CHAPTER I
INTRODUCTION AND REVIEW OF LITERATURE
CHAPTER I

INTRODUCTION AND REVIEW OF LITERATURE

1.1 Introduction

The status of women in India is somewhat different from that of developed countries of the west. In all ages women did not have an independent existence of their own. A woman is one of the two wheels of the life-cart and the responsibility of the family, society and the nation should rest upon both men and women equally. Therefore the allround development of women is necessary for the growth and prosperity of a nation. In developing countries like India, women have always been neglected and relegated to a secondary role from the times of the philosopher Manu. In ancient Vedic India, the status of women was much higher. Women were free to obtain education and achieve high social and economic levels, Before 200 B.C, women were eligible for the study of the Vedas and the performance of sacrifices. They were also given vedic initiation during the upanayana function. Maitreyi and Gargi are notable learned women of the period. However, during 200 B.C -1200 A.D, the female education received a great set back due to the deterioration of the religious status of women and the lowering of the age of marriage to 12. Girls gradually lost the privilege of upanayana, the vedic initiation, and were considered unfit to recite vedic mantras or perform vedic sacrifices. Girls in rich, aristocratic and royal families however continued to receive a fairly good literary education. In the medieval period, the freedom of women was restricted.
Women were confined to the four walls of the house. During this period the Purdah system came into existence and women were not allowed to achieve education and external activities were restricted. 'Man for the field and Woman for the hearth' became the social custom. It was in this period that women's education was neglected and ignored. Many pernicious customs such as sati, dowry etc. conspired to lower the status of women. Some scholars attribute this to the Muslim invasion and the frequent wars which disturbed the society. Female literacy in the country became low.

To break the traditional resistances against women education, some social reformers like Raja Ram Mohan Roy and Pandit Ishwar Chandra Vidyasagar, during the British period, played an important role by persuading the Government to abolish sati and lend support to the opening of girls schools. While the education of women was not unknown in India, a great deal of prejudice against it had existed. Some even believed that educated women would lose their husbands, while others believed that girls who received Western education would make slaves of their husbands. The period between the appointment of the Indian Universities Commission in 1902 and the transfer of education to Indian control in 1921, showed a better progress in the education of women, mainly due to the great public awakening and the First World War. A very significant development of this period was the considerable rise in the age at marriage. This naturally increased the educational opportunities for girls and their continuance in schools and colleges. The
demand of educated men to have educated wives gave further encouragement to women's education. Another significant event of the period was the establishment of the S.N.D.T Indian Women's University in Bombay by Maharshi D.K. Karve in 1916. However, during the British rule, Hindus initially feared conversion to Christianity and had moral fear. This restricted them from sending their daughters to school, especially after they had attained puberty (Altekar, 1973: 9-23).

In the present century, the emergence of the freedom movement under the leadership of national leaders such as Gandhiji, a number of women were encouraged to join the movement. Gandhiji did tremendous work for women's emancipation. He propagated women's education. His message offered the women of India an opportunity to break away from the past. He strongly felt that development programmes can succeed only if women in rural India were awakened. Therefore, he created the Kasturba Gandhi National Trust to train workers for rural areas and spread the message of freedom among the people in the villages. Thus the basic issue from the Gandhian perspective of education was to make the individual aware of his inner strength, live life fully and usefully and help him to develop his potential (ibid).

After Independence, the Indian government took a keen interest in the upliftment of women and other depressed sections of the society. The Indian Constitution provided equal rights for men and women in all the social and economic spheres of life. In recognition of the importance of education for girls
and women in accelerating the socio-economic development, the government has formulated a variety of measures from time to time. The National Policy of Education envisages that education would be used as a strategy for achieving basic change in the status of women. Inspite of all the expansion in the formal educational system, a vast majority of Indian women have remained outside the reach of all education and have remained illiterate. Several reasons may be cited for this (Ibid).

In Indian families, girls are expected to assume the responsibility of housework at a relatively early age. Ordinarily, a girl is expected to help her mother in the household chores as well as in looking after the younger siblings. In the case of a family crisis, such as illness of the mother or even that of a relative, the first victims are the girls. The burden of housework falls entirely on the daughter and she is compelled to discontinue her education. The present structure of education with its single point entry practically prevents the re-entry of girls at a later stage. In short, the social conditions as well as the structure of the educational system do not provide a congenial atmosphere for education of girls. As far as the social attitudes towards education for women is concerned, they vary tremendously with the urban middle classes voicing their strong support for schooling. For people below the subsistence level, girls are too busy serving as unpaid workers within their families to go to schools. Early marriages, inadequate educational facilities, distance from school, irrelevance of
educational material and the fear of alienation are some of the other elements retarding the scope of education for girls (Oak, 1988 : 34041).

The condition is more alarming in rural areas. The Indian village society is dominated by strong family ties and social relationships are influenced and regulated by caste. Villagers being deeply religious, the customs and traditions and religious rites dominate the lives of the rural inhabitants. Early marriage and the authority of the father are mainly responsible for the negligence of girl's education in rural areas. Hence, the educational status of Indian rural women is quite low. Some of the hurdles which come in the way of rural women's education are heavy concentration of attention towards social values and traditions, moral fear, social restrictions, presence of uneducated parents, poverty and her secondary place in male-dominated society. Apart form this, the rural woman experiences many problems such as sufferance from starvation, malnutrition and disease; scarcity of land, money and other assets; suffers social insecurity and maladjustment; are unaware of their rights; still under the influence of traditional customs; inability to take advantage of the existing institutions meant to help them; exploitation by the upper caste and richer class of society; Overburdened with work inside and outside the house, frequent child bearing and rearing ; and total dependence on male members of the family. The main reasons for the high percentage of illiteracy in the rural areas are the rigidity in the school timing, vacations, single point entry, lack of
universal primary education and high drop-out rate at the primary stage (Chandrashekhar, 1989: 68-71).

Keeping all these factors in mind, the Government of India, collaborating with the state resource centres and various voluntary organisations have implemented the Adult Education Programmes in rural areas for women. These programmes have filled the void by arranging consciousness raising campaigns. They have not only helped the masses to read and write but have also helped to change their lives for the better.

1.2 Review of Literature

Various aspects of adult education have been studied by scholars highlighting its need in a developing society. Some have studied the aspects of the programme and the factors affecting it, while others have evaluated the programme. Some researchers associate adult education with social change and development. Several impact studies have been conducted to assess the knowledge derived by the learners. Studies on adult education and awareness are also of great importance. Further, there are studies which reveal the promotion of literacy by important media of mass communication such as television. However, there are only a few studies on special campaigns and the impact of adult education programme on learners with regard to functional literacy. Health awareness programmes have been held in special campaigns as a part of the post-literacy programmes. Impact studies related to health,
hygiene, small family norm and maternal and child health are of importance in developing countries with growing populations.

1.2.1 Evaluation Studies


Seetharamu and Ushadevi (1994) have evaluated the Adult Education Programmes in Karnataka. They have been able to find out the reasons for low priority for adult education and the dysfunctionalities in the system. They observe that more motivation and greater involvement of universities and colleges is necessary for the promotion of literacy.

Mathur (1989) in his book entitled 'Adult Education and Social Change' has found Adult Education Programmes to be significantly affected by the values among the participants. The programmes have successfully helped in developing reasonable attitudes towards social mobility, position of women,
family planning marriage and religious superstitions. He also observes that these programmes have been successful in developing awareness, better social participation and scientific outlook. A higher level of social awareness was significantly displayed by rural women who had participated in the programmes. The author identifies that Adult Education Programmes have significantly initiated social change among rural women.

A similar work on adult education for social change was conducted earlier by Rao, Anil Bhatt and T.P. Ram Rao (1980). They arrived at a similar conclusion that Adult Education Programmes have significantly brought about a change in women.

1.2.2 Impact Studies

Several impact studies have been conducted in order to assess the knowledge derived by the learners. Selvan (1982) has studied the impact of television programmes on rural adults in Chinglepet district of Tamil Nadu in Southern India. In his study, he finds a positive relationship between the frequency of television viewing and awareness, knowledge and adoption with respect to agriculture, Animal Husbandry, health, nutrition and family welfare. The author feels that television is an important medium of communication and that village community halls be provided with a television set each to educate rural adults. Similar studies have been conducted by Agarwal (1977) and Yadav (1984).
Mirza, Nirmala and Singh (1989) studied the changing concept of Adult Education Programmes in India and identified social awareness as an important component of the programme. In their study they have covered the topics of awareness towards bonded labour, crop insurance, dairy farming, untouchability, animal husbandry, immunisation, post office, cattle insurance, agricultural development, vaccination, family planning, smoking and liquor. On the basis of their data the scholars show that through Adult Education Programmes rural adults have gained awareness.

Reddy and Reddy (1994) have attempted to evaluate the management and impact of Adult Education Programme on learners. Their data is based on developed districts in Andhra Pradesh. The concept of adult education has been considered as a means of bringing about changes in knowledge, skills, attitudes and behaviour of the rural adults. The awareness of the learners was examined in terms of social and recreational factors, economic awareness, educational awareness, health and sanitation, political awareness, adoption of family planning and awareness about the public distribution system.

One of the recent studies on the impact of literacy on the socio-economic conditions of rural poor was conducted in five villages of Jaunpur district of U.P by Gupta, Tripathi and Yadav (1994). The literacy percent of this district was 47.70 (58.67%) males and 35.86% females. The study reveals that literacy was achieved to a highly significant level under NLM, and that literacy had a positive effect on the social participation, occupational behaviour, material
possession, social contact and also had increased the level of income of literate group.

A similar study was conducted by Sounderapandian (1995) to assess the impact of TLC and the effect on school dropout rates in Kamaraj district of Tamil Nadu. This study is significant because the district has a number of child labourers working in match and fire works industries. The TLC and PLC in this district tried to influence the students to continue their studies in schools. TLC motivated the students and parents for school enrolment and created awareness about the importance of literacy.

1.2.3 Adult Education and Development

Sinha (1994) has tried to link adult education with development. Infact literacy is both the cause and effect of development. In a developing country like India, the largest resource that it can command at any given time is its manpower. A literate society can usher in progress and prosperity quickly. That is why Gandhiji had approached development through education.

Julius Nyerere (1973) says: “Development has a purpose: that purpose is liberation of man. Development is for man, by man, and of man. The same is true of education.”

According to the World Bank, “human development encompasses education and training, better health and nutrition and fertility reduction”. Adult
literacy is in fact one of the basic indicators adopted by the Bank for computing social and economic development of countries.

1.2.4 Illiteracy and Underdevelopment

Ahmed (1985) in his article entitled 'Integrating Literacy and post Literacy activities and basic services' associates illiteracy with mass deprivation and socio-economic underdevelopment.

1.2.5 Adult Education and Social Consciousness

Shah and Chaturvedi (1983) in their research on the educational programmes in Surat district of Gujarat, identify educational programmes into basically two types - the formal and social-education. While the former is restricted to three R's of reading, writing and arithmetic (basic literacy) the later seeks to develop social consciousness and values that create an ideal society of Gandhi's conception. However, in Valod taluk of Surat district the researchers developed an Adult Education Programme which included the contents of both the formal and social education. In their effort, they have tried to link adult education with social consciousness.

Geetaram (1991) in his work on adult education has tried to evaluate the Freirean methodology of liberating the oppressed from 'a culture of silence' in the context of Indian literacy and Adult Education Programme.

Bola (1984) formulates an international strategy for the eradication of illiteracy. He has studied the experience of mass literacy campaigns in Brazil,
Nicaragua, Ethiopia and Kenya and cites the following factors responsible for a successful campaign:

1. Political will of the people.
3. The need for a clear-cut language policy to disseminate the messages.
4. A ten-day workshop supplemented by one-day per-month refresher course.

Mutalik (1991) studied the effect of education on the social awareness among women. She observes that education has a significant correlation with the acquisition of social awareness. She emphasises the role of informal agencies in spreading social awareness, specially among the rural women.

1.2.6 Adult Education Agencies and Programmes

In a detailed study of adult education, Darkenwald, Gordon and Merrian (1982) identify the following agencies and programmes. They are independent adult education organization, adult education community colleges, Quasi-educational organizations, the non-education organizations comprising business and industry, government agencies and voluntary agencies which are at the national and the state levels and the local councils and committees.

They also identify the successful delivery systems of education in industrialized nations which can be adopted by developing nations such as folk high schools, external degree programme, polyvalent adult education centres,
community schools and correspondence education. They suggest the major programme areas to be adopted by the developing nations as civic and political education, health and family life, agricultural and vocational training.

1.2.7 Adult Education and Motivation

Kanwal (1990) has studied the role of motivation in adult education. He feels that adult education workers should understand the basic requirements and needs of the people for whom they work. They should show the people how to satisfy these basic wants by learning new skills. Adult education workers should identify basic goals of the farmers and help them to understand relationship between learning new skills and achievement of these goals. Further, the interest in better health for himself and his family can stimulate the farmer to learn better family planning practices.

1.2.8 Adult Education and Media

Mehta (1996) finds that in any social sphere, the media of communication can motivate the illiterate towards literacy. She feels that by focusing attention on certain topics of daily relevance such as health, changing farming practices and new occupations significant success can be achieved. Hence the author feels that the adult literacy campaigns must necessarily include the use of television and print media to educate the rural masses.
1.2.9 Literacy and Population Education

The Eighth Five Year Plan has emphasized that the galloping growth of India's population has not only nullified economic progress, but has also accentuated a host of other problems such as illiteracy, housing shortage, environmental degradation, pollution, food shortage, malnutrition, poor health status, unemployment, poverty etc. (Planning Commission, 1992). The approach paper on population problem, presented at the National Development Council, also states that to obtain desirable results in population control, a concerted effort is required, especially on issues like small family norm, higher age at marriage, planned parenthood, maternal and child care, environment etc.

Various empirical studies, too, indicate that functional literacy and basic education have an important bearing on fall in fertility rate, increase in civic and hygienic awareness and environmental cleanliness. These in turn can help to slowdown the rate of population growth and promote self-health care as well as improve the quality of life of the people (UNICEF, 1991). Thus, both from micro (individual) and macro (national) development points of view, attention has to be given to alter various parameters of population dynamics, viz., fertility, mortality, morbidity, health, age at marriage etc., for the welfare of the people of the country. Since population dynamics and literacy are closely linked, there is a need to step up efforts simultaneously in both these sectors (Bhargava, 1993).

One of the objectives of the National Literacy Mission (NLM) is to inculcate in the learners the value of the observance of small family norm along
with imparting literacy to illiterate learners and post-literacy to neo-literates Govt. of India (NLM, 1988). To inculcate in the illiterate the value of optimum family size, efforts have been made to integrate population issues in adult literacy programmes by developing appropriate materials, aids and training strategies (Premchand, 1992). Also under the project of population education in adult education, the main areas identified for integrating into the teaching learning materials are:

i) Small family norm

ii) Responsible parenthood

iii) Right age at marriage

iv) Population growth and development

v) Population and health

vi) Population education and development

vii) Population related beliefs and traditions (UNICEF, 1991)

1.2.10 Literacy and Small Family Norm

The National Literacy Mission document emphasizes that “acceptance of small family norm is related to the level of literacy. Literacy promotes knowledge and acceptance of small family norm. The higher the level of literacy, the higher the percentage of couples adopting small family norm”. Hence, one of the objectives of NLM is to “inculcate the value of the observance of small family
norm among illiterate persons in the 15-35 age group" (NLM Govn of India, 1988).

Education of females not only provides an opportunity for personal advancement and awareness of social mobility but also freedom from tradition and development of rationalism in the society. It generates aspiration for a higher standard of living. It also develops motivation for involvement in the activities outside the home, particularly to enter into the labour force market. Further, education may not only promote communication between husband and wife but also promotes a better understanding of the reproductive process and access to modern and effective contraceptive methods. These factors may induce a fertility decline by way of first creating awareness of the benefit of having small family size which, in turn, may lead to more acceptance of birth control measures.

1.2.11 Literacy, Health and Mortality

Various studies (UNICEF, 1991) conducted in several parts of the world support the idea that basic education helps to improve the quality of health of the people.

A review by the World Bank, based on the studies conducted in Latin America, the middle east and Asian countries, concludes.

a) educated parents, especially mothers, are more likely to have healthier and better educated children, and
b) higher the parents and especially mother's education levels, the lower
the IMR, better sanitation, nutrition and health practices (UNICEF, 1991).

The UNFPA report also shows that an extra year of schooling to females
reduces infant and maternal mortality rates by about 7.0 percent, which again
supports the fact that better education to females can also result in better health
to mother and child. Perhaps with this fact in view, health aspects of the
population are being integrated with adult literacy programmes in many parts of
the developing countries (Khan, 1993 : 8).

Since mother's education is closely associated with the pre-natal and
post-natal health of children, the improvement in the educational level would
enhance the health status of both mother and child (UNICEF, 1991). Thus,
knowledge about causes and cure of diseases are of crucial importance for
controlling infant and child mortality, maternal mortality and morbidity and thus
for improving the health conditions of the people.

1.2.12 Population Education Issues

Population education has been given due recognition and acclaimed as
an important input into national efforts towards ensuring better quality of life of
the people. For controlling the accelerated growth of the country's population
the National Health Policy has appreciated the role of population education. As
already indicated, one of the objectives of the National Literacy Mission is to
inculcate in the learner the values of observance of small family norm along with
imparting literacy to illiterate learners and post-literacy to Neo-literates (NLM Govn of India, 1988).

Currently, UNFPA is also supporting population education projects as a part of the Adult Education Programme in India. This project is being implemented by the Directorate of Adult Education through state Resource Centres and other agencies implementing adult education programmes in order to disseminate population education message, viz., small family norm, right age at marriage, population growth and environment etc., to the learners. State Resource Centres implementing the population education programmes have brought out motivational, instructional and follow-up materials integrating these population education messages. Motivational materials brought out by them are in the form of posters, charts, folders, slogans etc. Motivational activities are being organised through street corner plays, camps, melas, puppet shows etc. Population education messages are mainly reflected in the primers and supplementary materials. The primers prepared under the new concept of Improved Pace and Content of Learning (IPCL) are expected to have the population education issues. SRCs have also brought out post-literacy materials in the form of booklets, flipcharts, books, comics, stories etc.-either specifically on population issues or integrating these messages in the literacy materials. The population education projects in the area of adult education have been in operation for more than 6 years in 15 states/union territories.
Recently the emphasis in Adult Education Programme has shifted from centre based to campaign approach. In the campaign approach, environment building and post-literacy stages possibly offer more scope for integrating population education (Premchand, 1992).

1.2.13 Adult Education and Health of Women

A study of the functional literacy programme of Integrated Child Development Scheme (ICDS) was conducted in Mylieum Block of upper Shillong in Meghalaya by the Council for Social Development in 1982. The study revealed the level of information about child care, health and hygiene to be satisfactory. In order to assess the practical knowledge of the learners, a similar study was conducted after one year of the completion of the earlier survey. Though the learners had a knowledge about family planning and immunisation, the percentage who practiced it was found to be very low. The impression of the team after the survey was that there was hardly any integration in activities nor was any one aware of the need to teach functional literacy as an integrated component of the ICDS scheme (1983).

A national survey was conducted by the Directorate of Adult Education to find out the extent and form of integration of population education (PE) in the Adult Education Programme at various levels in 1983. The status report revealed that a well defined approach towards the content areas to be included in the programme was lacking. Very meagre population education was covered in the
material developed under the post-literacy and follow-up programme. No proper training package on PE had been developed. It was found that the audio-visual material prepared by the universities on PE was not suitable for adult education (Govt. of India, 1983).

Simonen, Sikes and Jairo (1990) have revealed that population education is a very important factor responsible for the promotion of development in the developing countries. They consider population education as a rapidly growing educational innovation in the world. Between different regions and countries, population education has reflected varying concerns. In some cases, the aim is to reduce population growth, while in others the main concern is improving health and lowering adolescent fertility. Linking population education with non-formal sector of education is an important means to communicate the population education messages to the masses.

Nag Moni and Anrudh (1986) of the Population Council, New York emphasize that educated women have fewer babies. Education affects the role of women, familial relationships, kinship structure and religious beliefs in ways favouring use of contraceptives, ways of practice of breastfeeding and delayed marriage. Education decreases the demand or desire for children as well as the non-monetary costs of using contraception. Both these changes increase the use of contraception, thereby reducing fertility. Female education also decreases fertility by raising the age at marriage.
It is also observed that women who dropout of school before completing primary level education i.e; before acquiring minimum reading and numerical skills are unable to assimilate family planning information disseminated through the mass media especially through printed material.

In his paper Khan (1993) looks at the population problem as the failure of many family planning programmes, particularly in Asian countries. As a result of the recognition of education as an effective instrument in bringing about changes in attitudes and behaviour among children and adults, many countries in the Asian region have taken interest in developing population education programmes. This paper discusses the concepts, goal and the content of population education both in school and out of school programme.

The National Family Health Survey (NFHS) in Karnataka (1995) revealed that at current fertility rates, women in Karnataka have an average of 2.9 children (15% lower than the national average). Child bearing was concentrated in the age group 15-29 years. The median age at marriage for girls in rural areas was as low as 16.9. More than one half of women aged 20-24 were married at age 18 or younger. Twenty seven percent of married women married their first cousins and 9.0 percent married other blood relatives. The percentage of women who want to delay their next child was highest among those with one child. Knowledge of at least one modern contraceptive method was universal. Half of currently married women use contraception and 48 percent use modern methods. Female sterilization was the most commonly used method of family
planning. Approval of family planning was lower among illiterate women than among educated women. Illiterate, rural and scheduled tribe women are less exposed to family planning messages than others. If all of the women with an unmet need for family planning were to adopt it, the current use rate would increase from 49 to 67 percent.

Regarding maternal and child health, infant and child mortality have declined substantially in the last 15 years, but one in 11 children die before reaching age 5. Mortality risks are higher among births to women under age 20 and births following a birth interval of less than 24 months. Mothers received ante-natal care for 84 percent of births but only 38 percent of children were delivered in health institutions. Breast feeding was universal and 60 percent of children received exclusive breast feeding up to 4 months of age. However, only 5 percent of children were breast fed within one hour of birth and 18 percent within 24 hours of birth. Only 52 percent of children were fully vaccinated and the coverage was lowest for measles. The proportion who received all vaccinations increases with the education of the mother, ranging from 41 percent for children of illiterate mothers to 81 percent for children of mothers with at least a high school education. Both chronic and acute undernutrition are common. The nutritional status of children was not very encouraging. This report also initiated the educators and policy makers the necessity to include population education campaigns as a part of the adult education programme particularly for rural women in the various districts and talukas of the state.
Various National and International studies have also established that there is a close relationship between literacy and other indicators of quality of life. This shows that in countries where illiteracy is high

i) Per capita income is low

ii) Infant mortality rate is high

iii) Under nourishment is a very serious problem

iv) Life expectancy is low

v) Communicable diseases are widespread, and

vi) Number of persons below poverty line is high

Linkages between population size and quality of life parameters are becoming increasingly evident both globally and nationally. Most developing countries have viewed unplanned population growth as detrimental to developmental activities in general and the quality of life of the people in particular.

India is currently passing through a demographic crisis marked by a fairly high fertility and moderate mortality with live birth of 33 per 1000 and death rate around 12 per 1000. The infant mortality rate (IMR) in India is estimated at 104 per 1000 live births. Rahi (1994 :16-23) has stated a number of factors responsible for the high illiteracy rates, which are:
i) Economic backwardness compel the poor parents to send their off-
springs to work on contract with landlords. The old dictum that 'more hands
more money' is still favoured.

ii) Apathy and concern regarding the efforts on health and religious
belief are some of the major inhibitors to the adoption of various contraception.

iii) Customs and traditions play a major role in preference to marry the
children at an early age.

The recent Panchayati Raj Act which aims at transferring power to the
hands of the rural people catalyses the decentralization of all kinds of
developmental activities with effective participation of the people, specially the
weaker sections and women. Hence, it is felt that panchayats should actively
participate in adult literacy programmes, particularly for women (Rahi, ibid).

Sai and Reddy (1994) have studied the concept of knowledge, attitude
and practice (KAP) of family planning methods by different levels of education of
the respondents. This study was conducted in the rural areas of Chittoor
district, Andhra Pradesh. A multi stage random sampling design was used in
selecting the sample which consisted of 165 illiterates and 135 literates. The
data was collected using both questionnaire schedule and interview process.
Different variables relating to knowledge, attitude and practice of family planning
namely knowledge about various methods, sources of communication,
intraspouse communication attitude towards family planning, adoption of family
planning and reasons for non adoption were ascertained.
The findings of the study has shown that literacy has a definite positive impact on the KAP of family planning. Though knowledge about permanent methods was known to both illiterates and literates, the knowledge about spacing methods was more among the literates than illiterates. Mass media was found to be the main source of communication for literates as against interpersonal source of communication for illiterates. Literate adults had more favourable opinion regarding family planning than the illiterates. Practice of family planning was more among the literate adults than illiterates. Fear of side effects after the adoption was the main reason for the non-adoption among illiterates as against incomplete family size by the literates. More number of illiterates were not willing to accept family planning in future as against a very few proportion of literates. On the whole, a very clear and strong association existed between literacy and knowledge, attitude and practice (KAP) of family planning.

Education has emerged as an important determining force in the adoption of family planning. Hence, the authors felt that there is an urgent need to educate the rural adults through various Adult Education Programmes. The adult illiterates who had no opportunity to attend the schools should be educated to fight against the ignorance and misconceptions about family planning methods. Efforts should be made to educate the people about the advantages of various spacing methods. Communication for providing information and on advantages of various spacing methods need to be
furnished through multiple channels. Mass media should also become the main source of communication for the illiterate and wide publicity should be given to family planning programmes. The authors felt that it is the duty of the adult educators to see that population education and family planning be included in the awareness component of the adult education programme.

Frankenberg (1995) in her paper examines the impact of access to health facilities and personnel on infant and child mortality in Indonesia. Demographic and Health Survey data are combined with village level censuses of infrastructure collected by the Central Bureau of Statistics. Because the village level data are available from two points in time, it is possible to analyze the effects of changes in access to health care on mortality risks within the village. Adding a maternity clinic to a village decreases the odds of infant mortality by almost 15 percent, in comparison to the risk before the clinic was added. An additional doctor reduces the odds by about 1.7 percent. In the past two decades national governments, multilateral development agencies and private voluntary organizations have focused on bolstering developing country’s institutional capacities to provide health care.

Many researchers have suggested that the impact of access to health facilities varies by levels of education (Rosenzweign and Shultz, 1982; Caldwell et al, 1983; and Kabir, 1983).

The relationship between maternal education and access to facilities depends on how education affects the use of health services, how use of
services lowers risk of death, and how education affects the ability of mothers to translate health service resources into lower risks for their babies. Education facilitates service use. Educated women feel more competent to interact with health service personnel (Lindenbaum, Chakraborty and Elias, 1985). If health services lower mortality risks by changing women's behavior, for example by persuading mothers to use oral rehydration therapy, and if educated women are better learners, the interaction between access to services and education will be positive. Each year of maternal education decreases the odds of death by about 7 percent.

Lindenbaum et al. (1985) noted that in Bangladesh, education tends to change women's ideas about their status and consequently about what behaviour is appropriate. Additionally to the extent that education and income are correlated, educated women are probably more able to pay for the services of maternity clinic than are uneducated women. After childbirth educated women may be more capable than uneducated women of converting the instruction at maternity clinics into healthy practices.

Colclough (1980) has found that high literacy rates of women are related to low infant and child mortality, low morbidity of children, low birth rates, perinatal deaths of mothers and improved health status of mother.

Findley, Laugharn and Gueye (1995), studied the data from the census conducted in 1993, five years after the initiation of "save the children programme". They concluded that women who lived in villages with literacy
programmes had lower child mortality levels while the women in villages which did not have this programme experienced higher rates of foetal and maternal deaths. According to them (ibid:12) “we conducted focus groups among women in the literacy programmes in one of the pilot villages where these programmes had been in operation for a couple of years. We learnt that the women in the literacy course took notes of the presentations made by the village health worker. They said that when their children fell sick, they would go to their notes and see what they should do. Instead of watching their sick children helplessly they feel able to care for them. When we talked with the women who were not in the course, we learnt that they relied on the women in the literacy course for help. When their own children feel sick, they would go to ask one of the women in the literacy course for advice on what to do”. Thus, the literacy course had facilitated learning of new health care behaviour, both among the women in the course and among their friends and family.

Bhatia and Cleland (1995) conducted a cross sectional survey of the urban and rural areas of Karnataka state in India during 1993. The survey included 3595 currently married women aged under 35, who had at least one child under five. Nine out of 10 women had at least one ante-natal consultation during their most recent fertile pregnancies. Most consultations were with doctors. The percentage of women delivering in a hospital was 38 in urban area and 29 in rural area. There was a marked imbalance between ante-natal and post-natal care as fewer than 1/5th of the mothers had a post-natal check up.
The educational level of the mother was a significant predictor for using maternal health services. It was found that women with six or more years of schooling had more awareness than uneducated women.

They also found that education and the index of personal hygiene emerged as strong positive predictors. However, the results of logistic regression indicated an urban-rural differential. Urban women, with higher levels of education and economic status were found to be highly hygiene conscious whereas the rural women lacked knowledge regarding ante-natal and post-natal care.

In another study in South India, clear differences were observed between educated and uneducated mothers in seeking medical treatment for children (Caldwell, Reddy and Caldwell, 1983).

There is a widespread belief that care during pregnancy, delivery and post-natal period can improve the health of the mother and the infant. In developing countries like India, where the prevalence of several treatable diseases is very high, maternal health services provide a unique opportunity to detect and treat these diseases. Although certain obstetric emergencies cannot be predicted through ante-natal screening, women at least can be educated to recognize symptoms leading to potentially serious conditions and take immediate action. Hence, it is important at this juncture to note that the literacy campaigns need to include curriculum pertaining to this aspect.
For improving the health status to bring in a health transition in the rural women, the literacy programmes in developing countries must adopt the programmes conducted by the developed nations. What is essentially required is an intense health training programme to be imparted to the rural women with regard to both child care and maternal health.

In order to give better impetus to health related programmes and create awareness in the rural women, Sakya (1991) has developed a curriculum grid which deals with all walks of life, in relation to the rural women. He has identified four categories of functional knowledge to be included in the literacy training manuals. They are family life, economics and income, health and civil consciousness. He feels that before any literacy programme is to be implemented, it is very important for a team of experts to visit the region, study the problems, the illiteracy levels and then develop curricula because different regions may require different curricula. However, he has identified three levels of literacy. This identification is an important factor in preparing the curriculum. They are:

Level - I: This refers to adults who have never been to school.

Level - II: Refers to adults who have dropped out of school, and

Level - III: Refers to adults who have had at least four years of schooling.

It is necessary to identify to which level the adult learner belongs. Grouping the learners by their levels is a necessary step. He also found that an adult learner with zero education takes a longer time to develop literacy skills.
compared to a dropout or a learner who has had a few years of school. Indeed, the later takes only minimum time to obtain the skills.

A study by the Council for Social Development (1983) discusses the influences of women's education level on nutritional and health conditions of children. It indicates that even a small amount of women's education affects contraceptive practice, fertility and child mortality levels.

Sivaswamy (1990) in a detailed study on the literacy campaigns has arrived at a relationship between women's educational level and maternal health and child care. He states "A woman's educational level invariably determines her child's chances of survival. It also determines her acceptance of immunisation for her child and willingness to adopt family planning methods". He also adds that literacy can help illiterates to improve their life. "In case of women, they would take particular care of their babies-follow immunization and health care, nutrition, spacing of children and family planning (small family norm). They would also perceive it as a process of enhancing their self image and self confidence, raising their status in society". The author further states that functional literacy fully depends on visual communication-posters, flannel graphs, flash-card sets, models, development-oriented audio-visuals, video programmes etc. Hence the author recommends the use of such visual aids in the literacy campaigns.

In his address to the National Leaders Seminar on population and development held in Nairobi, Kenya, Clausen, (1984) President of the World
Bank opined that in order to bring in a complete transformation into a developed one, a country should stress on:

i) Health services which reduce the need for many births to insure against infant and child mortality.

ii) Education, which would raise parents' hopes for their children and would broaden a women's outlook. Accordingly, he says "Education brings increased opportunities for women outside the home. Widespread education reduces fertility, encourages late marriage and longer breast feeding which can help reduce the birth rate. In all countries, women who have completed primary school have fewer children than those with no education. Higher the educational level of mother, lesser the number of children. Education delays marriage for women either because marriage is put off during schooling or because educated women are more likely to work or take time to find suitable husbands. Educated women are also more likely to know about and adopt new methods of birth control."

1.2.14 Use of Modern Communication-Media Infrastructure in Adult Education Programmes

Kumah (1995) refers to "Enter-Educate" as a means of bringing awareness regarding health, hygiene and population related health services to
the people. "Enter-Educate" refers to learning through entertainment-radio, drama, songs, folk, theatre, videos and films. The use of this 'Enter-Educate' approach has brought success in America, Philippines and Nigeria. He strongly recommends the underdeveloped nations to adopt this techniques.

Friedman (1995) stresses on counseling interpersonal communication (dialogue and action) as the most important means of communicating to the women the family planning techniques.

The UNESCO Bulletin (1982) specifies certain reasons why a higher level of education in women is likely to be associated with lower fertility. Some of them are:

i) Education increases the opportunities for a career outside the home, which is likely to interfere with too many pregnancies.

ii) Education increases aspirations for upward social mobility, which acts as a counter attraction to motherhood.

iii) Education increases expectations for better education and employment of children, which are ideals more easily achieved in small families than in large families.

iv) Education and employment of women improve their socio-economic position, making them less dependent on the economic support of children in old age.

v) Education delays the age of marriage and reduces the span of the child-bearing years.
vi) Education is conducive to the development of attitudes and values sensitive to improvements in quality of life, which are more easily attained in small families than in large families.

Mitra (1992) in an assessment of the population stabilisation strategies in India cites that the women in India, even in recent times, are backward in education, in employment and in health opportunities since they are not imparted knowledge about the awareness of a small family.

Mehta (1996) in his article titled “Development and Utilisation of database for non-formal literacy programmes and networking of computers” has emphasised the need of modern infrastructure and utility of LAN (Local Area Network) and WAN (Wide Area Network) in the rural areas in order to educate the rural masses indepth with reference to the various contents of basic and functional literacy. The use of computers not only motivates the learners but also keeps them in touch with the latest developments. This has been in use in earlier campaigns in developed countries. Hence, the author recommends the use of such technology in the present ongoing Adult Education Programmes.

1.2.15 Adult Education and Health of Rural Women

Ester (1981) in her work entitled “Health concept, practice and problems of young rural adult women” has related the awareness among young adult women to their living conditions. In her study she concludes that
i) Adult rural women live on very little money and therefore spend meagre amounts on diet.

ii) The housing conditions of the young rural adult women were not adequate for healthy living.

iii) The conditions under which they were living made them very vulnerable to health problems.

iv) No adult rural woman had a complete understanding of health.

v) For most of the health problems, the adult women either had taken household remedial measures or had taken no treatment.

The author suggests strongly that since young rural adult women lacked the concept of health care, there is a necessity to educate them with regard to the related topic covering women health and hygiene.

Kweka (1994) has analysed the problems of organizing Adult Education Programmes for community health at the grassroots level in a project conducted in the rural areas of Tanzania. She has used the Freirean pedagogy. According to her “The village community represents a complex economic, social and political structure which needs to be studied carefully if one is to support or facilitate social change at the grassroots level. Here one needs to live with and learn as much as possible from the villagers. The peasants have their own way of looking at social change or development and they will not always accept advise from others. There is therefore need to work out solutions with them
based on their own capabilities for change. The central issue is to create a situation where the facilitator and the community will hold a dialogue where they can assess and analyse their problems as they see them. This dialogue should be continued for sometime until the community or a large section of the community begins to internalize the problem". Hence, it is seen that Kweka favours the use of dialogue in the Adult Education Programmes, particularly in the rural areas.

In Nigeria, Momodu (1994) found that the participants of Adult Education Programmes who constitute a significant portion of the population (considering the low literacy rate) were not exposed to basic health related activities. This was mainly due to the low level of awareness of the importance of health improvement activities among Nigerians. In her study on the Nigerian rural women, she is of the firm belief that incorporating health-related physical fitness activities in Adult Education Programmes is both desirable and feasible. Its numerous advantages include improving the health of the learners, promoting cognitive development, social emotional adjustment and developing a desirable leisure behaviour. It is also felt that more importantly, the expected changes in behaviour will have a positive impact on society at large.

Mangvwat (1994) has highlighted the role of an adult educator in promoting good nutrition. She feels that the adult educator can use the adult education as a strategy to combat malnutrition and hunger. She emphasizes that nutrition education programmes designed for people in the community
must be preventive as well as applied and could be integrated in literacy and Adult Education Programmes. Accordingly, the programmes must aim at making the individual aware of the need for eating a variety of foods and of the consequences when he does not do so. The development and production of nutrition pamphlets could help to combat malnutrition and hunger. These will be very handy with a population that is illiterate. Children on the other hand love stories. Nutrition education messages could be built around stories. All nutrition messages should foster understanding of nutrition and promote good eating habits.

Kesonpat (1989) in a study has examined the effect of selected demographic variables on participation and to determine why some villagers participate in non-formal educational programmes and other villagers do not. The sample consisted of 590 participants in non-formal education programmes and 860 non-participants. The statistical techniques employed to analyse the data were logit analysis and Z test. The evidence from this study indicated that the average non-formal participant is an adult between he age of 36 and 50 years who has completed four or less years of education, and who is married and works in farming (cultivating rice). The findings reveal that participants and non-participants in non-formal education programmes were significantly different according to the needs for health knowledge, agricultural knowledge, further education, knowledge for living and vocational knowledge. The reasons associated with participation in non-formal education programmes, in this study,
were to gain knowledge useful for making a living, for personal interest, to interact with instructors and students or to make new friends. In this study, the reasons that villagers did not participate in the programme were because they lacked time and transportation.

In his research on adult education, Lawson (1989) has established a relationship between two important parts of Laubach's life, his Christian development and literacy education. Laubach is a famous Christian Missionary who travelled to 130 countries developing literacy primers in 312 languages. This study throws light on the fact that religion has a positive impact on literacy education.

The purpose of the study by Yanzi (1989) is to explore Mao Zedong's philosophy of adult education. Many of Mao's ideas on society, human beings knowledge and learning are borrowed from Marxism. Mao held the notion that adult education was a revolution; specifically adult education was for political indoctrination, moral cultivation and general educational studies and skill training. Mao has also used mass mobilisation and launching of national campaign. This theory is similar to that of Paulo Freire, to the extent, that class struggle results in revolution and that adult education plays its part in educating the masses.

Weissfarnan (1989) has conducted her research based on an experimental design which she has used to determine the type of educational strategy, learning style, life satisfaction and influence acquisition (pre-test and
post-test and retention post-test, follow up test three months after a health education programme). The work revealed that an increase in knowledge was related to the age factor which was a significant covariant for knowledge retention. The findings have implications for future programme planning of education programme for the growing population of older adults.

In her study, Rivera (1990) uses an ethnographic approach. The data consists of 18 hours of a videotape collected in the fall of 1988 in a nature language literacy programme. The programme located in one of the largest Spanish speaking communities in New York city, utilizes a "nature language literacy" approach and is influenced by the work of Paulo Freire. This study reveals the importance of the use of mothertongue for dialogue. By engaging in dialogue, teachers and students can analyze reality together. Students can then read the word in a critical way, name the conditions that affect their reality, and work towards transformation. It was also found that popular theatre provides a context for people to dialogue, generate their own knowledge, and reach a new awareness of the world.

Davis (1993) has made an indepth study of adult Puerto Rican women's health beliefs and health practices. The purpose of the study was to determine the ways in which Puerto Rican women identify their health beliefs and health practices which are associated with their ethnic identity. The study utilized the qualitative paradigm to examine the phenomena of health beliefs and health practices of Puerto Rican women living in Lauchaster country of Pennsylvania.
Some of the major findings were that Puerto Rican women utilise a variety of methods for self care activities. One of the major ways women were informed about treatments is through word of mouth (basically conversation and dialogue). The women have many concerns related to women's health issues. The researcher identified assets related to positive interactions in the health care system and barriers associated with negative interaction. It is found that the Puerto Rican women in this study emphasized the importance of health information. Specifically, the women in this study emphasized that health information should be delivered with as much clarity and detail as possible by adult education in health care settings.

There are also instances where formal and informal learning experiences may not influence the learners by means of consciousness-raising and commitments as change agents. One such experience is revealed in a research conducted by Loughlin (1990). In her study she attempts to gain insight into the development of change agents by analyzing the learning experiences of 24 women who were committed to social transformation related to women's issues. Data were collected in semi-structured open-ended interviews and analyzed using a modified form of the constant comparative method. The findings suggest that for these particular women, formal and informal learning experience facilitated by educators did not significantly influence their consciousness raising and commitments as change agents. Rather the process
of knowing and constructing meaning from life experiences appears to have influenced most significantly their commitment to social reconstruction.

Redding's (1990) study is based on Anthropological theory. She finds that the adult women are motivated more by internal drives of self fulfillment than societal pressures. In doing so, married women with children who return to college, are attempting to carry out three roles i.e., of wife, mother and student, in two distinct social groups i.e. the family and the university. Such re-entry women have self fulfillment when they achieve what they call as personal and human development. We can see that this theory is almost on par with Paulo Freire's theory.

Oladdiepepo's (1990) research is an interesting study which attempts to find out the types of informal and non-formal learning activities facilitated by American agencies for refugee women in rural Africa. It also investigates the extent to which refugee women's experiences, existing organisational networks, cultural practices, and direct participation are being encouraged in the programme planning process. This work is of importance since it makes an attempt to observe how the planning process enhanced the formulation of systems which allowed for active participation in planning, implementation and evaluation. This study revealed that the African refugee rural women had identifiable capacities which could be utilized in the programme planning process.
The purpose of the study by Freer (1990) was to develop an understanding of the contextual nature of literacy usage by group of older adults living in rural North Florida. An attempt has been made to determine what low literate elderly persons perceive as their literacy needs and interests as well as the impact of the presence or absence of literacy skills on their lives. Differences in how literacy is viewed according to gender, age cohort and programme participation status have been discussed. The study revealed that possessing or acquiring literacy skills can have a positive impact on the lives of the older adults. It also tells us of the negative impact of illiteracy on the lives of the older adults along with the positive impact of acquiring literacy skills.

Rylant’s (1993) research project analyses the conceptual paradigms and operational paradigms of the processes of education and development employed in rural Ethiopia. This study stresses that even in a rural and underdeveloped country, education is an integral part of several remedial measures capable of generating individual and collective growth. The study suggests that education is capable of generating individual collective growth. The study also reveals that education becomes an integral part of the development process and that development serves educational purposes.

Carney (1993) examines the influences of Mabel Carney (the famous American educator) on the field of rural teacher training during the early part of the Twentieth century. Carney was solely responsible for improving the teacher training in rural America. Special attention is given to the rural education
conditions in the mid-west, because this is the section of the country in which Carney was raised and educated and in which she spent most of her early years as educator. This can be a good handbook for improving rural teacher training techniques to be used in the adult education programmes.

The research by Piu (1993) is a historical investigation of the educational theory and programmes of a remarkable Chinese adult educator, James Yen. Through his various educational programmes, Yen was able to effect change in the lives of over 400,000 people in China. The informal learning which included experimental learning, modeling and learning through organization, was most powerful in developing individual and social dimension. To effectively change a social and political context, Yen believed all the people in the community must participate in the reconstruction activities. He advocated a bottom up community based approach so that every person in a community would be mobilized and benefited. The people-centered approach tapped the potential of the people in working collaboratively in changing the individual and eventually community. The development of the communities was through the process of learning. The researcher also throws light that Yen later repeated the same model in Philippines and in many other Third-world countries. The programme had a positive impact on the lives of the people.

Earle (1968) has made an effort to survey the “hierarchy of needs” theory of motivation (which has been advanced by well known psychologist Abraham H. Maslow) and to derive its implications for the theory and practice of adult
education. Implications were sought in 5 areas i.e. a philosophy of adult education, the planning of programmes, the conducting of programmes, the promotional activities and evaluation. The theory of A.H. Maslow was surveyed, the hierarchy of needs theory was presented and examined, and implications in the five areas were derived. The researcher concluded that Maslow's work suggested an ultimate goal for adult education, the promotion of self-actualization. He also suggested that in attempting to achieve this ultimate goal, adult educators should be involved in attempting to provide gratification for the basic human needs suggested by Maslow and in attempting to create environments for learning in which the learner can express his nature. It can be seen today that the recent adult education programmes being conducted in developing nations have opted this policy of creating suitable environment as the first step in their programme schedules from the developed nations.