

**A STUDY OF UTILISING LOCAL VOLUNTEERS FOR ORGANISING FUNCTIONAL
LITERACY CLASSES IN SELECTED RURAL AREAS**

**BY
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TABLE OF CONTENTS

Chapter	Page
LIST OF TABLES	
LIST OF FIGURES	
LIST OF APPENDICES	
I. INTRODUCTION	
II. REVIEW OF LITERATURE	
A. Importance of Education	... 5
B. Need for Adult Education	... 7
C. Role of Literacy in National Development	... 13
D. The National Adult Education Programme	... 19
E. Role of youth in NAEP	... 23
F. Motivation for Adult Education	... 25
G. Training the Youth Volunteers	... 28
H. Organising Adult Education Class	... 31
I. Role of Voluntary Organisation in Adult Education	... 34
J. The Nehru Yuwak Kendra	... 36
III. METHODOLOGY	...
A. Study of the Adult Literacy Programme undertaken by the Nehru Yuwak Kendra, Coimbatore.	... 39
B. Organising Literacy Centres in selected rural areas involving local Youth Volunteers.	... 40

Chapter	Page
IV. RESULTS AND DISCUSSION	
A. Adult Literacy Work done by the Nehru Yuwak Kendra Organisers.	... 51
B. The involvement of local Youth Volunteers in National Adult Education Programme 62
V. SUMMARY AND CONCLUSION	... 69
BIBLIOGRAPHY	... 75
APPENDICES	... 82

LIST OF TABLES

Table	Page
I. LITERACY LEVEL IN INDIA	... 8
II. MAGNITUDE OF ILLITERACY IN INDIA	... 10
III. AGE RANGE OF THE ORGANISERS	... 52
IV. EDUCATIONAL LEVEL OF THE ORGANISERS	... 53
V. OCCUPATIONAL STATUS OF THE ORGANISERS	... 54
VI. METHODS OF MOTIVATING ADULT LEARNERS FOLLOWED BY THE NEHRU YUWAK KENDRA	... 56
VII. EXTENT OF PARTICIPATION BY THE LEARNERS	... 57
VIII. ABILITIES DEVELOPED BY THE LEARNERS	... 58
IX. ADVANTAGES OF LITERACY AS EXPRESSED BY THE ORGANISERS	... 59
X. PROBLEMS FACED BY THE ORGANISERS IN CONDUCTING THE CLASSES	... 60
XI. SUGGESTIONS GIVEN BY THE ORGANISERS FOR THE FURTHER IMPROVEMENT OF THE PROGRAMME	... 61
XII. EFFORTS MADE BY THE VOLUNTEERS TO RUN THE CLASSES	... 63
XIII. REASONS FOR THE IRREGULAR PARTICIPATION OF THE LEARNERS	... 64
XIV. ABILITIES DEVELOPED BY THE LEARNERS	... 65
XV. PROBLEMS FACED BY THE VOLUNTEERS IN ORGANISING ADULT LITERACY CLASSES	... 66
XVI. METHODS USED BY THE VOLUNTEERS TO EVALUATE THE LEARNERS	... 67
XVII. SUGGESTIONS GIVEN BY THE VOLUNTEERS	... 68

LIST OF FIGURES

Figure	Page
1. ONE OF THE YOUTH VOLUNTEERS (BOY) TAKING CLASS FOR THE PARTICIPANTS	... 45
2. ONE OF THE VOLUNTEERS (GIRL) TEACHING ADULT LEARNERS HOW TO WRITE	... 46
3. A WOMEN VOLUNTEER CONDUCTING DEMONSTRATION AS WELL AS EXPLAINING THE CHARTS EXHIBITTED	... 47
4. INDIVIDUAL ATTENTION TO THE LEARNERS	... 48
5. CULTURAL PROGRAMME BY THE LEARNERS	... 49
6. A COMPARISON OF METHODS FOLLOWED IN THE ADULT EDUCATION CLASS TO MOTIVATE ADULT LEARNERS FOLLOWED BY BOTH NEHRU YUWAK KENDRA CENTRES AND THE LOCAL VOLUNTEER CENTRES	... 71
7. A COMPARISON OF READING AND WRITING ABILITIES DEVELOPED BY THE LEARNERS, BOTH BY THE NEHRU YUWAK KENDRA CENTRES AND THE LOCAL VOLUNTEER CENTRES	... 73

LIST OF APPENDICES

Appendix	Page
I. PROFORMA TO FIND OUT THE ADULT LITERACY WORK DONE BY THE NEHRU YUWAK KENDRA	... 83
II. PROFORMA TO STUDY THE INVOLVEMENT OF LOCAL YOUTH VOLUNTEERS IN CONDUCTING ADULT EDUCATION CLASS	... 90

I INTRODUCTION

Democracy without education is meaningless. It is education and not freedom that makes a nation great but the situation as prevailing in our country in this respect is not only distressing but disgraceful. Education is the most essential human value. It is because of his education that a human being discriminates between right and wrong, between good and bad and between useful and harmful and protects his rights. It is his knowledge that helps him to develop friendship with others to co-operate with them in their need and secure their co-operation in his need.

At present more than 70 per cent of the people in India are unable to read and write. In this connection professor Saiyadian 1977 , touches our emotions in the following words. If someone were to prepare a literacy map of the world and colour the illiterate areas of the earth black, India will to our shame look like a dark continent. This is a state of things which makes us feel both ashamed and indignant- ashamed that the country, which prides itself as one of the oldest cultural traditions in the world should have come to this pass; Indignant, because we have been putting up with this blot on our reputation for so long.

Adult education is definitely the crying need of the day. Whenever and wherever illiteracy, poverty, disease and hunger go hand in hand they sooner or later bring unrest and resentment, which threaten the stability and functioning of the social order. The ultimate result would be revolution and war.

In other words Adult education is an extremely important tool in this modern world which is progressing scientifically and technologically to bring about corresponding changes in social structure, human behaviour and responsibilities. Adult education is an immediate need as a tool for fostering and developing human qualities of mutual understanding, respect, sympathy and co-existence. (Dutta, 1970)

Adult Education is an essential component of national development. Although the returns cannot be measured with precision, investment in human-resources is undoubtedly a prime-factor contributing to economic and social betterment. In many developing countries, a very large population possibly the majority, have either never been to school or have been given insufficient time for formal teaching to have much of a beneficial effect. Under such conditions, adult education assumes an even more important role for it provides a varied and extensive net-work of educational opportunities to buttress the process of national development. (Chandrasekaran, 1975)

Adult education neither begins nor ends with literacy. Literacy cannot be forced upon the toiling masses desperately engaged in just living somehow. Lonely and tired people will have no genuine interest in literacy. Literacy must come as the response to the inner urge of the people themselves who have eaten food during the day and have some marginal energy. The best way to bring literacy to such people is to make programme life centred (Gandhiji, 1940).

The World Education Annual Report (1973-74), views that literacy is more than the simple ability to decipher and use written or numerical symbols. It is the uniquely human ability to perform abstract thinking and then to solve problems over time and space. In order to perform the abstract thinking necessary to successful problem solving in population and family life, the learner must have the ability to understand and use symbols.

A committee of experts on literacy convened by UNESCO(1962) defined that a person is functionally literate when he has acquired essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and whose attainment in reading, writing and arithmetic make it possible for him to continue to use those skills towards his own and the community's development.

In a developing country like ours, colleges and universities have to provide the leadership in eradicating this evil and the educated youth of our country have a key role to play in this noble task of combating illiteracy. In most countries youth make up one of the largest segments of the population and constitute an emerging power in social and national reconstruction schemes. This is no less true of our country too. The youth force of this country has therefore to be commissioned and put into operation to fight illiteracy and serve as an effective way of organising literacy crusade. Youth and youth movements will therefore have to involve themselves voluntarily in a big way. Youth wings of political parties as well as non political organisations have to join hands and work co-operatively in this endeavour, centres will have to be established in different corners of the country and an army of youth volunteers and teachers will be needed to undertake this stupendous task.

The Nehru Yuwak Kendra Plays a vital role in promoting literacy among the rural mass. No measurement was so far done to study the work done by it. Hence this study was undertaken with two major purposes one - to study the adult literacy work done by the Nehru Yuwak Kendra and two - to involve the local youth volunteers in NAEP.

II REVIEW OF LITERATURE

The available literature pertaining to the study is reviewed under the heads listed below:

- A. Importance of education
- B. Need for Adult Education
- C. Role of Literacy in national development
- D. The National Adult Education Programme
- E. Role of youth in NAEP
- F. Motivation for Adult Education
- G. Training the youth volunteers
- H. Organising Adult Education classes
- I. Role of voluntary organisation in Adult Education
- J. The Nehru Yuwak Kendra

A. Importance of education:

Education is the process of producing the desired changes in the behaviour of the people. It produces changes in their knowledge, skills, attitudes and actions. It widens their horizon by helping them to develop favourable mental outlook, correct perception and objective assessment. It also imparts an ability to substitute an obsolete practice with a good and improved one. Education is assured to every person in article 26 of the declaration of Human rights. It is also enshrined in the directive principles of the constitution. Literacy and education are necessary for the economic development of the country (State Planning Commission, 1974-84).

Education cannot be considered in isolation or planned in a vacuum. It has to be used as an instrument of social, economic and political change and should be related to solving our problems of national development.

The ^{two} biggest problems facing us, are the colossal poverty of our people and their ignorance. India is perhaps the poorest country in the world. But the pity is, India is endowed with great natural resources and our most important objectives as identified by the National Commission on Education are the development of physical resources through the modernization of agriculture and rapid industrialization. This requires the adoption of science based technology, capital formation and investment and the provision of the essential infrastructure of transport, credit, marketing and other institutions and the development of human resources through a properly organised programme of education (Avinashilingam, 1977).

Real education does not mean reading and writing alone. Reading and writing are just like a small door which gives you entrance, puts you on way to real education. Real education is quite different from learning these tools of education. Real education comes after, if you take this measuring stick

and you think of measuring the educated persons, who have big degrees from universities and colleges then you sometimes start doubting whether they are really educated (Nehru, 1961).

Ganorkar and Rahudkar (1962) view that there is a significant positive association between education and adoption behaviour of farmers. In the absence of education, there is ignorance and illiteracy which not only hold up progress and development but also subject humanity to innumerable dangers of undesirable influence which retard all development and progress (Gupta, 1971).

"Education is the process by which we conserve valuable elements in our culture and discard the wasteful. It is both a stabilizing influence and an agent for change. By means of it we help the young to become good citizens of the country" (Radhakrishnan 1963).

According to Taneja (1976) "Education is an activity or a process, which transforms, the behaviour of a person from instinctive behaviour to human behaviour".

B. Need for Adult Education:

Adults for the development of the country are the basic and powerful factors. For a democratic and developing country

like India, the adults are to be literated for the country's development. But it is shocking that India possessed 40 per cent population of illiterates of total world's illiterate population. Even if one compares the two census of 1961 and 1971 regarding the population of literates as well as illiterates which is given in table I will understand the colossal nature of the problem. How can our country make progress in every walk of life is a question that needs solution (Styler 1978).

TABLE I
LITERACY LEVEL IN INDIA

Age group	Number of literates	Number of illiterates
	<u>1961</u>	
15 - 24	263.3 (35.97%)	468.8 (64.03%)
25 - 34	192.3 (28.5%)	489.9 (71.5%)
35 +	262.7 (22.3%)	917.7 (77.7%)
	<u>1971</u>	
15 - 24	430.1 (47.5%)	475.9 (52.5%)
25 - 34	260.0 (33.9%)	500.1 (66.1%)
35 +	366.0 (24.5%)	1,126.7 (75.5%)

As per the census of 1971 the percentage of literacy is 29.45 per cent while the figure of illiterates is 38.6 crores of which percentage comes to 70.55 per cent. With such a big percentage and figures of illiteracy any developing country cannot progress in any field. Illiteracy is a mass phenomenon, which blocks economic and social progress, affects economic productivity, population control, national integration and security and improvement in health and sanitation. To face all these challenges it has become essential that the population of illiterates must be educated because without Adult education illiterate persons of our country cannot uplift themselves socially, economically, politically, individually and morally (Ahluwalia and Deousker, 1978).

In a study of the magnitude of illiteracy in India (1961-81) made by the Department of Adult Education of the NCERT for the Education Commission, estimates of the likely number of adult illiterates in the next 20 years, have been worked out. These statistics are given in Table II.

TABLE II
MAGNITUDE OF ILLITERACY IN INDIA

Year	Number of illiterates in the age group 15-44	Percentage of illiterates in the same age group
1961	13,10,95,451	69.4
1966	14,43,59,189	67.4
1971	15,77,10,242	65.5
1976	15,44,25,089	56.2
1981	13,94,43,281	44.3

As assumption that has been made in the above estimates is that during the two decades from 1961 efforts in the field of adult literacy and primary education would continue to be of the same order as in 1961 (Gupta, 1971).

After achieving political independence in 1947, our constitution aimed at securing to all the citizens - Justice, Social, Economic, Belief, Faith and Worship, Equality of Status and opportunity, to promote among them all fraternity assuring the dignity of the individual and the Unity of the nation.

This practically, is not feasible, unless all the citizens are educated. The success of primary schooling has been adversely affected in our country because of wide spread adult illiteracy.

Though primary education is compulsory and free, uneducated parents do not realise the value of education and are not really interested in sending or keeping their children in schools. Therefore adult education has increasingly been recognised as an instrument to achieve the above constitutional objectives and free every body from hunger, oppression, exploitation and dependence (Report of the National Seminar on Integrated Rural Extension, 1968).

Late Prime Minister Nehru had repeatedly been advocating for the rapid increase in Adult education to increase and promote productivity in industries and farms. At all levels of work, brain is more important than physical strength. The educated and skilled persons are important sources of production and the uneducated and unskilled personnel are a burden on Society (Singh, 1970).

Economists have debated as to whether education is pre-requisite for development or vice versa. But there is little question that human resource development and improved standards of education are closely linked. One cannot proceed very far without the other. The experience of the last decade has underlined the fact that illiteracy and insufficient education

seriously retarded modernization efforts in developing countries (Scheffield and Diejomaoh, 1975).

Without Adult education and Adult Literacy, it is not possible to have that range and speed of economic and social development which we require nor is it possible to have that content or quality or tone to our economic and social development that makes it worth while interms of values and welfare. A programme of Adult education and Adult literacy should therefore take a front place in any programme for economic and social development (Rao, 1978).

In the words of Zakir Hussian (1961) adult education would aim at stimulating in the ed~~x~~ and a desire for further knowledge and superior efficiency, for a more fruitful use of labour and leisure, for a more definite and effective participation in the affairs of the village or the town or the country, in short for a greater capacity to realise democracy in life.

According to Bryson (1975) Adult education includes all activities with an educational purpose, carried on by people, in the ordinary business of life, who use only part of their energy to acquire intellectual equipment. Adult education is

extremely an important tool in this modern world which is progressing scientifically and technologically to bring about corresponding changes in social structure, human behaviour and responsibilities. Adult education is an immediate need as a tool for fostering and developing human qualities of mutual understanding, respect, sympathy and co-existence (Kohli 1977).

C. Role of Literacy in national development:

Illiteracy is a curse. It is with standing the development of the individual, the society and the nation. Democracy can function successfully when the citizens are socially conscious, politically enlightened and mentally well informed. An illiterate can none of these. The constitution provided compulsory free education to all children before 14 years. Compulsory primary education will thus bear effective results only in the future which is so remote that the country cannot afford to keep the present adult illiterate that long and risk all development-economic, Social and political

Experiments have also shown that the functional competence of a literate person is much higher than that of an illiterate who develops skills only on the basis of work and experience,

whereas a literate worker is able to increase his productivity by 30 per cent, the illiterate shows an increase of only 12 to 16 per cent during the same time. This study clearly proves that the effect of education is increasing the productive skill. Similarly an educated person will certainly fare much better in all social and political activity and thus will render great help to economic, social and political development of the country, while the illiterate will only be passively guided by demagogues. It is education that develops the power to understand and take decisions. A study of the economically progressive countries shows that the human factor has played a much greater role in their development than those of land and capital. Education thus plays an important role in the development of life (Mathur, 1972)

Literacy has a direct bearing on economic and social progress of any society. Particularly in an agrarian economy like ours illiteracy poses a severe threat. Literacy is very much a pre requisite for modernisation of agriculture (Blaug, 1969). On the other hand illiteracy becomes a limiting factor in the rate of growth in Agriculture. In India literacy is proved to have a significant influence on agricultural yield (Chaudhri, 1969).

Bowman and Anderson in their outstanding study (1963) explained the relation between literacy and economic development, studying the problem with reference to 83 countries. They found that countries with more than 90 per cent rate of literacy were very rich (the per capita G.N.P in 1955 in those 24 countries was more than U.S. 500), while 32 countries with literacy rate below 40 per cent were poor with per capita income less than U.S. 300 in 1955. They found no correlation between the rate of literacy in the range of 30 to 70 per cent and economic development in 37 countries. However, they concluded that 40 per cent literacy rate may be regarded as a general threshold for economic development.

Another international study by Golden (1955) which covered 54 countries also emphasised the relation between literacy and economic development. Golden found that correlation coefficient between literacy and percapita income to be 0.84, between literacy and industrialization 0.87 and multiple correlation coefficient between literacy and urbanisation, reception of information media and political participation to be 0.91.

In India the social rate of return to literacy is estimated to be 15.9 times greater than the return to illiteracy, while the private rate of return is 30 times to that of illiteracy (Undan, 1967). So one can easily estimate the enormous loss to G.D.P. due to the large quantum of illiteracy in our country. It should be noted that literacy has a pervasive value in reducing costs and in improving the productivity of the economy (Schultz, 1964)

The Education Commission (1964-66) rightly pointed out that, the circumstances of modern life condemn the illiterate to live an inferior existence. He has little prospect of a reasonable income. He remains isolated from sophisticated social process such as democratic Government and commercial marketing. The uneducated is not in reality a free citizen. The same words apply to a nation with number of illiterates larger than literates. Illiteracy as a mass phenomenon, the commission further says, "blocks economic and social progress, affects economic productivity, population control, national integration and securing and improvement in health and sanitation".

Schramm (1964) compared 104 underdeveloped countries with 33 countries from the developed areas of the world. He noted that 76 per cent of the underdeveloped countries have literacy rates below 50 per cent while 55 per cent of developed nations rank above 75 per cent literacy level.

Roy and Kivlin (1968) in a study of 680 Indian farmers from 3 states found that literacy was positively and significantly related to health innovations. The educated and the literate responded more readily to family planning information and persuasion.

Literacy is defined as ability to make use of the skills of reading, writing and simple arithmetic. Literacy is considered as the best possible means for a developing nation to break the vicious circle of general backwardness and to make progress along the path of modernization. The Indian census (1971) defined a literate as one who could both read and write.

According to Rogers and Swenning (1969), Functional Literacy is the ability to carrying out one's function in one's customary social system. In this sense, literacy becomes a process and therefore can be conceived as a continuous variable.

The literacy House, Lucknow, (1973) pointed out the following distinguishing features^{of} functional literacy:-

1. Functional literacy is a part of a broader development effort.
2. It is consciously selective and is offered to adults who have the facilities and potentialities to develop and make the greatest contribution to economic and social progress of the nation as a result of becoming literate.
3. Instruction in functional literacy classes is intensive, that is concentrated in 2 hour sessions three times a week.
4. It transmits critical work oriented skills and knowledge along with literacy skills.
5. Its work oriented content is completely integrated with the literacy component.
6. It aims at development of learner's ability to take rational decisions.
7. It is built up from a group of learner's specific learning needs.
8. The programme survey work connected knowledge and skills, teaching materials must cover this information as well as provide exercise in literacy skills. It, therefore relies on other forms of teaching materials and techniques in addition to those used in the traditional class room(eg) group discussion, demonstrations, films, radio etc.
9. It requires teachers who can pass on technical knowledge as well as literacy skills.
10. Functional literacy views the introduction to necessary work oriented knowledge and literacy skills as a 1st step in the continuity process of learning.

D. The National Adult Education Programme:

The outline of NAEP rightly points out that indeed the problem of poverty and illiteracy are two aspects of the same stupendous problem and the struggle against one without at the same time waging a fight against the other is certain to result in abridgments and disappointments (Jalaluddin, 1978).

The National Adult Education programme has been launched on 2nd October 1978 but up to March 1979, for all practical purposes the period will be treated as intensive preparation period. Preparatory action would include the following areas:

1. Substantial stepping up of the programme from the existing level of approximately 0.5 million to at least 1.5 million.
2. Creation of an environment favourable to the launching of National Adult Education Programme
3. Preparation of case studies of some significant past experiences particularly those where the failures or successes have a bearing on the planning and implementation of NAEP.
4. Detailed planning of the various segments of the programme by appointment of expert group. This would include preparation of detailed plans for each state and union territory.
- 5.. Establishments of necessary structures for administration and co-ordination and necessary modification of procedure and patterns.

6. Identification of various agencies, official and non-official to be involved in the programme and taking necessary measures to facilitate the needed level of this involvement.
7. Undertaking of necessary exercises to clarify the required competencies, particularly in literacy and numeracy, which would form part of all field programmes (Bordia, 1978).

The NAEP emphasises the need to relate the literacy programme to the felt needs and problems of the people, creation of a conducive atmosphere for the programme, mutuality between the programme and over all planned development and the priority role of University agencies in localised planning and execution.

Whether or not NAEP becomes a mass movement will be determined by the extent to which youth and students can be motivated to commit themselves in this programme. Employers, whether in private or public sector must play an important role in the spread of Adult education among their employees (Voluntary Action, 1978).

The general objectives of NAEP as expressed by Saraswathi (1978) are :

1. To enable the people of the area chosen, specially the weaker sections. To overcome the obstacles with in themselves and in the material and social environment which prevent them from having any say in decisions affecting their own life and future.
2. To be literate in the broad sense of being able to read the world and in the narrow sense of being able to read and write the word.

3. To participate fully in the planning and execution both of the education programmes and or any other schemes for their greater well being through development as a normal application of the principles of democracy.
4. To have the opportunity of learning the knowledge, skills and values that will enable them to function usefully to themselves and to the community in their own environment.
5. To exercise a critical judgement on the social and material environment and to plan for changes in it.

The specific objectives of NAEP are:

1. To develop agriculture, fisheries and forestry and of any industries related to them or otherwise beneficial to the people of the area in a manner to promote the well being of the local population and on their initiative, full understanding and co-operation.
 2. To distribute the land among the landless with necessary aid for its proper utilisation.
 3. To promote the health of the people by attention to improved nutrition, immunisation, clean water supply, appropriate sanitation and special care of small children and expectant and nursing mothers.
 4. To promote justice in relations between employers and employed, rich and poor and high caste and low caste.
- and
5. To develop an appropriate programme of literacy education organised by each community for its own people and operated as far as possible.

The NAEP emphasises employable skills, family welfare and health, political conscientization and civic participation in addition to literacy. To achieve the set objectives and basic

philosophy, the following principles are to be followed. The literacy programme according to Devadas (1978) should,

1. Enable the masses secure better working and living conditions.
2. Face the challenges of the environment and development needs of the country with their active participation.
3. Be relevant to the environment and learner's needs.
4. Be flexible regarding duration, time, location and instructional arrangements.
5. Be systematic in all aspects of organisation.
6. Be functional and adoptable to the needs and demands of the learners.
7. Enhance their competence and improve their performance
- and 8. Create a better understanding of family life problems and women's status in society.

The three dimensions of NAEP are awareness, functionality and literacy. The distinguishing characteristic feature of Adult education is that it is functional. It has a pragmatic objective, that is individual development through the three important processes - Logical thinking, self realisation and self actualisation.

The literacy content of the NAEP should, therefore be related to the needs, interests and the environment of the learners,

the social, economic and cultural milieu of the community and the development of goals of the country.

E. Role of youth in NAEP:

In most countries youth make up one of the largest segments of the population and constitute an emerging power in social and national reconstruction schemes. This is no less true of our country too. The youth force of this country has therefore to be commissioned and put in to operation to fight illiteracy and serve as an effective way of organising literacy crusade. Youth and youth movements will, therefore have to involve themselves voluntarily in a big way. Youth wings of political parties as well as non-political organisations have to join hands and work co-operatively in this endeavour. Centres will have to be established in different corners of the country and an army of youth volunteers and teachers will be needed to undertake this stupendous task. Since youth are sensitive to new ideas and changes it is important that youth volunteers would be involved in any programme of education for rural development, with a motivation of rural uplift (Rao, 1977)

The NSS volunteers, young boys and girls full of life and initiative, knowledgeable, moving in to villages under the guidance of their teachers, for their regular and special camping activities, can create personal rapport with the village people, help them in demarcating their problems, indicate them the path of reason, virtue and progress and thereby directly help them in improving their lot (Singh and Bhatnagar 1977).

Experience had shown that if the youth themselves formulate plans and execute programmes in the fields with which they are concerned and which are of general interest to them, they are convinced that progress in the country depends largely on their initiative, co-operation and participation. Youth individually and in groups can very actively work for the eradication of illiteracy. Unless the initiative comes from young, it is difficult to get rid of this evil particularly in rural areas. Removal of illiteracy and untouchability are the important social problems in which the rural youth could help successfully. They could organise or participate in adult literacy classes and campaign against untouchability (Social welfare, 1978).

As revealed by Singh and Rao (1965) Rural youth constitute about 1/5 of the rural population of India. Youth are the

store houses of dynamism and creative ability that could be moulded in any constitutional and career making. The rural youth with the guidance and encouragement will be engaged in many worth while activities. Youth in every country is the supreme symbol of strength. Youth is always synonymous with vigour, action and change. The young men and women possess great power and have been in the forefront of all revolutionary movements in the world. History is the witness to the fact that youth dared and changed the course of events of several walks of life throughout the world. They experimented with many ideas and faced failures, but ultimately achieved progress. (Sharma, 1975). Youth have a vital role to play in the National Adult Education Programme. They must be helped to feel for the needs of the illiterate poor.

F. Motivation for Adult Education:

Teaching adults and adolescents is different from teaching children. Motivation means creation of the desire in the adult to learn. Interest in learning can be created through meeting the adult's immediate needs. Hence to use 'needs' as the focus motivation, needs must be identified first.

A study on women working in production centres of Delhi was conducted by Malhotra, 1977. Ten women working in production centres run by Ministry of Social Welfare and Rehabilitation were studied in depth about their work performance in the production centre, time schedule for carrying out household activities, pattern of household expenditure, aspirations, problems and husbands' attitude towards their work. Data were collected through interviews, home visits, observations and assessment of work performance by a panel of experts. Findings of the study show that the women were fairly regular in their attendance and earned an average of Rs.80/= to Rs.100/= per month as wages. The quality of their work was rated as average and below average. Majority of the women and husbands were positively inclined towards introduction of educational programmes and were more interested in learning skills that would further increase their income. Findings of the above study revealed that production centres could be used as good avenues for imparting education to women in the lower income group.

In developing countries the employment of women is marginal in importance and is either neglected altogether or given low priority. Among illiterate ignorant women it is difficult to

offer new skills and even training. The root cause must first be tackled of educating women to fit into new training schemes and acquire new skills through proper motivational programmes (Social Welfare, 1978).

According to Roy, (1967) Motivation can be done by the following methods.

1. Friendly approach
 2. Campaign method
 3. Individual contact
- and
4. Centre method

A study on motivation of Mahalir Manrams in selected five villages (Jacob, 1975) revealed that they were efficient avenues for gathering women, developing leadership and carrying out socio-economic programmes. When once the economic programmes succeeded, the women were ready to receive educational programmes.

Organising Balwadis and parent Education programmes have been greatly helpful in tapping the local resources. Studies by Ramathal (1971), Pushpa Bai (1963) Padmini (1976) and Navroji (1976) have revealed that the local parent Teacher Associations can be effective centres of non-formal education. They can contribute effectively towards rural reconstruction programmes and bring about useful community assets such as

construction of school lunch kitchens, balwadis, urinals, and school gardens and other material assets. These assets in turn, create a favourable climate for imparting non-formal education

Folk media have great appeal in imparting the non-formal education programmes. Villupattu, poikkal kuthirai, kummi, kollattam and other folk dances which are traditional and artistic have been found to be suitable communication methods. Furthermore they elicit participation of the members themselves. Hence education could be made interesting and attractive by such an array of traditional aids and extension methods. This demands suitable training for the extension workers in the use of folk methods and development of great aptitude towards such approaches (Devadas, 1977).

G. Training the youth volunteers:

The fact that certain individuals have been selected as potential local youth volunteers may merely mean that these are the persons who are silently trusted and followed by other people in the locality. They may lack some of the essential attributes of leadership and may not be up-to-date in their knowledge and experience. Therefore to make the best use of them as leaders in their work, they need to be given adequate training to improve their calibre and develop their latent capacities for service.

The objectives of the training programme as listed by Vedanayagam, (1978) are:

1. Motivating the volunteers to involve themselves in adult education programme.
 2. Organising training programmes for the volunteers who are selected for adult education work.
 3. Imparting to the volunteers the knowledge, skills and attitudes necessary to organise adult education programmes effectively.
 4. Supervising and guiding the volunteers in their work at field level.
 5. Organising resources in the form of materials and personnel to support the programme.
 6. Enabling the volunteers to meet special difficulties in their programme as and when they arise.
- and
7. Conducting periodic evaluation

The techniques of training are:

1. Establishing rapport:

- a. Through accommodation of the socio-cultural norms of the target group in dress, contact with members of other sex in the target group and in his own group.
- b. Attitudes:
 1. Attitude to the task on hand.
 2. Attitude to the members in the target group.
- c. Motivation:

Sighting the basic needs of the target group and relating them to the Functional Literacy Programme.

2. Effective communication:

Developing skills for effective communication

- a. Becoming familiar with the vocabulary, accents and idioms of the target group.
- b. Being receptive to messages about their needs and feelings.
- c. Stimulating them to articulate their needs and feelings through the rapport that has already been established

3. Techniques involving application of principles of group dynamics:

- a. Achieving group cohesion
- b. Ensuring a climate conducive for learning
- c. Preventing conflicts, avoiding arguments and competition inspiring co-operation.
- d. Aggregating individual norms and establishing group norms.
- e. Making members conscious of group norms besides their individual norms.
- f. Assuming leading role among the learners.
- g. Becoming aware of the delicacies and constraints in teaching adults.
- h. Heading the learning process but not dominating it.
- i. Making the adult feel that he is being assisted and guided rather than taught and ordered about.
- j. Setting up common goals
- k. Displaying constructive attitudes and expressions in instances of lapses and failures.

H. Organising Adult Education classes:

Organisation is the most important part of a programme of a creative or productive nature. It implies the preparation of work plan for the implementation of a programme in a regular and scientific manner. The plan has to be evolved in consideration of the objectives of the programme, the participants {workers and beneficiaries in the programme}, the difficulties in its implementation and the means to work the programme.

According to Devadas (1978) the following considerations would be necessary in the organisation of the functional literacy class:

1. Decisions to commit
 - objectives envisaged
 - mutual exchange and common understanding.
2. Identification of the area and its description.
3. Size and characteristics of the "clientele" (Expected learning group)
 - Socio-cultural
 - Occupational - economic
 - Other specific problems and characteristics.
4. Types of the programmes to be organised
 - conceptual statement
 - Duration
 - Methods and media to be used
 - Expected outcomes

5. Management and co-ordination system.

- with other agencies of adult education
- with developmental agencies
- supervisors

The learning materials required for an adult literacy class are as follows (Gomez, 1978).

a. Initial learning materials:

These will include primers, work books, lesson cards, flash cards and simple visual aids like pictures, maps, charts and models. These form the basic material for a literacy class and are essential for acquiring the reading skill.

b. Readers:

The readers are helpful in developing the skills of reading and writing with fluency and speed.

c. Follow up books:

Books specially prepared for the neo-literates to consolidate their literacy skills and increase their knowledge are a necessary follow up of the literacy course. Without a suitable follow up programme, the effort and money spent on literacy will be wasted because the skills that are not used are always lost and die out with the lapse of time.

d. News bulletin:

In addition to the books, the newspaper also makes a useful reading material. All adults are interested in news and all over the world the daily news sheet provided good reading material for adults. In adult literacy classes, the daily news sheet has proved a great attraction and is a real effective aid in inculcating the reading habit and improving the reading skill.

e. Periodicals:

The weekly, fortnightly or monthly periodicals are also helpful aids in improving reading tastes of the neo-literate and semi-literate adults.

f. Visual aids:

Charts, graphs, photos, models, pictures and maps are auxillaries to the first type of reading material.

Ahmed (1977) observes the following as the essentials of a literacy class:

One primer and atleast one text book for each learner, for each five students and one for the blackboard, enough oil, and a teacher or local volunteer to teach the participants.

As Bryson (1975) points out literacy includes all activities with an educational purpose, carried on by the people, in the ordinary business of life, who use only part of their energy to acquire intellectual equipment. (KOHLI, 1977)

I. Role of voluntary organisations in Adult Education:

An organisation which lends its services but does not get paid was supposed to be a voluntary organisation. Now a days many voluntary organisations are staffed entirely by highly trained and fairly well paid professional workers.

Here the distinctive voluntary character of such bodies is the product not of the kind of workers they employ, but of their mode of birth and method of Government. A voluntary organisation, so to speak, is an organisation which whether its workers are paid, or unpaid is initiated and Governed by its own members without external control. Programmes are initiated by the voluntary organisations but finance mainly comes from government. On the other hand there are programmes initiated by the government and entrusted to voluntary agencies such as the functional literacy programmes executed by Seva mandir and Andra Mahila Sabha (Chandrasekaran, 1975).

Again there is another type of organisation which can be termed as quasi government. Programmes in which student and youth are involved as in NSS. Projects and Nehru Yuwak Kendra programmes in large numbers. Here the initiative again rests with government. The programmes of the voluntary organisations (Indian Journal of Adult Education, 1978) are:

1. Establishment of Nurseries, primary schools, High schools, colleges etc.
2. Motivating Adult women to Join literacy classes and also to send their young ones to regular formal educational centres.
3. Preparation of instructional aids and materials for their own use.
4. Propagation of schemes of national importance among women, like Family Planning and other Welfare Schemes.
5. Conducting functional literacy classes.
6. Running rehabilitation centres say, for cured mental patients, women convicts, orthopedically handicapped etc.

The Indian Adult Education Association is also a voluntary organisation which has been working in the field of adult education over the last forty years. It works as a promoter, as a catalyst and as a clearing house. A pioneer in the field and with a net work of institutional members spread all over

the country and host of experts at its disposal, the association is poised for shouldering its responsibility in the implementation of the NAEP (Sharma, 1978).

These voluntary organisations must try to mobilise public opinion and develop public initiative for literacy campaign and must work ceaselessly to associate the organised forces in this endeavour. They must work for the solution of the theoretical and technical problems of the literacy programme, shall depict popular initiative and through that lead the national literacy campaign. These organisations are required further to maintain close connection with the public projects and through careful scrutiny remove their weakness and short comings (Sundaravedievelu, 1975).

J. The Nehru Yuwak Kendra:

Voluntary agencies like Nehru Yuwak Kendra have been allotted a key role in the implementation of the NAEP and a large number of these organisations have come forward to shoulder the responsibility.

The Nehru Yuwak Kendra is a recent multipurpose institution for co-ordinating at the district level activities for non-student youth. One of the objectives of which is to

identify and foster leadership qualities in the non student youth in the community. Interstate youth camps which bring young people together from different states and regions to live together and appreciate each others culture, traditions, customs, literacy heritage etc. (Ansari, 1975).

In the field of non-formal education the Nehru Yuwak Kendra can play a useful role in India. We have however to ensure that the youth co-ordinators are properly trained and receive adequate orientation. Some of the aspects which need emphasis in the orientation and training programmes for youth co-ordinators may be summed up as follows:

1. The major socio-economic and political problems of India to day.
2. Search for solution of major national problems
3. Nehru's vision, goals and ideals
4. Non student youth in India, their attitudes towards major trends and problems.
5. Motivational aspects of out of school activities
6. Employment problems and opportunities.
7. Recreational, cultural, artistic and sports activities .
8. Youth and community relationship
9. Major educational programmes in the country such as the functional literacy project (Ansari, 1974).

The main activities of Nehru Yuwak Kendra as given by (Sundaravedievelu, 1975) are :

1. Organising Adult literacy centres and classes.

2. Production and distribution of literature.
 3. Survey (instant surveys for locating the illiterates in specified areas were undertaken, to provide data for drawing up plans for adult education)
 4. Exhibition of films: Most of the participating organisations organise filmshows and utilize other audio visual materials like slides and film strips related to the promotion of literacy and campaign on the day.
 5. Workers education programme to provide facilities to young workers for up gradation of skills, general education, civic education, family life education etc.
 6. Organising cultural programmes.
 7. Speeches by educationists and Adult education promoters on different aspects of non-formal education programmes and Adult-education movement.
 8. Conducting sports for youth.
- and
9. Promotion, employment facilities and self generated employment in co-operation with the appropriate services.

III METHODOLOGY

The study involved two aspects:

- A. Study of the Adult Literacy Programme undertaken by the Nehru Yuwak Kendra, Coimbatore.
- and B. Organising literacy centres in selected rural areas involving local youth volunteers.

A. Study of the Adult Literacy Programme under taken by the Nehru Yuwak Kendra, Coimbatore:

The methodology adopted to study the work done by the Nehru Yuwak Kendra, Coimbatore included the following steps:

- 1. Selecting the centres for the study
- 2. Interviewing the organisers of the centres
- and 3. Observing the adult education classes conducted in the centres.

1. Selecting the centres for the study:

The co-ordinator of the Nehru Yuwak Kendra (NYK), Coimbatore was contacted, to obtain his consent to study the centres and get to know the work done in the area of adult literacy. The Nehru Yuwak Kendra in Coimbatore has started 40 centres during the year 1978-79 to conduct literary classes as a step towards fulfilling the objectives of the National Adult Education Programme (NAEP). Each centre had

30 adult learners. Among the 40 centres, only 25 centres were selected for the study on random sampling basis. The adult Education programme was started on 2nd October 1978 and it is on the move now. The study was done after six months that is during the conduct of the programme.

2. Interviewing the organisers of the Centres:

An interview schedule was framed to find out the existing conditions of the adult literacy initiated by the NYK (Appendix I) centres. The schedules were administered on the organisers (teachers) of the centres in the villages. The information collected is presented and discussed in the following chapter.

3. Observing the adult education classes conducted in the centres:

The selected 25 centres were also observed to know how far they were successful in achieving the goals of NAEP. The learners' reading and writing abilities were also assessed.

B. Organising literacy centres in selected rural areas involving local youth volunteers:

The procedure followed to involve the youth volunteers in NAEP included the following steps:

1. Planning the Programme
2. Conducting the programme
- and 3. Evaluating the programme.

1. Planning the programme:

The planning of the programme was done on the following lines:

- a. Selecting the area
- b. Selecting the youth volunteers
- and c. Motivating the youth volunteers

a. Selecting the area:

The area selected for this purpose covered two villages namely Somaiyanur and Kadhiraickenpalayam of Periyanaickenpalayam Panchayat Union. They were selected for the investigation for the following reasons:

- 1. Somaiyanur had been an adopted village for the college community and social service activities and Kadhiraickenpalayam had been one of the adopted villages under the National Service Scheme and also NAEP. Adequate rapport had already been established in these villages through earlier programmes and camps.
- 2. The youth volunteers in those villages were very co-operative and helpful in all the early endeavours of the college.
- and 3. These two villages are situated within 15 kms from the college with easy accessibility.

b. Selecting the youth volunteers:

Informal discussions with the local youth club members and opinion leaders helped in selecting youth volunteers.

Their interest in the programme and willingness to give time were the only criteria to select those volunteers for the programme. Twenty such youth came forward to be involved in the NAEP from the two villages (10/village).

c. Motivating the youth volunteers:

The 20 youth volunteers were motivated through informal discussions and individual contacts with them. The NSS camps organised in these villages were very helpful in motivating the volunteers, as they were involved in the construction of kitchens for school lunch in these two villages. Good recognition was given to these youth in public meetings.

Exhibition, Filmshow, demonstration, cultural programme and sports were also conducted to motivate the youth volunteers. Identification of the college with these villages by taking part in local festivals and national days and inviting the youth to college functions gave real impetus to the programme of involving local youth.

The youth volunteers started conducting the classes during the month of December and the classes are still going on smoothly. The extent of participation of the youth volunteers was done after four months.

The primers, slates, pencils and other physical facilities were met by the college in these centres. This itself was a motivation for the volunteers as well as the learners to have smooth running of the classes. Each centre had 30 adult learners.

2. Conducting the programme:

The conduct of the programme included the following aspects:

- a. Training the local youth volunteers
- and b. Involving the local youth volunteers in NAEP

a. Training the local youth volunteers:

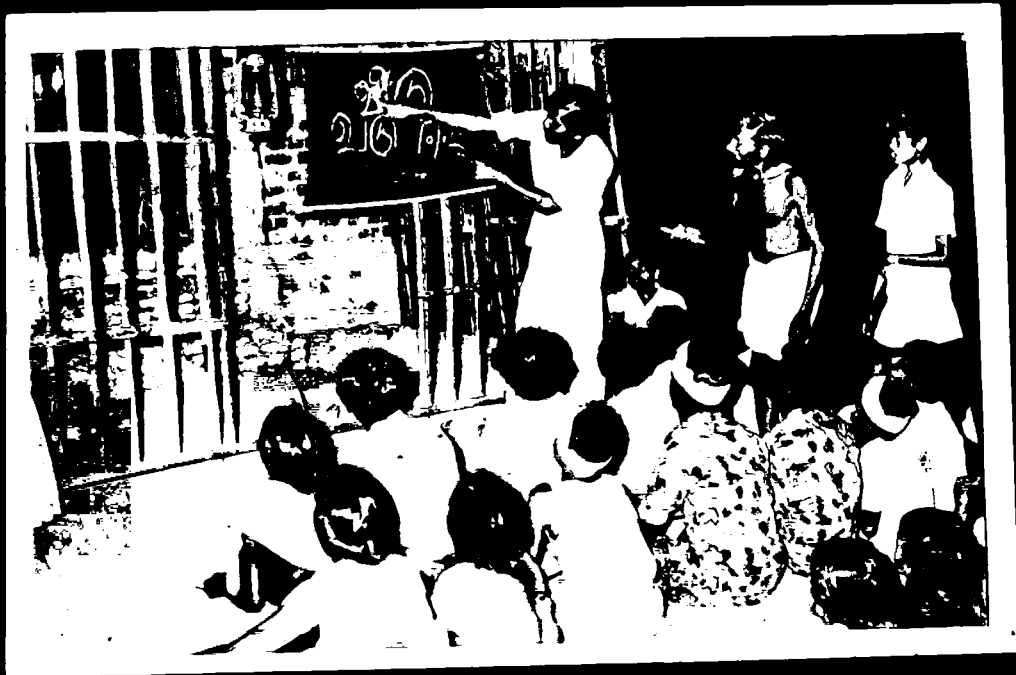
A two-days training programme was organised at Sri Avinashilingam Home Science College for Women, Coimbatore to train the local youth volunteers in the techniques of conducting adult literacy centres. They were given subject matter knowledge along with the topics on the importance of adult education for national development and how to conduct classes for illiterate adults and also how to motivate people to attend adult education classes. Training was imparted at peripheral level also giving 'on the spot' help to the local youth.

b. Involving the local youth volunteers in NAEP:

After getting the training from the college, the youth volunteers dispersed to their villages to help in the National Adult Education Programme. The NAEP was already on the move in the village Kadhiraichenpalayam where the college NSS volunteers were working with the villagers to help them, help themselves through education. The ten trained volunteers from this village helped the NSS volunteers in conducting the classes. The NSS volunteers conducted classes on three days per week (Monday, Wednesday and Friday) for the adults in the village. The youth volunteers apart from helping the NSS volunteers in those days, also conducted classes for three more days of the week. They took classes for six days spending two hours/day to teach the adults from 7 P.M. to 9 P.M.

The scene in Somaiyanur was entirely different that in this village the ten trained youth volunteers themselves started conducting the classes for the adults after the training. They also took classes for six days in a week spending two hours daily to conduct the classes (FIGURES 1 to 5)

F 121



F 121



HOUSE



A GROUP OF PEOPLE
AS WELL AS A TABLE
SET UP IN THE
CLASS ROOM.





CULTURAL PRESERVATION
By THE
LEADERS.

3. Evaluating the programme:

Evaluation is the process of determining how well the desired behaviour changes have taken place or are taking place as a result of the educational effort (Reddy, 1971). The evaluation of the programme was done on the following lines:

- A. Adult literacy work done by NYK organisers
- and B. The involvement of local youth volunteers in NAEP (Appendix II).

These aspects are discussed in detail in the following chapter.

IV RESULTS AND DISCUSSION

The results of the study are presented under the following headings:

- A. Adult literacy work done by the NYK organisers.
- and B. The involvement of local youth volunteers in NAEP.

A. Adult literacy work done by the NYK organisers:

The following details are given under this aspect.

1. Background information about the organisers.
2. Type of training received by the organisers to conduct the classes.
3. Methods of motivating adult learners followed by the NYK organisers.
4. Extent of success of the adult literacy work.
5. Advantages of literacy as expressed by the organisers.
6. Problems faced by the organisers in conducting the classes.
- and 7. Suggestions given by the organisers for the further improvement of the programme.

1. Background information about the organisers:

The background information about the organisers are discussed on the following aspects.

- a. Age range of the organisers
 - b. Educational level of the organisers
- and
- c. Occupational status of the organisers

a. Age range of the organisers:

The age range of the organisers is shown in Table III

TABLE III
AGE RANGE OF THE ORGANISERS

S.No.	Age range in years	Percentage of organisers
1	15 - 20	12
2	21 - 25	32
3	26 - 30	32
4	31 - 35	24

As the table indicates, more than 75 per cent of the organisers were in the age range of 15 to 30 years which assures the obvious involvement of the youth population in the NAEP.

b. Educational level of the organisers:

The educational level of the organisers is given in Table IV.

TABLE IV
EDUCATIONAL LEVEL OF THE ORGANISERS

S.No.	Educational level	Percentage of organisers
1	9 th standard to S.S.L.C.	84
2	Pre university	4
3	Degree	12

From the table it is evident that 84 per cent. of them had education only up to S.S.L.C. Only twelve per cent of the organisers were degree holders.

c. Occupational status of the organisers:

Apart from being the organisers of NAEP, they also had their own occupations.

The occupational status of the organisers is depicted in Table V.

TABLE V
OCCUPATIONAL STATUS OF THE ORGANISERS

S.No.	Occupation	Percentage of organisers
1	Teachers	28
2	Coolies	20
3	Farmers	16
4	Post men	4
5	Unemployed	32

While 32 per cent of the organisers (28 per cent of teachers and 4 per cent of post men) were Government employees, the rest of them were farmers and farm coolies. However 32 per cent did not have any gainful occupation. This points out that with proper approach the youth with school education and having no employment could very well be utilised effectively for the implementation of NAEP.

2. Type of training received by the organisers to conduct the classes:

The organisers had a five day training at the district head quarters in which the following aspects were covered

1. Motivating adult learners
2. Constructing need based curriculum
3. Preparing functionally useful Primers
4. Organising cultural programmes and recreational activities
5. Introducing leisure time activities
6. Involving local leaders in the programme
7. Utilising the services of the local voluntary and government agencies
8. Conducting classes at appropriate times
- and 9. Evaluating the programme both during the course of the study and at the end.

No doubt all these aspects were useful topics to be covered in the training.

3. Methods of motivating adult learners followed by the NYK organisers:

The methods of motivating adult learners followed by the organisers are listed in Table VI

TABLE VI

METHODS OF MOTIVATING ADULT LEARNERS FOLLOWED BY THE NYK ORGANISERS

S.No.	Method	Percentage stating
1	Organising cultural programmes	68
2	Screening films	64
3	Initiating useful leisure time activities such as craft classes	62
4	Conducting sports and games	58
5	Organising nutrition demonstrations	54
6	Having informal discussions	50
7	Using local leaders and organisations to influence the adults to attend the classes	50

Organising cultural programmes, filmshows and useful leisure time activities were the popular methods of motivation being followed by more than 60 per cent. Motivation is an important factor in adult education. Hence, this needs to be given higher priority in any programme specially with reference to adult education.

4. Extent of success of the adult literacy work:

The extent of success was assessed through,

- (i) The extent of participation by the learners
and (ii) The abilities developed by the learners

(i) The Extent of participation by the learners:

Table VII depicts the extent of participation by the learners in the adult literacy programme.

TABLE VII
EXTENT OF PARTICIPATION BY THE LEARNERS

S.No.	Attendance range in percentage	Percentage present
1	81 - 100	20
2	61 - 80	25
3	41 - 60	20
4	21 - 40	20
5	drop outs	15

Only twenty per cent of them were stated to have put in 80 to 100 per cent attendance. The fact that 45 per cent of them had an attendance range 60 to 100, encourages that with further motivation and effort, the participation of the learners in the programme can be improved.

(ii) The abilities developed by the learners:

The observation showed the abilities developed by the learners in attending the adult education classes. Table VIII illustrates the abilities developed by the learners.

TABLE VIII
ABILITIES DEVELOPED BY THE LEARNERS

S.No.	Ability	Percentage
A. <u>Reading</u>		
1	0 - 5 words	50
2	6 -10 words	30
3	11 -15 words	10
4	16 -20 words	10
B. <u>Writing</u>		
5	0 - 5 words	45
6	6 -10 words	30
7	11 -15 words	15
8	16 -20 words	10

The table explains the development of reading and writing abilities by the learners. More than 75 per cent could read and write about 10 words as a result of attending the adult education classes. This assures that the Nehru Yuwak Kendra is doing a useful service towards adult education.

5. Advantages of literacy as expressed by the organisers:

The advantages of literacy as expressed by the organisers are listed in Table IX.

TABLE IX
ADVANTAGES OF LITERACY AS EXPRESSED BY THE ORGANISERS

S.No.	Advantage	Percentage stating
1	Can read books and write letters	78
2	Can improve general knowledge	75
3	Can get rid off undue fear of officials and outsiders	73
4	Can understand messages quicker	72
5	Can develop interest for the education of future generation	70
6	Can identify transport (buses)	70
7	Can improve production	70
8	Can read news paper and understand political matters	65
9	Can help in voting	60

It is proved that the organisers are aware of the advantages of literacy. The aspects they listed as advantages show that each one should realise the importance of literacy and in some way or other involve themselves in promoting literacy.

6. Problems faced by the Organisers in conducting the classes:

The problems faced by the organisers in conducting the classes are given in the following table.

TABLE X
PROBLEMS FACED BY THE ORGANISERS IN CONDUCTING THE CLASSES

S.No.	Problem	Percentage stating
1	Convincing the adult learners	90
2	Increasing number of drop outs	83
3	Lack of co-operation of the local leaders	76
4	Difficulties in organising motivation programmes	70
5	Lack of lighting facility	60
6	Bringing the learners in time to start the class	55
7	Coverage of primer in time	53
8	Lack of interest of the learners	50
9	Conducting Tests	50

The organisers have enlisted a number of problems which need to be considered. These are also practical problems which each one will meet in the conduct of the programme. Just as community Development Movement had consumed time to take roots, it would take sometime to make people aware of the programme. Constant efforts should be there to motivate the people to attend literacy classes.

7. Suggestions given by the organisers for the further improvement of the programme:

The suggestions given by the organisers for further improvement of the programme are listed in Table XI

Table XI

SUGGESTIONS GIVEN BY THE ORGANISERS TO STRENGTHEN THE NAEP

S.No.	Suggestion	Percentage stating
1	Organising cultural programmes frequently	80
2	Increased participation of the local leaders and volunteers in the programme	77
3	Organising economically useful programme (e.g) craft classes	73
4	Introducing income generating projects	62
5	Providing the participants with incentives	60

The suggestions are noteworthy and these recommend that the government should take appropriate steps in exhibiting these suggestions in action.

B. The involvement of youth volunteers in NAEP:

This included the following aspects:

1. Extent of participation by the volunteers in the programme.
2. Extent of success of the Adult literacy programme implemented by the youth volunteers.
3. Problems faced by the volunteers in organising the classes.
4. Methods used to evaluate the learners by the volunteers
- and 5. Suggestions given by the volunteers for the future improvement of the programme.

1. Extent of participation by the volunteers in the programme:

The extent of participation by the volunteers was measured from the efforts they made for efficient running of the literacy classes. Apart from being regular to conduct the classes they also did the following activities to make the programme a successful one (Table XII).

TABLE XII
EFFORTS MADE BY THE VOLUNTEERS TO RUN THE CLASSES

S.No.	Effort	Percentage
1	Direct contact	100
2	Informal discussion	95
3	Using local leaders to convince the learners	85
4	Organising filmshows and cultural programmes	75
5	Conducting demonstrations	70

It is clear that the volunteers have made voluminous efforts to run the classes effectively. All the volunteers have met the learners directly and influenced them to attend the classes.

The following were stated by the volunteers to be the reasons enlisted for the irregular participation of the learners in the programme.

TABLE XIII
REASONS FOR THE IRREGULAR PARTICIPATION OF THE LEARNERS

S.No.	Reason	Percentage
1	Heavy work	35
2	Continuous illness	25
3	Household work	15
4	Elders at home, not allowing the youngsters	15
5	Not interested in learning	10

The reasons are clearly stated in the table that 35 per cent of them gave the reason "heavy work" for their irregular attendance. Twenty five per cent of them had sickness, 15 per cent had household work and for another 15 per cent, elders were the inhibiting factors to avoid classes and the rest 10 per cent were not interested in learning. Further exploration is required to probe into the causes and find solutions for them.

2. Extent of success of the Adult literacy programme
Implemented by the youth volunteers:

The extent of success of the Adult literacy programme implemented by the youth volunteers is shown in Table XIV.

TABLE XIV
ABILITIES DEVELOPED BY THE LEARNERS

S.No.	Ability	Percentage
a. <u>Reading</u>		
1	0 - 5 words	35
2	6 - 10 words	25
3	11 - 15 words	25
4	16 - 20 words	15
b. <u>Writing</u>		
1	0 - 5 words	30
2	6 - 10 words	30
3	11 - 15 words	20
4	16 - 20 words	20

The table expresses that 60 per cent of the learners could read and write about 10 words correctly and the rest

40 per cent could read and write 10 to 20 words. This could be achievable because the local volunteers live with them, speak their own language and educate them in their own way.

3. Problems faced by the volunteers in organising the classes:

The problems faced by the volunteers in organising the classes are listed in Table XV.

TABLE XV

PROBLEMS FACED BY THE VOLUNTEERS IN ORGANISING ADULT LITERACY CLASSES

S.No.	Problem	Percentage stating
1	Collecting the people for the class	80
2	Lack of interest on the part of the people	70
3	Convincing the learners to attend THE CLASSES.	65
4	Lack of attractive incentives	60
5	Negative attitude of the learners towards the classes conducted by the local volunteers	50

Every where the problems are same. The problems expressed by the volunteers need to be attended seriously. All these problems led to the irregular participation of the learners in the programme.

4. Methods used to evaluate the learners by the volunteers:

The methods used by the volunteers to evaluate the learners are listed in Table XVI.

TABLE XVI
METHODS USED BY THE VOLUNTEERS TO EVALUATE THE LEARNERS

S.No.	Method	Percentage using
1	Reading and writing tests	40
2	Observation and discussion	35
3	Conducting Quiz Programmes	15
4	Direct Questioning	10

Like any other formal system the volunteers also used the same methods to evaluate the learners. They have done observation and discussion and also conducted Quiz Programmes to evaluate the learners.

5. Suggestions given by the volunteers for the future improvement of the programme:

The suggestions given by the volunteers for the future improvement of the programme are listed in Table XVII

TABLE XVII
SUGGESTIONS GIVEN BY THE VOLUNTEERS

S.No.	Suggestion	Percentage stating
1	Organising cultural programmes often	87
2	Conducting demonstrations side by side	80
3	Providing with employment opportunities for those attending the classes	70
4	Using local leaders to influence the learners	65

As the NYK organisers, the youth volunteers also gave the same types of suggestions for the future improvement of NAEP. These suggestions should be the essential factors to be considered while planning further programmes regarding adult education.

V SUMMARY AND CONCLUSION

The findings of the study are listed below:

1. The study included two aspects:
One to find out the Adult literacy work done by the NYK organisers and the other to involve the local youth volunteers in NAEP.
2. A random sample of 25 organisers of NYK and 20 youth volunteers from two villages were the subjects for the study.
3. The organisers of NYK were paid teachers whereas the youth volunteers enrolled, were unpaid.
4. Among the 25 organisers, 32 per cent were employed another 32 per cent were unemployed and the rest 36 per cent were agricultural coolies and farmers. On the other hand, the youth volunteers who were involved in programme were not employed.
5. The NYK organisers received five day training. The youth volunteers were given two-day training and guidance at frequent intervals.
6. Motivating the adult learners, conducting the classes and evaluating the programme were the major aspects covered during the training period.

7. Organising cultural programmes, filmshows and demonstrations were the motivating methods used both by the organisers and the youth volunteers. Personal contacts, informal discussions and utilising local leaders to convince the learners were also helpful to motivate the learners (Figure, 6)

8. Fifteen per cent of the participants were found to be dropouts in the NYK centres. No case was reported as dropout in the classes conducted by the youth volunteers. But there was evidence for their irregular attendance due to heavy work, continuous illness, household work, elders at home not allowing the youngsters and lack of interest on the part of the learners.

FIGURE - 6

A COMPARISON OF READING & WRITING ABILITIES DEVELOPED BY THE LEARNERS BOTH BY THE N.Y.K. & LOCAL VOLUNTEER CENTRES.

READING ABILITIES :-

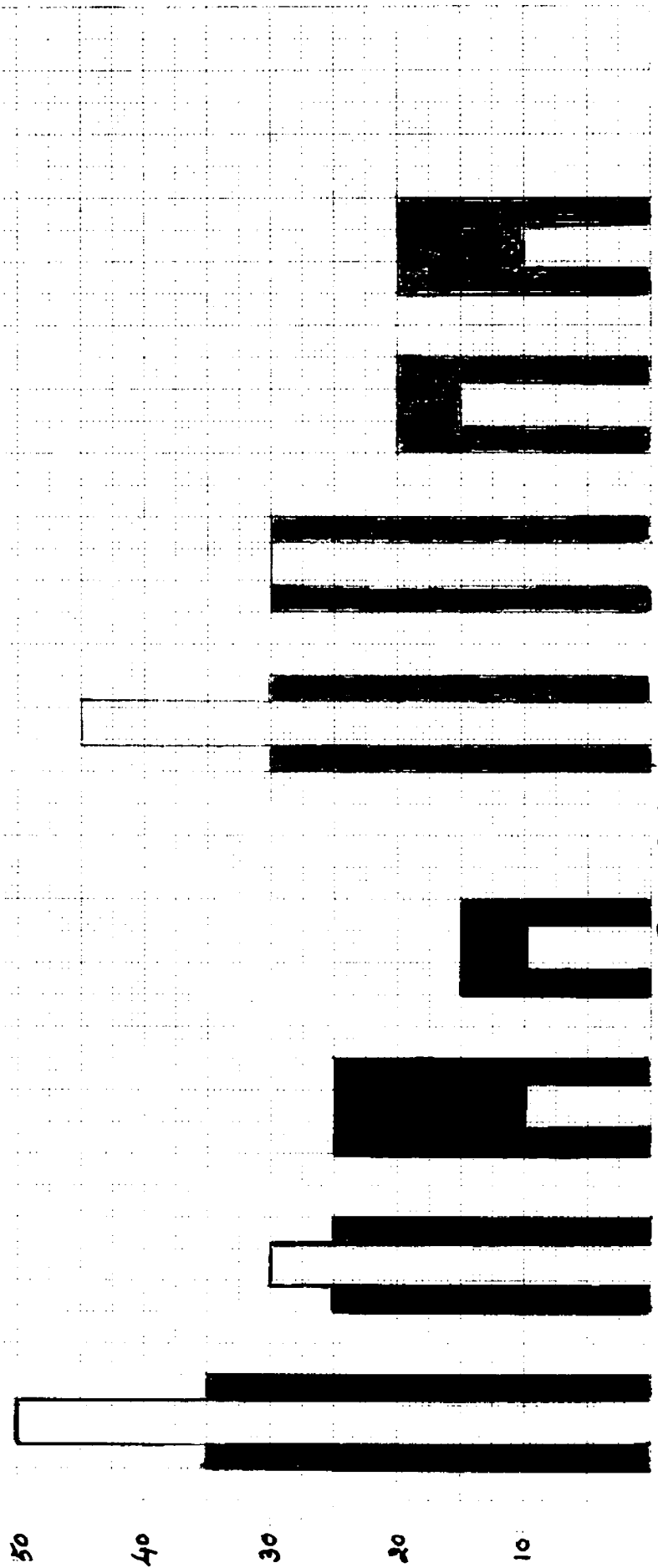
WRITING ABILITIES :-

SCALE :-

X AXIS - 1 SEMS = 15 DIVISIONS
Y AXIS - 1 SEMS = 10 "

LOCAL VOLUNTEER CENTRES.
N.Y.K. CENTRES.

LOCAL VOLUNTEER CENTRES.
N.Y.K. CENTRES.



(0-5) (6-10) (11-15) (16-20) (21-25) (26-30)

JN WORDS

9. More than 75 per cent could read and write about 10 words as a result of attending the adult education classes organised by the NYK for six months. About 60 per cent could read and write about 10 words correctly in the classes conducted by the youth volunteers for about four month (Figure 7).

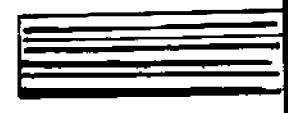
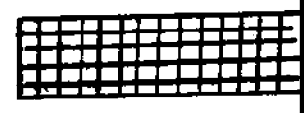
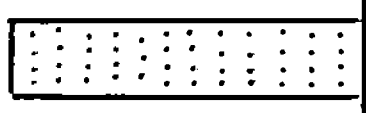
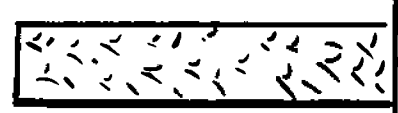
10. Convincing and collecting the learners to attend the classes, lack of interest of the learners and also lack of co-operation of the local leaders, difficulties in organising motivation programmes, and lack of attractive incentives and other physical facilities such as light were the important problems expressed by both the NYK organisers and the youth, volunteers, which need to be given due consideration.

A COMPARISON OF METHODS USED BY THE LOCAL VOLUNTEERS & N.Y.K. ORGANISERS TO RUN THE ADULT EDUCATION CLASSES.

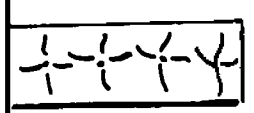
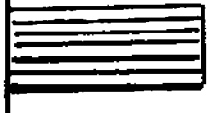
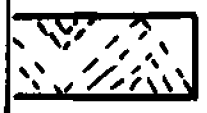
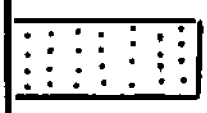
METHODS FOLLOWED BY THE LOCAL VOLUNTEERS ↓

- DIRECT CONTACT.
- INFORMAL DISCUSSION.
- USING LOCAL LEADERS.
- ORGANISING FILM SHOWS & CULTURAL PROGRAMMES.
- CONDUCTING DEMONSTRATIONS.
- ORGANISING CRAFT CLASSES.
- CONDUCTING SPORTS & GAMES.

100
80
60
40
20



20
40
60
80
100



METHODS FOLLOWED BY THE N.Y.K. ORGANISERS ↑

FIGURE - 7

RECOMMENDATIONS:

Following are the suggestions given by the organisers and youth volunteers to improve the programme further:

1. Organising cultural programmes and filmshows frequently to sustain the interests of the adult learners.
2. Organising economically useful programmes (e.g) craft classes.
3. Increased use of local leaders in influence the learners.
- and 4. Providing with incentives or income generating project.

All these suggestions are noteworthy to be considered in organising Adult Education Programmes in rural areas.

This pilot study in general points out that the nation wide NAEP started on 2nd October, 1978, has made a substantial effort in promoting positive attitudes among the learners as well as teachers towards the programme. This has to be strengthened further with appropriate means and ways to make NAEP a successful one.

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A P P E N D I C E S

APPENDIX I

**PROFORMA TO FIND OUT THE ADULT LITERACY WORK
DONE BY THE NEHRU YUWAK KENDRA**

1. Name of the organiser
2. Name of the village
3. Caste Religion
4. Occupation and Address
5. Total income
6. Educational Level

S.No.	Name of the family members	Age in yrs	Education		
			Studied up to	Studying in	Occupation

7. How did you join as the organiser?
8. What is your opinion regarding Adult Education?
9. How many days in a week are you conducting the classes?
10. How many hours daily you spend for Adult Education?
11. Have you under gone training in Adult Education

Yes No

If yes give details:

Place	Dura- tion	Aspects covered	Materials used	Aids used	Practical aspects	Suggestions for future
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-
12. Are you able to apply all the training skills imparted to you?

Yes No

If no what are the problems?

13. Implementation of adult Education Programme:

a) Physical Facilities:

S.No.	Aspects	Adequacy		Problems encountered	Suggestions for future
		Yes	No		
1.	Space				
2.	Lighting				
3.	Seating				
4.	Learning materials				
5.	Aids				
6.	Incentives				
7.	Follow up materials				
8.	Others if any				

b) Drop outs:

Where there any drop outs in your centre?

Yes

No

Reasons for drop outs.

- 1.
- 2.
- 3.
- 4.
- 5.

14. What are the methods of motivation?

and what methods you are following for motivation?

15. How do you motivate the following targets?

S.No.	Targets	Motivational methods	Problems	Suggestions for future
	Adult learners			
	Youth volunteers			
	Local leaders			
	Local Agencies			
	Others if any			

16. Problems in conducting the classes?

S.No.	Aspects	Problems	Suggestions for future
1.	Motivating learners		
2.	Motivating the family members		
3.	Conducting the classes		
4.	Handling aids		
5.	Preparing aids		
6.	Maintaining records		
7.	Conducting tests		
8.	Use of primers		
9.	Obtaining local help		

17. Achievements:

S. No.	Name of the Adult learners	Age	Occupation	Interest evinced	Speed of learning	Problems
			Fully Partia- ally	Not Reasons at all	No. of Read- ing hours attend- ed	Comprehen- sion hours
						with person

18. What is the name of the primer you are using for conducting the class?

19. What are the registers and records maintained by You?

20. What is their format?

21. How are you evaluating the Adult Learners?

S.No.	Methods	Frequency	Problems in the administration
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22. What are your suggestions for the further improvement of the programme?

APPENDIX II

**PROFORMA TO STUDY THE INVOLVEMENT OF LOCAL
YOUTH VOLUNTEERS IN CONDUCTING ADULT
EDUCATION CLASS**

1. Name of the volunteer
2. Name of the village
3. Number of learners in the centre
4. Number of volunteers in the centre
5. How many days in a week are you conducting the classes?
6. How many hours daily you spend for Adult Education?
7. Are you able to apply all the skills imported in your training?

Yes

No

If you how? If No, Why?

8. How did you motivate the adult learners?
9. Implementation of Adult Education Programme.

Physical Facilities:

Aspects	Adequacy		Problems encountered	Suggestions for future
	Yes	No		

Space

Lighting

Seating

Learning materials

Follow up materials

Others

10. Problems in the following aspects:

S.No.	Aspects	Problems	Suggestions for future
1.	Motivating learners		
2.	Motivating the family members		
3.	Conducting the classes		
4.	Handling aids		
5.	Preparing aids		
6.	Maintaining records		
7.	Conducting tests		
8.	Use of primers		
9.	Obtaining local help		
10.	Others		

11. Achievements:

S. No.	Name of the Adult learner	Age	Occupation	Interest evinced			Speed of learning			Problems with particular person
				Fully	Partially	Not at all	Reasens	Number of days attended	Read- ing hours	

12. What is the name of the primer you are using for conducting the class?

13. What are the registers and records maintained by you?

14. What are the methods of evaluation you are following in the class.

S.No.	Methods	Frequency	Problems in the administration
-------	---------	-----------	--------------------------------

15. What are your suggestions for further improvement of the programme.