CHAPTER FOUR

EPITOME

This chapter describes the model planned for the purpose of women's adult education, with relevance to afore described background situation, constraints of functioning within a prescribed frame-work, experiences of other models in parallel fields etc.
4.1 Classification of Approaches Towards Women's Education:

So far the importance of education for women and girls, has been emphasized in this study. The question arises as to the correct approach to such educational activities. Obviously these ought to be totally non-formal. However, such non-formal efforts towards women's education may be classified further. Two classifications suggested by J. T. Nayak (1982) are based on:

1. Categorization according to underlying theories and ideas, and

2. Strategies used in the implementation of action programme:

1. Categorization According to Approaches:

1) The Social Welfare Approach:

The approach is of those who with a paternalistic approach treat the trainees as beneficiaries. In such an approach the organizers plan the syllabus according to what they think the trainees should get in terms of knowledge, skills and experience. The planning is from top to bottom. Trainees are
not considered to be participants and therefore are not consulted. Such programmes always depend fully on the organizers for their existence and often collapse, when the organizers move out.

ii) The Developmental Approach:

Here the organizers make an attempt to cater to the needs of the clientele through a syllabus based on their expressed needs. A group from the community takes part in planning, implementation and evaluation of the programmes. In such a model, the organizers and the participants share responsibilities, gradually the latter taking over the different tasks altogether. This facilitates the organizers to expand the programme and think of new dimensions.

iii) The Activist Approach:

In this approach the sponsoring organization sends out animators who are local persons. These animators try to organize women and girls in different villages around issues related to their lives—such as low wages, exploitation of women etc. Women from neighbouring villages lend support where
conflict or confrontation takes place. Thus they try to solve the problems that affect them vitally. They then plan to learn skills in home-making and child-rearing in order to save time for other activities. Here the women and girls are the real planners of the programme.

2. **Translating Approaches into Action Programmes**

There could be more categories based on approaches other than those described so far or a programme may often be a combination of one or more of such ideologies, whatever the underlying idea or the theory may be, these to be translated into action need some strategy. The different strategies, commonly used are classified by J. T. Nayak (1982) as under:

A. The Centre strategy;
B. The Network strategy;
C. The Mini Mobile strategy;
D. The live-in strategy;
E. The Frieriien Model.

A. **The Centre Strategy**

An area is selected. Efforts are concentrated on
reaching the elders, who will send women and girls for the programme at one central location or centre. Publicity may be necessary in the event of a larger area. This is called "the Centre Strategy" because it brings participants from a region to one central place for training.

B. The Network Strategy:

A large area with one or two districts are selected. A person is appointed to help in starting 8 to 15 centres for women (e.g. 'Grihini Centres') simultaneously. This person coordinates the efforts of the various programmes, helping them in the maintenance of good standards and in finding resources.

C. The Mini-Mobile Strategy:

A team of two or more persons select a group of 8 to 10 closely situated villages. Contacts with persons concerned are made and the programme runs in the villages which is centrally situated amongst the villages. On completion of this programme the team moves on and repeats the process in another cluster of villages.
D. **The Live-in Model:**

A small team of persons selects a hamlet/village, according to definite criteria like backwardness, poverty, low caste of inhabitants, etc. The team, during its stay in this selected locality for a period of time, studies the culture of the people and identifies itself with the people. Gradually they develop programmes to meet the needs of women and girls of that particular area. Once the goal is achieved the team moves on to another village/locality to repeat the process.

E. **The Frierian Model:**

Given that the primary motivational tool to literacy for women is banking upon their interest in mothercraft, one may try out the Frierian method of literacy-teaching. This method as tried out by Freire and his team was as follows:

The team first went to the community and established a rapport. Through first-hand experience gained by staying with the community, they learnt about the basic problems, aspirations, frustrations, etc., of the people. Thus an inventory was prepared,
based on which a basic vocabulary was formulated. Certain key words were selected from this basic vocabulary depending on:

i) richness of phenomenon;

ii) degree of phonetic difficulty;

iii) degree of practical content, in words which had concrete reference to the most conspicuous economic, social and political problems of the area.

In the next phase, in the literacy class, a certain problem of the people discovered by the animators in the initial phase was shown to the people in a codified form - slide, sketch or drawing. A discussion was initiated where people expressed their opinions, and feelings on the topic. Thus they started to reflect on their own situation and now were no longer mere objects and victims of the situation.

Because Freire considers the break-up of object status of man the key to any kind of learning and change, he insists that in all stages of literacy work, the teacher - student relationship, which is a subject - object relationship has to be abolished and replaced by a student - student or subject - subject relationship. This means that partici-
pation of the people at all stages of work is absolutely a must.

While decoding their own situation, the KEY WORD would naturally be mentioned. After all the dimensions of the theme (key word) had been explored, this word would appear on the black-board together with the picture which was already there.

The significant difference in Freire's method and other literacy methods where pictures are used, is that usually such pictures are only illustrations to explain the meaning of the word; they are not codes of a complex and relevant social reality. As soon as the pupil has understood the connection between the word and the picture, the interest in the picture disappears. Freire, however, first established a solid cognitive and emotional relationship between the code and the actual reality of the people and only then did the word appear. Thus the word was greatly changed with meaning. The experiment was highly successful to the extent that by the end of the fifth meeting, it is claimed, that one client already was writing a complicated sentence. Based on this, one could develop a model lesson on a theme relevant to mothercraft:

A model lesson on diarrhoea (in children) is given below as an illustration.
Awareness Content:

1) **Coding** - Introduction of the problem in a general way (means of a code). Coding can be done by means of:

   1. A relevant poster or picture (e.g., sick child showing symptoms of dehydration);
   2. Telling people a relevant story;
   3. Showing two pictures of contrast;
   4. The autobiography method: one participant is invited to narrate her experience;
   5. The role play method: act out the situation.

ii) **De-Coding**:

Participants are invited to express their feelings, hopes, frustrations on the code to arouse them emotionally.

Asking lead questions in one or two allied problem areas is important.

iii) **Identification** (with the problem).
iv) **Solution:**

1. **Find the root cause of the problem:**
   - e.g. Lack of knowledge, malnutrition,
     - no food
     - no time to care for the baby
     - doctors corrupt, etc.

2. **Identify the solution:**
   - What can we do about this?
   - Determine - who, when, where, how, what?

   e.g. Sita volunteers to try out solution immediately. Geeta will pass on the message to other members of the society. Ganga will draft a letter (wants to) of complaint against the corrupt doctor.

**Literacy Content:**

"The word diarrhoea is important to us. Let us write it."

1. Write the word in bold letters.

2. **Syllable Decomposition.**

3. Write out the consonants of the word.
4. Are any letters repeated in the above word? Which? Let us learn to write it. Write the letter again on the board and ask all to copy it. Invite them to write other alphabets in the word.

5. Using the different vowels, the group may be shown formation of different phonems from the consonants learnt - (क, त, द्र.... etc.)

6. The class is then encouraged to rearrange the syllables to discover new words and to write them.

7. Collect words made and write all of them on the board.

3. **Understanding the Situation of the Target Community:**

Whether based on the above mentioned singular strategies or a combination, any educational model geared towards development through integrated services, besides giving due consideration to the existing situation of the community, the felt needs of the members of the community, also needs to understand the general characteristics of the area where the plan is to be put into action. While these could be found out through various modes like formal and informal surveys, discussions with members of the community and educating bodies of all concerned departments etc.; it is also true that certain features are found to be common to all rural
areas in our country particularly and throughout the under-developed world generally. UNICEF made a useful list of these common characteristics which should facilitate planning and implementation of any action programme for development. These are:

1. Economic stagnation.

2. Cultural patterns that are unfavourable to change.

3. Agricultural underdevelopment and lack of alternative employment opportunities.

4. Poor quality of life because of scarcity of essential goods, facilities and money.

5. Isolation caused by distance and poor communications.

6. An unfavourable environment predisposing to communicable diseases and malnutrition.

7. Inadequate growth facilities and lack of sanitation.

8. Poor educational opportunities.

9. Social injustice including unequitable land tenure systems and rigid hierarchy and class structure.

10. Inadequate representation and influence in national decision making.
FIG. VIII
FACTORs AFFECTING A DEVELOMENtal PROGRAMME.

POVERTY  IGNORANCE  SUPERVISION
MALNUTRITION  SOCIAL INJUSTICE  etc.
ENVIRONMENT CONducive TO DISEASES

POOR HEALTH STATUS AND ILLNESS

NEGATIVE PATHWAY

HEALTHIER ADULTS, POSITIVE DEVELOPMENTAL ACTIVITIES

DETERIORATION OF HEALTH STATUS

REDUCED WORKING CAPACITY

FURTHER DETERIORATION OF HEALTH

POSSIBLE DEATH

FAILURE TO OBTAIN SERVICES

LOSS OF FAITH IN EDUCATIONAL MESSAGES

REVERSION TO OLD PRACTICES

HEALTHIER, ADULTS, POSITIVE DEVELOPMENTAL ACTIVITIES

IMPROVED HEALTH STATUS

BETTER WORKING CAPACITY

BETTER INCOME

BETTER AND IMPROVED STANDARD OF LIVING
How these and similar features affect any developmental programme may be studied by drafting out a schematic figure, with the example of a singular aspect (here health), (fig. VII).

4.2 Recapitulating the Specific Drawbacks of Health and Adult Education Programme:

While these are the general characteristics affecting the developmental schemes anywhere, certain specific problems of health and education schemes may be recapitulated briefly to aid out-lining the model envisaged by this researcher. To simplify the matter, these may be divided as drawbacks common to both the schemes, and those having specific reference to health and adult-education schemes, respectively.

A. The Common Drawbacks:

These usually fall into three categories:

a) Administrative - involving bureaucratic functioning and red-tapism causing tremendous set-back at many points as well as acting as a demotivating element to functionaries at various levels.

* These have been already discussed in detail in earlier chapters.
b) **Financial aspects**, especially relating to delays in payments and problems in interpretations of budgeting patterns.

c) **Motivational** problems causing half-hearted work on the part of the functionaries, inadequacy of good quality functionaries, and those available being demotivated by several constraints as mentioned above.

d) The chief problem seems to be the lack of understanding of these programmes as human resource development programmes. This means failure to recognize the importance and complexity of the human factor involved at all stages of the programmes. If this key factor goes unheeded, likelihood of success seems only remote.

e) Last, but not the least, a prominent drawback is lack of integration of services at all levels, especially the field level. This is due to inter-departmental, administrative and psychological hassles, blamed entirely by the concerned staff on the centrally operated schemes.
B. **Drawbacks Specific to Adult Education**

Besides the above-mentioned drawbacks, the Adult Education programme suffers chiefly on the following counts:

1. Irrelevance of what is taught to the clientele due to several causes like, poor quality, inadequately trained field level functionaries, lack of support-mechanism, irregular pattern of attendance by adult learners, etc.

2. Irregularity and high drop-out rate.

3. The programme and its administrative section traditionally being looked down upon.

C. **Drawbacks Specific to the Health Scheme**

1. While the man-power and mobility is considerable, there is a great deal of mismanagement-based waste of the same, coupled with chasing of wrong priorities

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*In the State of Maharashtra, several high-ranking officials of the education department have mentioned to this researcher that, until recently, transfer to the adult education department was considered, among their social circle, to be indicative of failure as officials in other areas under the department and a punitive action for the same.*
(e.g. Family Planning target completion taking over all health education activities especially in the last quarter of every financial year).

2. The policy is urban-biased, including the training and education.

3. The programme is too highly dependent on hospital based services - mainly curative.

4. The support-mechanism is poor.

4.3 The Experimental Model:

4.3.1 Premises for the Design:

Thus the model prepared by this researcher was in consideration of:

1. The basic problems of the learners, and the functionaries of adult education and other developmental schemes, especially the health education programme.

2. Specific problems of women learners.

3. The expected and accepted roles a women plays in our society.

4. The common features of underdeveloped areas.

5. Possible strategies to better the situation.
<table>
<thead>
<tr>
<th>Control Groups</th>
<th>Experimental Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(I)</strong> Pre-Test</td>
<td><strong>Pre-Test</strong></td>
</tr>
<tr>
<td>i) Tested for literacy, awareness and functionality.</td>
<td>Same as for control groups</td>
</tr>
<tr>
<td><strong>(II)</strong></td>
<td></td>
</tr>
<tr>
<td>i) Classes continue normally (Regular Govt./H. Sc. Training)</td>
<td>i) 8 days of Intensive training in mother-craft education to the instructors, besides regular training</td>
</tr>
<tr>
<td>ii) No change in mode of functioning.</td>
<td>ii) Classes continue with changed mode of functioning.</td>
</tr>
<tr>
<td>iii) No follow-up training</td>
<td>iii) Follow-up Training every 15 days.</td>
</tr>
<tr>
<td>iv) No additional resource support.</td>
<td>iv) Resource support as and when necessary.</td>
</tr>
<tr>
<td>v) Unscheduled visits by the investigator.</td>
<td>v) Scheduled and unscheduled visits by the investigator.</td>
</tr>
<tr>
<td><strong>(III)</strong></td>
<td></td>
</tr>
<tr>
<td>i) Ist evaluation (midterm) similar to the pre-test with the aid of standardised and pre-tested tool.</td>
<td>i) Same as control groups.</td>
</tr>
<tr>
<td>ii) Results noted.</td>
<td>ii) Results noted; interpreted for indicative changes.</td>
</tr>
<tr>
<td>iii) No modifications.</td>
<td>iii) Suitable modifications made.</td>
</tr>
<tr>
<td><strong>(IV)</strong></td>
<td></td>
</tr>
<tr>
<td>i) Classes continue as in II.</td>
<td>i) Classes continue as in II.</td>
</tr>
<tr>
<td><strong>(V)</strong></td>
<td></td>
</tr>
<tr>
<td>i) Final Evaluation.</td>
<td>i) Final Evaluation.</td>
</tr>
<tr>
<td>ii) Results discussed.</td>
<td></td>
</tr>
</tbody>
</table>
4.3.2 The Model: Design:

A. Expert Opinion on the Proposed Model for an Action Programme:

The model for the proposed action research was accordingly prepared * (Appendix Two) and the same was sent to several experts in the field of health and adult education, belonging to governmental, semi-governmental and voluntary organizations, for their comments. The expert group whose advice was sought comprised of Directors and Assistant Directors of the Departments of Adult Education of three universities in Maharashtra, experts in women's adult education, Director of CRHP, Jamkhed (the project specializing in community workers training with emphasis on health education along with other aspects of adult education), Chief Nutritionist of CRS (with projects on women's health - nutrition education), concerned officials of the government adult education scheme, Principal of a Home Science College (an expert in child development). Their comments are summarized briefly

* A brief sketch of the model is presented in Table 15.
on the following pages. Out of the above-mentioned (a total of eight) seven responses were received. Except for one all the responses can be said to be positive. The plan was generally considered to be good and expected to show the desired results. It may be mentioned here that all these panelists had definite and extensive experience at the field level in their respective disciplines. They thus made some useful suggestions based on their experience:

1) There seemed to be a confusion regarding the scope of 'mother-craft' training. But once the term was explained during personal discussions, doubts regarding the same were cleared. One respondent, however, suggested the use of the term, 'family life education' to replace 'mother-craft training'. To avoid similar confusions, it was decided that this term may be used to qualify 'mother-craft education'.

2) The importance of improving the self-image of women and incorporation of information on responsible parenthood was suggested by two experts - both women from the field of adult education, one
with extensive experience with women learners.

iii) The aspect of motivation, already stressed in the study, has been re-emphasized, especially by the two experts from voluntary organizations (CRS and CRHP).

iv) Training based on identified problems of the learners has also been stressed.

v) The director of CRHP project emphasized the importance of a built-in income-generating scheme in any kind of adult education for women.

vi) It was suggested that the planned groups of 32 centres would be too big to manage and concentrating on 10 centres instead would prove more fruitful.

B. The Sample:

A total of 32 centres were selected for this experiment - Out of these 20 belonged to the Government Programme managed by the District Adult Education office of Pune (EG, EGR, CG, CGR), and 12 to the S.N.D.T. College of Home Science (EH, CH), managed by their department of adult education.

This sample comprised of women's centres from:
A. 1. Rural areas (Mulshi, Talegaon, Vadgaon Sheri);
   2. Urban areas (Yerawada, Vishrantwadi, Parvati);
   3. Semi-urban areas (Ramawadi, Moseswadi, to some extent Talegaon);

B. The sample included:
   1. Predominantly scheduled caste centres;
   2. Predominantly tribal centres;
   3. Undefined mixed groups.

Although the direct clientele of this experiment was the groups of concerned functionaries, the number of indirect beneficiaries may be mentioned for reference. The total sample of beneficiaries has been described in Table No. 16.

The selected sample was divided into groups as follows:
Table No. 16
Total No. of Beneficiaries (Learners) Covered under the Experiment.

<table>
<thead>
<tr>
<th>Stage of the Experiment</th>
<th>Experimental Groups</th>
<th>Control Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EG</td>
<td>EGR</td>
</tr>
<tr>
<td>Initial</td>
<td>180</td>
<td>120</td>
</tr>
<tr>
<td>Final</td>
<td>90</td>
<td>90</td>
</tr>
</tbody>
</table>

N.B.  
EG = Experimental Centres - Urban (Govt.)  
EGR = Experimental - Govt. Centres - Rural  
EH = Experimental - H. Sc. Centres  
CG = Control Centres - Govt. - Urban  
CGR = Control Centres - Govt. - Rural  
CH = Control Centres - H. Sc.
(1) **Control Group:**

i) Out of the 20 Government sponsored centres, 10 were randomly selected as control group of centres. Care was however taken to have a control centre for comparison in each area selected for the experiment so as to maintain the base as similar as possible. Hence there were centres to be treated as control in Vishrantwadi, Yerawada, Parvati, Mulshi and Talegaon alongside experimental centres.

ii) In case of the S.N.D.T. sponsored centres 4 centres were selected to serve as, control for the experiment, as all these centres were located in one belt, Yerawada to Vadgaon Sheri.

(2) **Experimental Groups:**

i) Ten centres, one or two, in each area mentioned above, were selected for experimental purpose from the Government programme.

In these centres the routine programmes of the
Government continued. The additional input was in terms of extra initial training of one week and follow-up training for one day, every fortnight, given to the functionaries. Support mechanism was also enhanced in terms of more visits by resource personnel, additional programmes etc.

2. Experimental Group II (H. Sc. I EH₁):*

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>4 centres out of the 12 organized by the S.N.D.T. College of Home Science formed this group. In this group the routine programmes including training by the organizing body continued, with additions by this researcher as in the case of EG and EGR.</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>

3. Experimental Group III (H. Sc. 2 EH₂):*

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In this group (4 centres) except for the initial training there were no inputs from the organizing body (Home Science College). The inputs by the researcher were identical to EG + EGR and EH₁.</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>

* In case EH₁ and EH₂ the home-science college programme organizers decided that the problem cases may be selected for the experiment.
The EH₁ and EH₂ groups were, in the early stages of the experiment, combined to form one group EH for being closely located, it became impossible to segregate learners as beneficiaries for special programmes arranged in the area.

4.4

Background Knowledge of the Functionaries:

1. Training of the Functionaries (Instructors-Government Programme):

The 20 instructors selected for the experiment belonged to the adult education programme conducted by the District Adult Education Department of Pune. In view of the hypotheses and goal of the study, it was necessary that these functionaries be a part of the routine programme. This meant that while additional inputs for experimental purposes were allowed, certain basic organizational and other rules had to be adhered to, which included training programme for these instructors, arranged at various places for a total period of 21 days. The training schedule included an initial training of 8 days to be conducted in the first two months, followed by another 8 days training after completion of
six months with a total of 5 days bi-monthly training.

(A) **Topics covered during these sessions:**

The topics covered as far as possible in the first training itself, as reported by the officials, included:

1. Role and functions of the instructor;

2. Organization and management of an adult education centre;

3. Methods of maintaining good attendance;

4. Procurement of co-operation of various development departments and its use for adult education.

5. Record-keeping;

6. Adult psychology;

7. History of adult education;

8. The concepts underlying adult education;

9. The meaning of functionality;

10. Areas for awareness development;

*List provided by the Adult Education Project Officer of Pune District.*
11. Use of books for teaching adults;
12. Various problems in the community - discussion.

It may be mentioned at this point that 8 out of 20 instructors in this programme were basically trained Anganwadi workers, their previous training having covered the following topics, while laying great emphasis on maternal and child nutrition, immunization and health. There was also one trained Health Worker.

(B) Topics covered in Anganwadi Worker's Training:

(Training under the ICDS Scheme)

The official revised training syllabus published by NIPCCD (1981), advocated a 4 months' training course for all anganwadi workers comprising 576 actual working hours spread over 96 working days. The recommended distribution of training time and topics covered is given in the following table: (Table No. 17)

A detailed study of the curriculum for training, shows that it is almost identical to the course plan of the present study especially with regards to the knowledge and skills with reference to the
Table No. 17
Training Programme for Anganwadi Workers -
Distribution of Time

<table>
<thead>
<tr>
<th>Subject</th>
<th>Theory</th>
<th>Practical &amp; Field Training (hours)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Orientation : ICDS scheme</td>
<td>20</td>
<td>-</td>
<td>20</td>
</tr>
<tr>
<td>2. Child Development and Non-formal Education</td>
<td>60</td>
<td>60</td>
<td>120</td>
</tr>
<tr>
<td>3. Child health and Nutrition</td>
<td>110</td>
<td>120</td>
<td>230</td>
</tr>
<tr>
<td>4. Functional Literacy</td>
<td>40</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>5. Community contact and Communication.</td>
<td>40</td>
<td>80</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>270</td>
<td>290</td>
<td>560</td>
</tr>
</tbody>
</table>

Evaluation/Examination: About 3 days
needs of women and child population. Though not directly a part of the ICDS programme any more, functional literacy skills have been given due importance. Many of the items in the syllabus are replicates of parallel syllabus for adult-education instructors.

From the point of view of the present study, investigation of the anganwadi training programme becomes more important at the level of its outcome, namely the gains by the anganwadi workers from these training programmes expected to be helpful in adult education.

Since the anganwadi workers functioning as instructors of the adult education classes, selected for this experiment, had undergone both the ICDS training course (some had also participated in more than a singular refresher's course), and the adult education training course, it was natural to expect them to be at a greater advantage while participating in the present experiment. However, apart from a few specific topics, their knowledge did not prove superior to their non-anganwadi trained counter-parts. The areas they
were better conversant with were: immunization, nutrition and to some extent, first-aid. They claimed that in all their ICDS trainings, nutrition (only of vulnerable groups) and immunization were the chief topics repeated, in fact to the point of boredom. It may be mentioned here that, as a result, though their knowledge about these topics was better than the other instructors of the experimental centres, at the outset of the experiment, their skill in imparting the same was only at par with the others.

Field training seems to be an important asset of the programme which could be used to advantage in the adult education instructors' training. However, the impact of this was not noticeable in terms of better performance. The reasons for a well planned training not showing positive results needs to be further investigated.

While the District Adult Education Office was cooperative enough to allow the complete takeover of training of the selected functionaries for the purpose of this experiment, it was thought that it would be more in keeping with
the policy of this experiment to incorporate as few changes in the routine procedure of the adult education programme. Thus it was decided that the training for experimental centres would only be in the areas not covered by the above-mentioned routine training. This would also simplify matters for the experiment and serve as time-saving.

2. Training of Instructors of S.N.D.T. College sponsored Adult Education Programme: (By the Department of Adult Education)

The instructors of the S.N.D.T. College of Home Science had undergone training in the following areas.*

1. 'The Adult Learner' (Psychological aspects),
2. Communication skills,
3. Survey methods,
4. Elements having an effect on education, difficulties and possible solutions,
5. Organization of a centre,
6. Nutrition,

* According to the training reports, schedules of training and discussions with the concerned officials.
7. Curriculum and other activities to be conducted in an adult education centre.

8. Methods of teaching literacy - relevant skills,

9. Story-telling, use of other audio-visual media, songs, street plays, games etc. to promote adult education.

10. Administration of the Adult Education Programme.

11. Role of Adult Education Functionaries.

Follow-up training, in which most of the instructors participating in the present experiment were involved, included the following topics:

1. Health - common illnesses - with their preventive and curative aspects.

2. Skills in - making teaching aids for literacy, soap making.

3. Banks and Posts, Saving schemes.


The above topics were found to have not been understood/assimilated. Hence except for literacy skills and general matters relevant to adult education programme organization, all topics had to be repeated fully. It was noticed that in many cases, the more experienced of the group had information on the subject but lacked the skill to transmit it. Since mere role play was found insufficient, a new method was derived which seems to have helped the instructor. The method consisted of deducing specific messages to be transferred to the learners from every topic. This is discussed in further chapters.

4.5 Additional Inputs:

1. Training for the Instructors of the Experimental Centres:

During the initial visits to the various centres selected for the purpose of this experiment, discussions with the instructors revealed that it would be extremely difficult for them to attend a full-day training course for one week continuously, in view of their daily duties pertaining to their
jobs or homes. It was also difficult for them to travel long distance for training purposes. Therefore, a compromise was reached, according to which it was decided that training would be held:

a) Only during the hours the Adult Education classes were held, every day, plus an hour which meant approximately 2 - 2½ hours every day. *

b) The location would be central to two or as many experimental centres in the vicinity, which meant that training would be held in more than one centre. **

Accordingly training was planned at the following centres:

1. Nagpurkar Chawl (Yerawada) for instructors of:
   1. Nagpurkar Chawl (One Instructor)
   2. Vishrantwadi (One Instructor)

---

* This was agreed to in view of the CRS experience described earlier - where it was discovered that even in a full-day programme, the attention span of the trainees was limited to 1 - 2 hours only.

** In selection of location for training, the convenience of transport for instructors and available place for training was also given due importance.
3. Katarwadi (One Instructor)

4. All instructors of the EH Group (Eight Instructors and one supervisor).

2. Panmala Hutment (Anganwadi) for three urban experimental centres of:

1. Panmala (One Centre)
2. Janata Vasahat (Two Centres).

3. Instructors of Mulshi and Talegaon were to attend a one week training programme of residential nature organized by the DAEG, Pune, at Alandi. Thus from the point of view of convenience of time, transport etc., these instructors were trained in the special areas, described later, during the Alandi training programme. These sessions were identical to the other training sessions at Pune proper.

A) The Training Programme:

a) Location:

As already mentioned, the location for training
was selected in consultation with the trainees
giving due regard to the following points specifi-
cally:

1. Availability of space, which was fairly comfortable.

2. Convenience of the selected location from the point
of view of instructors, concerned supervisor, re-
source persons to be invited and the researcher
herself.

b) **Timings for daily training sessions:**

The initial discussions with the prospective trai-
nees revealed that the most convenient time for
training would be the same time they held their
daily adult education classes. This would involve
minimum adjustments as far as their daily routine
was concerned and thus ensure better and regular
attendance.

Considering their attention span, the physiological
constraints etc., two, to two and a half hours of
actual teaching time was thought to be both ideal
and acceptable, especially in view of the fact that
the experiment allowed for one day training every
15 days to cover the remaining portion of the planned curriculum, as well as revision of what was covered during the earlier sessions.

c) **Time-Schedule for Training:**

A tentative time-schedule was prepared for the 8 days initial training based on the pre-test results, as well as the goals of the experiment.*

The topics chiefly planned to be discussed rather than taught through lecture method, included:

1. Communication skills;

2. Basic knowledge of Nutrition;

3. Superstitions and skill for development of a scientific and analytical attitude.

4. Legal provisions for women.

5. Problems of women's centres and ways of preventing absenteeism and reducing drop-out rate.

The instructors, most of whom were experienced in some form of non-formal education or the other (functional literacy, health education, adult

* Schedule may be seen in Appendix three.
education) were asked to prepare for handling of a topic of their choice. Through this exercise it was proved to them that though they had adequate information on the subject matter, the communication was so extremely poor that the message did not reach the clientele at all. Stress was laid on this point and communication skills, preparation of any topic according to such skills was emphasized, with examples. Revision was given much importance.

At the end of the first training, a tentative scheme for the following 15 days was prepared. It was made clear that this was not to be used as a fixed time-schedule as this would mean formalization of techniques and go entirely against the very grain of the basic ideology.

So the suggestion made was that each instructor prepare a tentative time-schedule for 15 days listing the topics she would like to discuss each day depending on the needs of the clientele. In line with the knowledge of communication and teaching skills learnt during training, the participants were asked to list both the topics and messa-
ges to be conveyed to serve as sort of a check-list to gauge their own readiness to handle the topic, as well as to make the discussion more goal directed.

This was demonstrated with examples (Appendix No. Four). They were also asked to allow some days for collection of information on folk-songs, stories, riddles, folk-medications etc., that the learners possessed. This was chiefly to be used as a tool to ensure participation, making the adult women feel that they too were important links in the teaching-learning process. The psychological impact of this was always tremendous and had been used successfully by this researcher more than once earlier.

It was hoped that this time-schedule, besides offering a definite direction for conducting classes, thereby aiding monitoring, would ensure a variety, making the activities more meaningful to the clientele. Since this was to be checked in bimonthly meetings the monitoring was expected to be more or less perfect.
MOTHER - CRAFT EDUCATION

FIG: 13

**MOTHER - CRAFT**

- **LITERACY**
  - DEVELOPMENT OF SCIENTIFIC MENTALITY
  - STATUS IN FAMILY SOCIETY
  - DEVELOPMENT

- **HEALTH**
  - SANITATION
  - FAMILY WELFARE
  - HOUSEHOLD REMEDIES
  - GENERAL
  - CHILD
  - SPECIAL GROUPS
  - SPECIAL PROBLEMS
  - SUPERSTITIONS

- **NUTRITION**
  - FOOD SCIENCE
  - FOOD ECONOMICS
  - NUTRIENT CONSERVATION
  - FOOD PRESERVATION
  - CHILD NUTRITION
  - NUTRITIONAL CARE OF THE VULNERABLE GROUPS
  - NUTRITIONAL CARE OF THE FAMILY

- **CHILD - WELFARE**
  - MORAL DEVELOPMENT
  - PHYSICAL GROWTH
  - INTELLECTUAL DEVELOPMENT

- **HOME - ECONOMICS**
  - SAVING
  - BUDGETING
  - SKILL TRAINING
  - INCOME AUGMENTATION
B) Follow-up Training:

1. Curriculum:

The investigator had a definite syllabus for Adult Education in mind. This list comprised of topics planned in view of the objectives and hypotheses of the research as well as desire of the learners expressed during the initial evaluation.

The syllabus comprised of the following topics:

a) Literacy

i) Reading and writing skills,

ii) Reading with comprehension,

iii) Numeracy skills including simple written arithmetic,

b) Other Topics:

Health

i) Care of Eyes

ii) Care of Ears

iii) Lice

iv) Scabies

v) Communicable diseases/water-borne diseases

vi) Care of the sick
vii) House-hold remedies
viii) Nutrition - Normal
ix) Nutrition of the vulnerable groups
x) First Aid
xi) Nutrition of the children
xii) Women's health problems
xiii) Family Planning
xiv) Immunization
xv) Diarrhoea and ORT
xvi) Kitchen-gardening
xvii) Household and environmental sanitation
xviii) Baby/Child-care
xix) Children's illnesses
xx) Fallacies about - Food and Nutrition

Others

1. Male-Female Equality
2. Development of self confidence in women
4. Income generation schemes,
5. Small Saving Banks, Posts,
6. Family budgeting
7. Laws pertaining to female population
8. Care of household items

9. Superstitions and development of a scientific mentality.

C) **Skill-Training:**

i) Tailoring - 5 items (saree-blouse, peticoat, underwear, 2 items of children's clothing).

ii) Embroidery

iii) Other handicrafts (knitting, crochet, wire-work, etc.).

iv) Skills in income generating/saving schemes (e.g., soap making).

A few of these topics were handled in the training programmes by the parent bodies of the various instructors. These, however, were revised and their knowledge strengthened. During the investigations as to the retention of information about - the knowledge and skills learnt in these training programmes it was discovered that none of the instructors had problems about teaching literacy skills. However, though they were aware of the skills in terms of AE, they continued to follow the formal-school method. No change was insisted upon in this area.
2. Strengthening Existing Knowledge:

In the case of some of the topics that needed strengthening (like - scabies, communicable diseases etc.), it was found that the difficulty was only in terms of reproduction of information. As an experiment, and in order to save time, some material, (pamphlets, booklets and posters etc.), on these topics was procured from the Health Education Bureau of the State Government and distributed. (Personal sets wherever possible, otherwise on library basis). Each piece of such material was discussed and its possible use demonstrated. The feedback taken proved that this fulfilled the necessity adequately.

3. Giving New Information:

This was done through:

i) Discussion sessions/lectures by the investigator during training;

ii) Lectures by guest speakers during training;

iii) Lectures/Demonstrations/Film shows by resource persons to groups of adults;
iv) Exchanging talents of instructors in each others classes;
v) Sessions conducted by the investigator in the Adult Education Classes.

4. Schedule for the Follow-up Training:

Generally the scheme followed in every follow-up session was as follows -

i) Narration (followed by discussion) of the experiences of the past 15 days, including information on topics covered and effect of the same on their clients, by each participating instructor;

ii) Exercise in recapitulating information already given during earlier training sessions, with an emphasis on one or two specific topics;

iii) Discussion of a new topic and problem-solving with use of necessary teaching-learning material, demonstrations, etc.,

iv) Planning of a schedule for the next fort-night.

This schedule was followed in follow-up sessions carried out in 3 places in view of convenience of
transport to the participating instructors:

a) Vadgaon Sheri (Sainikwadi) for 10 instructors and one supervisor of Pune City.

b) Talegaon for 2 instructors of Talegaon.

c) Alternatively at Kondhawale and Akole for 2 instructors of these villages in the Mulshi Taluka.

Except for Talegaon and barring Diwali vacation, follow-up training meetings were extremely regular.

At Talegaon, the meetings were regular in the first half of the programme. However, the same could not be and were not maintained later for two reasons:

1. Both these instructors from the Talegaon area had a high degree of previous knowledge as—

   i) They were trained and experienced school teachers;

   ii) They were extremely motivated and dedicated in their work;

   iii) Coming from a class of society which for generations has a tradition of education, their general knowledge on various topics was good.
All in all they only needed a push in the desired direction as part of follow-up meetings. Being within the limits of flexibility of the model, more training was not insisted upon.

2. In the last 2 months local problems made entry into the place dangerous.*

C. Evaluation and Monitoring:

For the purpose of evaluation the following methods were used:

A. Evaluation of the background and actual progress made in literacy, awareness and functionality elements of the educational programme.

B. Monitoring of the progress through:

i) Planned visits,

ii) Surprise visits,

iii) Informal discussions with the clients during special programmes organized,

iv) Discussions with instructors during bi-monthly training programmes.

* A rape followed by a murder, resultant of old rivalry between certain families in the locality. Hence the investigator was advised against entry into the village.
For the former - a definite tool (which is described in following paragraphs) was used.

In case of the latter, namely monitoring, two tools were used.

1. A diary noting the observations and results of the discussions with the clients (learners and instructors) for items (i), (ii), and (iii); and

2. A tabular chart to record information given by instructors during the half monthly training meetings.

E.1. Evaluation of Learner Performance:

1. The Chief Tool:

The standardized evaluation tests (Gogate S. B., 1981) were used, for the purpose, though in a modified form. The modification was chiefly in terms of -

i) Combination of tests for literacy and awareness development.

ii) Restriction of subject matter;
A modified set of evaluation cards and sheets was accordingly prepared. The cards were graded parallel to the mode of the original set for testing literacy.

1. Words,
2. Sentences – including words with conjuncts.
3. Paragraphs.

The words/sentences/paragraphs used for this test were so selected so as to test both literacy and the awareness elements simultaneously.

Thus words like कायदा (Law), हुड़का-बढ़ी (Dowry Death), अंगाल जेगे (Being Possessed), etc., were used as words or in sentences/paragraphs.

As the method of teaching stressed in this experiment is need-based teaching, the instructors had been trained to teach within a goal directed framework but according to the existing demands of their clients.

It was obvious therefore that one single set of evaluation cards could not be universally used in the centres under the experiment. In view of this
difficulty the tool prepared consisted of graded cards on topics planned to be covered in the experiment. However, before administering the test in any particular centre, the cards were carefully chosen in consultation with the concerned instructors, depending on topics covered.

2. **Actual Administration of the Test:**

A. **The Design for Administration of the Tool:**

a) The women learners would be seated in a circle.

b) The cards selected for the particular class would be kept in the centre, upside town.

c) They would be asked to take turns in picking any three cards.

d) The test for each client would consist of -

i) Being able to read the card.

ii) Being able to answer atleast three out of five questions asked on the topic in the card.

e) For literacy, the first card given would be that of words; if this was read, a card of a sentence, and on success in reading this, that of a paragraph
would be given. Choice of cards would also depend on:

i) Instructor’s information about progress of a particular candidate.

ii) Routine monitoring by the researcher in terms of progress of the class.

iii) The client’s response, hence direct administration of sentences or paragraphs was not ruled out.

f) The functionality element would be tested through questions asked about progress made in that direction and items produced by the clients as a result. This too would be in consultation with the instructor.

B. The Pilot Test:

The basic evaluation tool was a scientifically standardized test. However in view of certain modifications made, it was pre-tested. As a result of this pilot testing the following changes were found to be necessary:

a) The clients used to the printed word found it difficult to read handwritten words, although
written in bold script. This was considered a minor difficulty and hence only those cards where the writing needed to be made more legible were changed. Also the real test of literacy, it is believed, is being able to recognize the word/alphabet in any form.

b) Individual inhibitions being a major stumbling block, instead of individual testing of awareness development, based on cards selected for literacy, group testing was carried out. Thus if a particular individual could not answer the relevant questions they were thrown open to the others. The whole class was made to react, and the total and average scores noted.

C. Process of Evaluation:

The above tool was used in three phases:

1. At the commencement when the test was not of much use as the progress of classes was nearer to zero. The tool in this case was used only to test those clients who reported reading abilities.

2. Half-way after commencement of the experiment i.e. after 4 months.
3. Final evaluation - after completion of the experimental period - 8 months.

D. Statistical Analysis:

Progress of classes in Elements of Adult Education:

i) Each test and part thereof described above were given definite scores.

ii) Total score of the class in each category (Literacy + Numeracy, Awareness and Functionality) were computed and converted into percentages.

iii) Percentage score for each category was totalled and converted into total percentage score.

The above procedure was repeated thrice:

i) Initial stage;

ii) After ½ the programme period;

iii) After completion of the programme period.

(I) Scoring of Levels of Performance:

The tests administered to evaluate the progress in the areas of adult education were subdivided by levels of performance. These levels were given
scores in ascending order. The scores accorded were as follows:

a. **Literacy**:  

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cannot read/write</td>
<td>0</td>
</tr>
<tr>
<td>2. Can read alphabets only</td>
<td>1</td>
</tr>
<tr>
<td>3. Can read bold lettered words</td>
<td>2</td>
</tr>
<tr>
<td>4. Can read simple sentences</td>
<td>3</td>
</tr>
<tr>
<td>5. Can read paragraphs</td>
<td>4</td>
</tr>
<tr>
<td>6. Can read and write, with comprehension</td>
<td>5</td>
</tr>
</tbody>
</table>

b. **Numeracy**:  

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can read simple numbers</td>
<td>1</td>
</tr>
<tr>
<td>2. Can write numbers</td>
<td>2</td>
</tr>
<tr>
<td>3. Can do simple written arithmetic</td>
<td>3</td>
</tr>
</tbody>
</table>

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Maximum score (Literacy and Numeracy) 8

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c. **Awareness**:  

Awareness is very difficult to evaluate and still more difficult to score. However, for convenience, the following scoring method was used. Scores as in the case of literacy, were accorded by levels of achievement:
1. Level of information (remembers that the topic was covered in the class) 1
2. Assimilation (can reproduce the salient features) 2
3. Action (has put the knowledge into use) 3
4. Continuous Action (uses the knowledge regularly) 4

Maximum possible score 4

d. Functionality:

Functionality was scored on a three point scale as follows:

1. Information (skill discussed/demonstrated in class) 1
2. Skill (learnt by the learners) 2
3. Action (skill transferred into action) 3

Maximum possible score 3

An obvious fact may be clarified here:

Every individual could score only once in each category.
Since the scores were in the ascending order, the highest score was recorded under the individual's name. e.g. If the individual could read and write with comprehension, score accorded to him would be 5. This meant that he would gain no score in other categories like reading paras, sentences, words etc.

(II) Computation of Total and Mean Scores:

Since the tests were essentially non-formal in nature, the total class was evaluated at one single time. Total scores for each class by categories was computed and converted into percentages. Total scores across all 3 areas of performance tested were also calculated and converted to percentages.

For comparison between groups, total scores for each group were totalled and means in each case found out. Thus we have such a rating for the 3 different evaluation tests administered for -
1. EH group
2. CH group
3. EG group
4. EGR group
5. CG group
6. CGR group.

To compare the performance of the experimental groups in totality with the control groups, mean performance of these groups together was also calculated.

The formula used for computation of mean scores was:

\[ \frac{N_1X_1 + N_2X_2 + N_3X_3}{N_1 + N_2 + N_3} \ldots \text{etc.} \]

Where \( N \) = Total number of individuals present in each group.
\( x \) = Total average score by the class.

(III) Significance of Difference in Means:

To ascertain the significance of difference in mean performance the following formula was used after computation of the means for every groups.
\[
\frac{D}{\sigma_D} = \frac{\bar{X} - \bar{Y}}{\sigma_D} = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}
\]

Where

\(\bar{X}\) = Mean Score of the Experimental Group

\(\bar{Y}\) = Mean Score of the Control Group.

\(\sigma_1\) = Standard Deviation (SD) of the means of the experimental group.

\(\sigma_2\) = SD of the mean of the control group.

\(N_1\) = Total no. of individuals (experimental group).

\(N_2\) = Total no. of individuals (control group).

Significance of difference was computed at 0.05 and 0.01 levels on relevant table.
Significance of Difference Between Proportions of Scores:

In view of the limitations of changing composition of classes at different times of evaluation and the difficulty of individual scoring, especially with regards to elements of awareness and functionality (in the light of limitations to the same, mentioned elsewhere), and for fact that the test to the hypotheses was the difference in total class performances, professional advice suggested significance of difference between proportions of scores as a better and sufficient enough indicator of the experimental results. Accordingly the following method was used for its computation*: The formula was based on the hypothetical premise that there was no difference in the scores of the experimental and control groups. Disproving this would mean that the difference was significant. A significant normal value calculated if greater than the Table value (5% or 1% level) would prove the hypothesis wrong and therefore the assumptions of the experiment correct and the model successful.

* Croxton, F. E.; Dudley Cowden; et al.; Applied General Statistics; Prentice; 1982.
The formula for calculation of the same used was: \[
\bar{X} = \frac{p_1 - p_2}{\hat{\beta}_{p_1} - \hat{\beta}_{p_2}} = \frac{p_1 \hat{p}_2}{\sqrt{\frac{\hat{p}_1 \hat{p}_2}{N_1} + \frac{\hat{p}_1 \hat{p}_2}{N_2}}}
\]

Where,

- \( a_1 \) Actual total score gained (Experimental group)
- \( p_1 = \frac{a_1}{N_1} \) Possible total score (Experimental group)
- \( a_2 \) Actual total score gained (Control group)
- \( p_2 = \frac{a_2}{N_2} \) Possible total score (Control group)

\[\hat{p} = \frac{a_1 + a_2}{N_1 + N_2}\]

\[\hat{q} = p - 1\]

The same formula was also applied to calculate the significance of difference in proportions between the two experimental groups (Govt. and H. Sc.) and the two parallel control groups.
C.2. Study of the Background and Perceptions of the Functionaries:

All the instructors (experimental and control groups) were given questionnaires* at the commencement of the programme to -

i) Find out their background vis-a-vis education, training, experience etc;

ii) Judge their perception about matters relevant to adult education;

iii) Study the functioning of their class - attendance, methodology used, topics handled per week, support available etc.

The questionnaire can be seen to have variables that could be quantified and others, that could not be.

Since the sole aim of the questionnaire was to see the background of the functionaries vis-a-vis education and especially their understanding of AE related matters, to help in training, and adaptations

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* Questionnaire with its English translation can be found in the appendices. (Appendix No. 5).
in the planned model, grouping the responses 
served the purpose adequately. Additional statis-
tical treatment was not thought to be necessary.

C.3. Study of the Functioning of Classes Under 
Experiment Including use of Training:

A questionnaire was administered at the end of the 
project period to the functionaries involved in 
the experiment, chiefly to judge the change in 
functioning of the class, coverage of proposed 
syllabus and usefulness of training for the same. 
Again total scores was considered a suitable indice 
to achieve the goal.

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