CHAPTER IV

ADULT EDUCATION IN PUNJAB

HISTORICAL PERSPECTIVE

In retrospect, the erstwhile territories of Punjab, more than a century before, roughly covered areas lying between the Jamuna river on its east and Sindh river on its west, Northwestern Frontier Province and West Punjab now in Pakistan and present Punjab, Haryana, Union Territories of Delhi and Chandigarh and some areas of Himachal Pradesh. Thus, it consisted of the most part of the great plains of the five rivers and included some of the most fertile tracts of the then Indian territories. It stretched up to and beyond the peaks of the Central Himalayas in the north and embraced the valleys of Lahul and Spiti and while on the east, it included Delhi and the western borders of the country, on the west, it had trans-Indus territory. It had an area of approximately 2,29,200 sq.kms. in its jurisdiction with a population of 2,27,12,120 persons at the 1881 Census.

The present State of Punjab came into being after reorganisation of States in the year 1966. Punjab covers an area of 50,362 kms., and is now comprises three administrative divisions which are further constituted of 12 districts and 46 subdivisions. Its provisional population stood at 2,01,90,795 persons on the sunrise of 1st March, 1991.
STATE GROWTH RATE

The State of Punjab constituted about 2.44 percent of the country's population in 1981 Census whereas its proportion has slightly decreased to 2.39 percent at the 1991 Census. It continues to retain its 14th rank among the States of India.

The provisional population of Punjab State on the sunrise of 1st March 1991 stood at 2,01,90,795 persons made up of 1,06,95,136 males and 94,95,659 females recording a decadal growth rate of 20.26 percent during 1981-91. Significantly, this is the lowest ever growth rate for the State since independence. From the table below, it will be seen that the decennial growth rate of population in Punjab has always remained below the national growth rate.

INDIA/PUNJAB - GROWTH RATE OF POPULATION

<table>
<thead>
<tr>
<th></th>
<th>1961-71</th>
<th>1971-81</th>
<th>1981-91</th>
</tr>
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<tbody>
<tr>
<td>INDIA</td>
<td>24.80</td>
<td>24.66</td>
<td>23.50</td>
</tr>
<tr>
<td>PUNJAB</td>
<td>21.70</td>
<td>23.89</td>
<td>20.26</td>
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</table>

Interestingly, during 1981-91, the gap between the national and Punjab growth rate has widened further. Indeed, it will be seen that Punjab has been among the states consistently recording a low growth rate.
LITERACY

Detailed figures of literate population by sex in each district have been depicted in Table annexed. In 1991 Census all children below 7 years have been treated as illiterates, whereas children below age 5 years were treated as illiterate in 1971 and 1981 Censuses. It is, therefore, not possible to compare these data with those returned in previous decades at this stage as the final population of aged 7 and above in 1991 Census would become available after processing of data is finalised. However, the literacy rate of Punjab in 1991 Census would become available after processing of data is finalised. However, literacy rate of Punjab in 1991 Census has been worked out by taking estimated population of persons aged 7 and above. There is, however, on the whole, a significant increasing trend discernible in the proportion of literates in the State since 1971 Census. Female literacy in the State is, however, showing quite a leap forward from Census to Census. The comparative picture with previous decades has been indicated in the following statement.


<table>
<thead>
<tr>
<th>Year</th>
<th>Persons</th>
<th>Males</th>
<th>Females</th>
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<tr>
<td>1971</td>
<td>38.69</td>
<td>46.22</td>
<td>29.91</td>
</tr>
<tr>
<td>1981</td>
<td>48.12</td>
<td>55.52</td>
<td>39.64</td>
</tr>
<tr>
<td></td>
<td>(46.36)</td>
<td>(53.33)</td>
<td>(38.37)</td>
</tr>
<tr>
<td>1991</td>
<td>57.14</td>
<td>63.68</td>
<td>49.72</td>
</tr>
</tbody>
</table>
A brief review of the development of adult education in Punjab is presented in this section. Adult education to make grown up literate by establishing adult education centres or night classes has been in vogue in the State of Punjab since the beginning of the present century. In 1927, there were over 3,000 classes and over 80,000 pupils attending the classes.

With the establishment of popular ministry in 1937, the State of Punjab evinced extra-ordinary interest in adult literacy. A large adult education programme with the formation of literacy committees at the state, district and village level was started. The achievements were quite significant as the literacy committees took the following measures:

- to identify the illiterate adults;
- to provide instructions to awaken the interest of adult students and create in them a desire to continue education;
- to bring such pressures as may be practicable on the illiterates to undergo instruction;
- to give the responsibility of teaching adults to the teachers; and
- to appreciate the needs for facilities so that adult literacy may become permanent.
Independence in India was followed by a great desire for rapid national development. In the state of Punjab as in the rest of the country, one of the programmes adopted for rapid national development was Community Development which visualized an integrated development process, with considerable emphasis on participative learner involvement. Social education was the educational counterpart of community development. The scheme of social education was designed and implemented in the state for imparting education to the population between 12 and 45 years.

In 1952, three Social Education Circles in the Education Department were set up. Each circle functioned at the divisional level under the Inspector of Schools, later re-designated as Circle Education Officer.

Social Education Centres were set up in each region of the state. These were evening classes allowed to shape out the courses based on the adult local needs of the teacher and the taught.

The content of these courses was based on the following five areas -

- Health and Hygiene
- Family and Community Living
- Vocations
- Literacy, and
- Recreational Activities.
The Department of Education of the state brought out certain teaching-learning materials. These mostly contained the guidelines for the social education worker in the methods of social education. In addition to this good alphabetic charts, posters and primers were also published.

The supplementary reading materials, were also prepared and these referred to folk tales, folk songs and short stories that may develop the interests of the learners in reading.

The Department of Education in the state of Punjab set up two Janta Colleges for training village level leaders and social education workers. These were set up in rural areas, one at Sheikhupura (Kapurthala) and the other at Dujana (Rohtak). In addition to these institutions, the teacher training institutions in the state were given directions to organise courses for adult literacy workers. The normal schools at Karnal, Gurdaspur and Jagraon organised orientation courses for the social education workers with special emphasis for adult literacy programmes.

**THE ACTIVITIES OF THE SOCIAL EDUCATION CENTRES**

Numerous activities to realise the objectives of social education were conducted in the social education centres. These can be classified under following areas:
- Activities for imparting knowledge including literacy drives;

- Activities for learning about social change;

- Activities for education in community development and organisation;

- Activities for recreation and culture; and

- Special activities for under-privileged classes.

The programmes of social education slowed down in the sixties when the emphasis shifted from community development to industrial development. However, the state continued with the social education centres when the National Adult Education Programme was launched in the country. The social education centres were converted to adult education centres for imparting functional literacy to the masses in the age group 15-35 years.

In 1979-80, an administrative structure was created at the state level to plan, design, and implement the National Adult Education Programme.

The programme was allocated to Director School Education. He was assisted by one Deputy Director and two Assistant Directors at the state level.

Eleven posts of Project Officers were sanctioned at the district level besides the two existing posts of Circle Social Education Officers who also took over the responsibility of implementing the National Adult Education Programme.
The main tool for the implementation of the programme was Rural Functional Literacy Programme (RFLP). This scheme was funded by the Government of India and eleven such projects were sanctioned; one project for each district in the state except one for the district of Kapurthala that was implemented in 1987. The state Government allocated one project under the State Adult Education Programme (SAEP) in the district of Sangrur that had the lowest literacy rate in the state. It is at 32% according to 1991 Census. The old social education projects were also taken over by the state for adult education programme. The state implemented 13 projects in the state upto 1984. The number was raised to 14 in 1985 and 15 in 1987 besides one project in the university system and three under the scheme of voluntary organisations.

Each project organised 300 adult education centres in its operational area. The project was headed by the Project Officer. He/she was assisted by 10 supervisors and each centre was manned by an instructor.

The state implemented the programme successfully. The enrolment and achievement data for the past five years is attached in the appendix.

In 1985, the state considered the proposal of the Government of India to set up a separate directorate of adult education in the Department of Education. The proposal was modified and an Additional Director was appointed under the D.P.I. (s).
In May 1988, National Literacy Mission was launched for mass mobilisation of people to join the literacy campaign. A programme for the development of border areas was designed. It made provision for 100 additional centres in each border area project.

The enrolment targets were achieved by different projects in the state. Some external agencies are of the opinion that there are gaps between enrolment and attendance. The attendance in a centre is much less than the enrolment between 25-30. Further, the evaluation results as shown by the instructors are not authentic and they have tried to justify their roles by declaring a learner with 35-40% achievement score as successful. A learner with this much of basic reading and writing ability cannot successfully use the skills in further reading and writing.

The scheme of RFLP, SAEP have lost their credibility and the Government of India is actively considering the proposal to replace these projects by Total Literacy Campaign Projects. The campaign approach has been successful in achieving cent-per-cent literacy, first in Ernakulam (1989), thereafter whole of Kerala State (1991) and Union Territory of Pondicherry (1991). Total Literacy Campaign has not been launched in any part of the state of Punjab.

The state during the year 1991 on account of certain administrative reasons closed all centres in July 1991. The
state is yet to decide its future course of action for reviving the adult education programme. At present, the University system and the voluntary agencies are running the programme by adopting the selective centre-based approach and mass approach by involving all sections of society for the eradication of illiteracy from well defined areas.

**VOLUNTARY AGENCIES**

India, has the tradition of voluntary effort in Education. Keeping in view the tradition of voluntarism and the strength of voluntary agencies in the field of adult education, mass education, social reforms and cultural advancement, the Government of India prepared a scheme during the First Five Year Plan to involve Voluntary Agencies in the programmes of adult education/social education and rural development. In the subsequent plans the scope of voluntary agencies was expanded.

Seventh Plan envisaged the involvement of voluntary agencies in programmes of rural development including education and three voluntary agencies were sanctioned programmes of adult education in 1978.

The appraisal of the work done by these voluntary agencies by a committee appointed by the Government of India reveals the following positions.

- The voluntary agencies were to work in a compact and contiguous area but in actual practice the centres
were opened in a scattered and fragmented manner.

- The voluntary agencies did not succeed in eradicating illiteracy from the adopted areas.
- The voluntary agencies did not formulate their projects for a specific time frame.
- The supply of teaching learning material was found inadequate in the centres implemented by the VAS.
- The programme of the VAS was not goal oriented/target oriented/outcome oriented.

Keeping in view the tradition of voluntarism in education in the century but also the poor performance of VAS, the National Literacy Mission (NLM) deemed it fit to identify those voluntary agencies that had good record for granting financial assistance to such agencies so that they may be involved for taking up projects to eradicate illiteracy in well-defined areas. In the country, 650 VAS have been approved. In the state of Punjab, 3 VAS have been approved. These are: Chief Khalsa Diwan Tarn Taran, Guru Ravi Dass Tarchar Foundation Chandigarh and Backward Classes Association Chandigarh. These VAS work in rural areas.

During the year 1990-91, these agencies were sanctioned 720 centres.
STATE RESOURCE CENTRE

The adult education programme needs professional support. For providing professional resource support to the adult education programme, the standing committee of the Central Advisory Board of Education (CABE) in 1976 suggested the creation of State Resource Centre for non-formal education which could undertake the responsibility of organising training activities, formulate curriculum and prepare diversified learning teaching materials and also organise necessary services connected with the programme in the state. Accordingly, State Resource Centres were established by associating voluntary agencies who had shown their capability of shouldering this responsibility. State Governments were also requested to identify similar other institutions which could take up this responsibility. The University Grants Commission also supported this idea and took some steps to create State Resource Centres in the University System.

In 1978, the institution of State Resource Centres came up and at present there are 18 State Resource Centres under the aegis of voluntary agencies, state governments and the universities. The scheme of Resource Centres was revised in 1979 in the light of the National Adult Education Programme and thereafter in 1982, 1985 and 1988 by expanding the scope of the activities of the State Resource Centres.

In the university system, three State Resource Centres have been set up. These are at Panjab University Chandigarh,
Kashmir University Srinagar and North-East Hill University Shillong. Normally a State Resource Centre provides support to one state only. But in the case of State Resource Centres in the universities, the position is different as they provide resource support to more than one state. The Resource Centre in Panjab University Chandigarh is called Regional Resource Centre and provides resource support to the states of Punjab, Himachal Pradesh and Union Territory Chandigarh.

The major functions of the State Resource Centres were envisaged as follows:

- Organisation of workshops, seminars, conferences and publications of materials for proper appreciation of the concept of National Adult Education Programme.
- Training of key personnel and assistance in training programmes organised for field functionaries.
- Development of curricular programmes to serve as a base for the region.
- Technical guidance and evaluation of the programme.
- Organisation of research programme, to conduct research and case studies.
- Such other activities as may appear appropriate for the development of National Adult Education Programme.

The following administrative structure was created for Regional Resource Centre, Panjab University Chandigarh in 1979:
Co-ordinator : 1
Project Officers : 2, one each for training and material production.
Research Assistants : 2, one each for training and material production.
Technical Assistant : 1
Artist : 1
Clerical Staff : 4

The staffing pattern was further revised by Government of India and the numbers of posts was raised to 23 in 1988. The Panjab University Chandigarh is yet to implement the revised financial and staffing pattern. It is still continuing with the old pattern and managing the Regional Resource Centre with 11 posts only against the sanctioned strength of 23.

It needs to be stated that over the years, the programmes of adult education have been expanded and the responsibilities of State Resource Centres in the areas of training, material production and research have increased considerably.

The main responsibilities of the State Resource Centre in the light of new and additional demands of the adult education programme are now as follows :

- Training of Functionaries.
- Development of curricula.
- Development of teaching-learning packages for adult literacy and follow up.
- Development of motivational and audio-visual aids.
Research and Documentation work.
Co-ordinational support.
Media support.

In view of the continuous increase in the number of functionaries required to be trained by the State Resource Centres, need for bringing about more publications and other materials particularly for women, Scheduled Castes/Tribes and other deprived groups, need to provide guidance and support to newly started District Resource Units; increasing need for bringing out motivational and environment building materials and engagement of a number of consultants for specific programmes/projects, the programme expenditure has also been augmented. Provisions have been made for expenditure on the following programmes:

- Training/organisation of workshops/seminars, conferences.
- Printing and publications.
- Motivation and environment building, media, development of linkages.
- Post literacy and continuing education.
- Organisation of special programmes for women, Scheduled Castes/Scheduled Tribes, etc.
- Survey, Studies, research and evaluation.
- Other general activities.
- Consultancy.
In 1978, Government of India launched the National Adult Education Programme. The universities in the country were involved in a substantial way in the programme of eradication of illiteracy and development of extension as the Third Dimension of education, equal in importance with the already two, the teaching and research.

The universities in the state of Punjab also implemented the programmes for the eradication of illiteracy following the decision of the University Grants Commission. Four universities are located in the state of Punjab - Panjab University Chandigarh, Punjabi University Patiala, Guru Nanak Dev University Amritsar and Panjab Agricultural University Ludhiana.

In the Panjab University a Cell for Continuing Education had already been functioning since September 1974. In 1976, status was raised to Centre for Continuing Education. The Centre besides implementing the programmes of Continuing Education, also accepted the responsibility to implement programmes of eradication of Adult Illiteracy under point No.16 of the New 20 Point Programme. In 1983, the two programmes were merged and the status of the Centre for Continuing Education was raised to that of Centre for Adult, Continuing Education and Extension. The Centre was sanctioned programmes for institutionalisation of extension in institutions of higher education and for eradication of adult illiteracy.
The Punjabi University Patiala expanded the purview of the Department of Education of the University to Community service by organising programmes of adult literacy, in 1983, two posts of Project Officers to implement adult education programme through colleges were sanctioned.

The other two universities in the state, i.e., Guru Nanak Dev University Amritsar and Panjab Agriculture University Ludhiana participated in the Mass Programme for Functional Literacy with effect from May 1986. These two universities used the National Service Scheme infrastructure of the affiliated colleges and involved the National Service Scheme students in the programme of adult education for minimum level performance.

The participation of N.S.S. students and other students was on purely voluntary basis and each student was expected to impart literacy to 1-5 illiterate persons. In the beginning, the efforts were to involve 10% sanctioned strength of students. The programme of literacy work is expanding and the N.S.S. have how committed the involvement of 50% of their students for literacy work. Apart from N.S.S., the universities are involving National Cadet Corps (N.C.C.) students in a small but significant manner.

The Panjab University Chandigarh and Punjabi University Patiala besides the
involvement of N.S.S. and N.C.C. students have set up permanent infrastructure of Adult Education and are implementing the programme of adult and continuing education and extension through the created infrastructure.

THE PATTERN OF ADULT EDUCATION IN UNIVERSITIES OF PUNJAB

The head of the Centre for Adult Continuing Education and Extension in the university system is Director who is assisted by Assistant Directors and Project Officers for the management of the adult education programme in its jurisdiction. The staffing pattern in Panjab University Chandigarh is as follows:

Director - 1 (Equivalent to University Professor)
Assistant Directors - 2 (Equivalent to Readers)
Project Officers - 3 (Equivalent to Lecturers).
The Centre for Adult, Continuing Education and Extension works like other departments of the university. It plans and executes the programmes under the Third Dimension. The Centre has constituted an Advisory Committee to look after the programme planning, execution, monitoring and evaluation of the activities. The Advisory Committee has been constituted under the chairmanship of the Vice-Chancellor of the university and has given due representation to other departments of the university, development departments, voluntary agencies, executive council of the university, colleges and local leadership. It comprises 15 members.

The university level Advisory Committee meets once a year to review the work of the Centre.

The Punjabi University Patiala has the following core staff:

Director - Honorary (Professor of Education of the University is looking after)

Project Officers - 2.

The Universities have the responsibility to involve the colleges through their students and teachers in a planned manner in the eradication of illiteracy. The Panjab University Chandigarh under Extension Programme, involved 35 affiliated colleges. The structure of the adult education programme in a college is implemented as follows:

The college choose the area-based programme and set
up a cell of adult education. The Principal of the college is the head of the adult education cell. He appoints a lecturer to work as Programme/Project Officer and one more person from the college to work as a supervisor. The programme officer and the supervisor recommend the names of suitable persons preferably from among the college students to work as instructors. The Principal is overall incharge for the implementation of the programme with the help of Programme Officer, Supervisor and Instructors.

Every college prepares a plan of work and submits it to the Centre for Adult Continuing Education and Extension of the University. The university's Centre releases the necessary funds on the receipt of the plan and the expenditure statement for the previous year.

Every college has to constitute an Advisory Committee for guidance in planning, programmes and execution of the programme. The Committee is to be represented by some teachers of the college, students, local educationists, members from the community, social and political organisations.

ADULT EDUCATION PROJECT

The Panjab University Chandigarh implemented its project by opening 430 centres through different colleges in 1983. The allocation to different colleges was as follows:
The programme was introduced in 35 institutions that offered to participate voluntarily in the programme. These were spread over 3 districts, i.e., Ludhiana, Hoshiarpur and Ferozepur of the state of Punjab and Union Territory Chandigarh. The number of institutions in each district was between 8-12. The participation was voluntary. The aforesaid structure of adult education centres functioned between the period 1983-87. In 1988, under the new and revised pattern, the University Grants Commission introduced the Area Development Approach and rationalised the number of centres in each university for intensive work in certain identified areas only. During the period 1988-90, the programme was implemented through 14 institutions of higher education and through the Department of Adult Continuing Education and Extension of the university. The programmes included in the Area Development Approach were: 10 centres for adult education, 1 programme for continuing education, 1 programme for population education and one Jana Shikshan Nilayam.

The Punjabi University Patiala also implemented the programme for eradication of illiteracy, population education and continuing education under the auspices of the Department of Education and Community Services of the university by starting 10 adult education centres, 1 programme of population education, continuing education each.
<table>
<thead>
<tr>
<th>PUNJAB</th>
<th>All Areas</th>
<th></th>
<th>Rural Areas</th>
<th></th>
</tr>
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<tr>
<td></td>
<td>P</td>
<td>M</td>
<td>F</td>
<td>P</td>
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<tr>
<td>1. Gurdaspur</td>
<td>Population 1766</td>
<td>942</td>
<td>824</td>
<td>1358</td>
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<tr>
<td></td>
<td>Literates 945</td>
<td>567</td>
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<tr>
<td>2. Amritsar</td>
<td>Population 2502</td>
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<td>1172</td>
<td>1648</td>
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<td></td>
<td>Literates 1185</td>
<td>705</td>
<td>480</td>
<td>643</td>
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<td>3. Firozpur</td>
<td>Population 1599</td>
<td>842</td>
<td>757</td>
<td>1216</td>
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<td></td>
<td>Literates 641</td>
<td>460</td>
<td>241</td>
<td>421</td>
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<td>4. Ludhiana</td>
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<td>1308</td>
<td>1117</td>
<td>1214</td>
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<td></td>
<td>Literates 1398</td>
<td>814</td>
<td>584</td>
<td>644</td>
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<td>5. Jalandhar</td>
<td>Population 2034</td>
<td>1068</td>
<td>966</td>
<td>1295</td>
</tr>
<tr>
<td></td>
<td>Literates 1195</td>
<td>685</td>
<td>510</td>
<td>707</td>
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<td>6. Kapurthala</td>
<td>Population 642</td>
<td>337</td>
<td>305</td>
<td>476</td>
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<td>Literates 343</td>
<td>198</td>
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<td>237</td>
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<td>7. Hoshiarpur</td>
<td>Population 1430</td>
<td>735</td>
<td>695</td>
<td>1208</td>
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<td>487</td>
<td>367</td>
<td>704</td>
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<td>8. Rupnagar</td>
<td>Population 906</td>
<td>480</td>
<td>426</td>
<td>674</td>
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<td></td>
<td>Literates 517</td>
<td>308</td>
<td>209</td>
<td>357</td>
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<td>9. Patiala</td>
<td>Population 1904</td>
<td>1005</td>
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<td>1324</td>
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<td>549</td>
<td>390</td>
<td>565</td>
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<td>10. Sangrur</td>
<td>Population 1702</td>
<td>907</td>
<td>795</td>
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</tr>
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<td>Literates 659</td>
<td>404</td>
<td>255</td>
<td>446</td>
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<td>11. Bathinda</td>
<td>Population 1555</td>
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<td>Literates 558</td>
<td>347</td>
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<td>365</td>
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<td>12. Faridkot</td>
<td>Population 1725</td>
<td>915</td>
<td>810</td>
<td>1288</td>
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<tr>
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<td>Literates 716</td>
<td>432</td>
<td>284</td>
<td>473</td>
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P = Population
M = Male
F = Female.