would be a tragedy that we have to enter the 21st century with most of our men and women as illiterate and poor. Therefore mass campaign for literacy was the only strategy to make hundred million adults in the age-group of 15 to 35 years by 1995.
The question then resolves into this: shall we wait for universal literacy to come up through school or shall we also simultaneously tackle the adults who are there on their jobs and who can immediately make use of their literacy and whose literacy will make immediate difference to the society?

Thus one of the most urgent national needs of India is the education of the adults with colossal illiteracy of 63.83 per cent. It is really impossible to achieve anything remarkable by way of progress social, economic or political without the spread of adult education. An adult is the main unit of the society and the advancement of the family depends on him. By granting adult franchise the Constitution of India has created an electorate which is estimated to be one tenth of the world's population. In this respect the education of illiterates of India has become very necessary. It seems therefore that if the education of children is important for the future welfare of the state, education of adults is very necessary for the very existence of democracy.

There are no two opinions as regards the importance of adult education in India. The Government of India launched a massive programme to educate the adults falling within the range of 15 to 35 years. It goes without saying that in democratic countries where people have to voluntarily opt for and participate in the developmental programmes, the role of research and development becomes crucial and critical. Never
before have people needed research in adult education as much as they need it now.

A number of studies have been conducted on different areas of adult education. Some of the important areas are - Adult learners, teaching and learning process, training, evaluation etc. Chandari (1974) studied the factors which affected retention and drop-out in the adult literacy classes. Ansari (1969), Bhushan (1978) Nair (1981) have analysed the problems confronting adult literacy at the state level. These researchers also identified various administrative bottlenecks and the objectives of various training programmes.

Efforts have been made to identify the factors motivating the learners in the studies conducted by Rashid (1956), Fillai (1966) and Reddy (1957).

Rao (1984) has established a relationship between the learner's attendance in regard to literacy, functionality and awareness. Khan (1958), Mali (1974), Reddy (1956) and many others have studied the reading needs and interests of neo-literate. They have also identified various factors for the retention of literacy among neo-literate.

The studies in the area of teaching and learning process have been conducted by Shanker (1972) and Karunakaran (1981).

Chauhe (1963) , Nanda (1978), Dixit (1975), Ganguli (1983) and many others have surveyed and evaluated the adult
education programme in the states and suggested ways of improving them.

A perusal of these different studies in adult education indicates that attention of most of these appears to be concentrated on the analysis of central level programmes. However, some studies have been conducted in different states like Rajasthan, Bihar, Mysore etc. Hardly any study has been undertaken to make detailed analysis of adult education centres in the state of Himachal Pradesh. There is a great need to study the working of these centres in view of the emphasis being laid on the efficacy of adult education in the new education policy. The state of Himachal Pradesh with its literacy rate of 41.94 per cent according to the 1981 census, provides a very fertile area for the survey of adult education programme being launched in the state with specific emphasis on the evaluation of the Adult Education Centres in relation to the programme objectives of the state.

1-6 STATEMENT OF THE PROBLEM

"Evaluation of Adult Education Centres in relation to their Programme Objectives in the State of Himachal Pradesh".

1-7 OBJECTIVES

The study is designed to attain the following objectives:

1. To evaluate the district-wise variation in efficacy of Adult Education Programme in the State of Himachal Pradesh with respect to the following:
2. To work out the Sex differences in efficacy of Adult Education Programme in the State of Himachal Pradesh with respect to the following:
   - Literacy
   - Functionality
   - Social Awareness
   - Total of the Components of Literacy, Functionality and Social Awareness.

3. To find out the interaction between the variables of Sex and District in efficacy of Adult Education Programme in the State of Himachal Pradesh with respect to the following:
   - Literacy
   - Functionality
   - Social Awareness
   - Total of the Components of Literacy, Functionality and Social Awareness.

4. To survey the Adult Education Centres with respect to the following:
   - Physical Equipment
   - Human Equipment
5. To study the Administrative aspects of Adult Education Programme at the District and State level.

6. To investigate the Planning aspects of Adult Education Programme at the District and State level.

7. To analyse Supervisory practices in the State of Himachal Pradesh.

8. To examine the Monitoring aspects of the Adult Education Programme in the State of Himachal Pradesh.

HYPOTHESES

The following hypotheses were formulated for the present study:

1. The difference in the achievement of the adult learners in literacy, Functionality, Awareness and total of the components of literacy, functionality and awareness will not be significantly different in various districts of Himachal Pradesh.

2. The differences in performance of male and female adult learners will not be statistically significant.

3. The District and Sex (D X S - interaction) will not interact with each other to yield statistically significant results.
The present study has been delimited to the adult education centres run by Education Department of Himachal Pradesh only.