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'Ya Kriyawan Sa Pandita' (learned person is one who is ceaselessly active) is the motto of the University of Pune, which was established in 1949. Since its inception, the University of Pune has placed the objective of 'Social Commitment' on the top of its agenda for attaining excellence in higher education. The Centre for Continuing Education established in 1972 was upgraded as the Department of Adult, Continuing Education, as a result of University Grants Commission's Policy (1977). Following the University Grants Commission's Policy (1977), Government of India launched the National Adult Education Programme (NAEP) on October 2, 1978. The responsibility and the vital role given to the Universities in the NAEP was very much instrumental in upgrading the Centres for Continuing Education in various Universities. This trend was accepted by the authorities at University of Pune. Other programmes such as Population Education, Planning Form and Jan Shikshan Nilayams were started and implanted through the university and colleges with the assistance of the University of Pune and University Grants Commission. Lifelong Learning as the cherished goal of the educational process which presupposes universal literacy, provision of opportunities for youth, housewives, agricultural and industrial workers, professionals and other disadvantaged groups of the society to continue the education of their choice at the pace suited to them is one of the main objectives of the University. The Department recognised the need for providing quality education by up gradation of skills of the learners in tune with the developmental needs of the individual and the society. An indispensable endeavour toward enhancing the human resource is to develop strategies for creating an effective learning environment for a Knowledge society. The department has resolved itself to work on some socially important areas viz. National Integration, Women Empowerment, Senior Citizens, Unorganized Workers, Non-Government Organizations, Tribal Development, youth Education, Entrepreneurship & Employment, Counselling, Literacy, Adolescence Education and Lifelong Learning.

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Department of Lifelong Learning and Extension

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A Study on the Attitude of Preraks and Neo-Literates towards Neo-Literate Materials

Dr. T. Kumaraswamy
Dr. G. Eswaraiah

The past experience in adult education reveals that a large amount of finances, physical and human resources are invested to make people literate but due to lack of immediate and adequate post-literacy efforts by government and voluntary agencies many of the neo-literates have relapsed into illiteracy. The government has initiated continuing education programme towards this end. Neo-literate materials have a vital role to play in checking the problem of relapse into illiteracy. They need to be designed in the best way possible. It is equally important that the materials are used by the beneficiaries. Generally, there are 3 categories of neo-literates.

1. Beginning level

These neo-literates have limited literacy skills and need guidance to use learning materials. They need simple reading material suited to their abilities, needs and interests.

2. Middle level

These neo-literates can read small stories, main news headings from the newspapers, songs and others by themselves and try to understand them in relation to their daily experiences.

3. Self-learning level

These neo-literates can read and comprehend the books and newspapers independently. They have the will to go to libraries or places where they can get books of their interest.

Investigators like Raj Nath (1995), Directorate of Adult Education (1998), Government of Andhra Pradesh, State level

Book Selection Committee (2002), Venkatramaiah (2003) and Robert Dev Doss (2005) have dealt with the characteristics qualities of neo-literate literature / materials.

State Resource Centre for Adult Education, Hyderabad (2004), Eswaraiah (2004), Robert Devdoss (2005), Ramalingeswara Reddy (2005) and Niranjan Reddy (2005), have concentrated on evaluating / assessing the different aspects of reading materials like content aspects, supply and utility of neo-literate literature.

There is a greater need for systematic studies on neo-literate materials and the present study is an effort to know the attitude of preraks and neo-literates towards neo-literate materials. Preraks and neo-literates are having concern with neo-literate materials and it is necessary to consider the opinions of both the groups.

Objectives

1.   To know the attitude of preraks and neo-literates towards neo-literate materials.

2.   To suggest remedial measures.

Hypothesis

1.   Preraks and neo-literates do not differ significantly in their attitude towards neo-literate materials.

Methodology

Research Tool

For the purpose of the study, a tool to assess the attitude of preraks and neo-literates was developed by the investigators.

Selection of the Sample

Chittoor district happens to be one of the successful districts in implementing literacy campaigns. The district consists of 3 revenue divisions and 66 mandals. Continuing education centres are organized in all the revenue divisions and mandals. Multi-stage random sampling method was used for selecting the sample. At the first stage out of 3 revenue divisions 2 divisions were randomly selected. At the second stage from each of the divisions a sample of 5 mandals were randomly selected. At the third stage a sample of 20 preraks were randomly selected. Thus, the sample of preraks is 2 x 5 x 20 =200 preraks. In a similar manner a sample of 200 neo-literates were selected.

The data was collected from the sample individually by the investigators. 't' test was used to test the hypothesis.

Findings

The attitude towards materials is considered under 3 sub-units namely, attitude towards academic aspects, content aspects and supply and utility. The area under academic aspects includes number of pages in the books, letter size, book size, colours used, quality of paper, cover page, binding, local language, regional differences in the language, titles of the books, titles of lessons and their appealing nature, style of writing the books, incorporation of examples and illustrations, gradation of books based on neo-literate levels, length of words, sentences, paras, space between words and paras, words used per page, creativity in writing, editorial, evaluation, references, strength of the materials in promoting self-learning among neo-literates, etc.

It can be observed from the Table 1 that preraks have obtained a better mean attitude scores compared to neo-

literates (73.29 > 66.74) on academic aspects, 't' test was employed to find out the significance of difference between the means and the 't' value obtained is statistically significant at 0.01 level.

The second area is related to coverage of contents. The different content areas on which materials are provided to neo-literates include health, agriculture, animal husbandry, sanitation, development programmes, legal literacy, women's empowerment, national integration, culture, forests and environment, scientific temper, etc. The materials are divided into various sub-units in each area and small booklets are prepared keeping in view the level of neo-literates. The coverage of contents deserves more attention. In the present study, an attempt was made to find out the attitude of preraks and neo-literates towards content aspects. It is evident from the Table 1 that the preraks have secured a more favourable attitude score towards content aspects than the neo-literates (139.39 > 134.07). The 't' value (2.77) obtained to know the differences in the means is statistically significant at 0.01 level.

The third area is related to supply and utility aspects. The materials are mostly produced by State Resource Centre for Adult Education, Hyderabad and they are supplied to districts and in turn the district administration takes the responsibility of providing books to the centres. At times, the districts themselves are producing some materials keeping in view the local requirements. The books are distributed to centres through headmasters, mandal literacy organisers and others while they attend to the district level meetings. This process is causing delay in a few instances. It is also observed that the number of copies supplied are inadequate in some cases. Apart from supply aspects it is also equally important to know whether these materials are utilised by the neo-literates for whom they have been prepared. Keeping this in view, it was proposed to enquire

into the attitude of preraks and neo-literates towards supply and utility aspects of post-literacy and continuing education materials. The details as presented in Table 1 reveal that there is no significant difference in the mean scores obtained by the preraks and neo-literates towards the supply and utility aspects of neo-literate materials. However, based on the means it can be stated that preraks have a more favourable attitude towards supply and utility aspects of the materials than the neo-literates.

The information relating to the total attitude towards neo-literate materials (which includes all the three aspects – academic aspects, contents, supply and utility), indicates that preraks have obtained a better mean attitude score than the neo-literates. The obtained 't' value of 3.91 denotes that the means differences are statistically significant at 0.01 level.

Hence, the null hypothesis that 'Preraks and neo-literates do not differ significantly in their attitude towards neo-literate materials in different areas and total attitude' is rejected with respect to academic aspects, contents aspects, total attitude and accepted with regard to supply and utility aspects.

TABLE 1 :   Attitude of Preraks and Neo-literates towards Neo-literate Materials

Area / Group	N	Mean	Standard Deviation	't' Value
1. Academic Aspects				
Preraks	200	73.29	10.78	6.48**
Neo-literates	200	66.74	9.61	
2. Content Aspects				
Preraks	200	139.39	18.39	2.77**
Neo-literates	200	134.07	15.71	
3. Supply and Utility Aspects				
Preraks	200	19.82	5.38	1.68@
Neo-literates	200	18.79	6.36	
4. Total Attitude				
Preraks	200	232.50	34.23	3.91**
Neo-literates	200	219.60	31.68	

**   Significant at 0.01 level

@   Not significant

Implications of the Study

1. It was found in the study that preraks have obtained a more favourable attitude than neo-literates on all the sub-aspects of neo-literate materials i.e., academic aspects, content aspects, supply and utility aspects. It is therefore necessary to improve these aspects from neo-literates point of view

2. The agencies producing the materials have to devote more attention on academic aspects like letter size, book size, colours used, quality of paper, cover page, binding, local language, regional differences in the language, titles of the books, titles of lessons and their appealing nature, style of writing the books, incorporation of examples and illustrations, gradation of books based on neo-literate levels, length of words, sentences, paras, space between words and paras, words used per page, creativity in writing, editorial, evaluation, references, strength of the materials in promoting self-learning among neo-literates.

3. With respect to content areas, micro studies dealing with reading interests of neo-literates, study habits deserve the attention of researchers. Delay in supply the materials to the centres has to be avoided. It is not merely providing materials to centres but its effective utilisation by the neo-literates needs to be ensured. The preraks should be instructed to see that the neo-literates read the materials and return the same to the centres. Mandal literacy organisers and district level officials should motivate the neo-literates and preraks in this regard.

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Right To Education Through Adult and Continuing Education for Human Existence

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P. Rama Devi

E ducation must be aimed at the full development of the human personality and in still a sense of dignity. It should also be aimed at enabling all persons to participate effectively. Education develops learners' ability to make political and civil choices. Secondly, education should confer the necessary skills to enable recipients to enjoy and appreciate human existence, and participate in the economy. The right to education imposes an obligation on the state to put in place and maintain an education system, with educational programmes available in all its forms and at all levels. Education is not limited by age or gender, it extends to children, youth and adults and older persons. The fundamental education is a right of all age groups. Primary Education developed equality, reading, writing, numeracy skills, active citizenship, health and livelihoods also gender equality. Most of the women are in rural area and tribal areas illiterates. The women education is light of the house but most of the time they fight for arrangement of fuel, water and primary needs. Women should get primary education through safe and available manner. The paper explains the rural and tribal area illiterates conditions need of the human right.

Key words: Adult Education, Primary Education, Right to Education,

Introduction

The Constitution (86 Amendment) Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of 6 to 14 years as a Fundamental

Right. The Right of Children to free and compulsory Education (RTE) Act, 2009, came into effect on 1 April 2010. It clarifies that compulsory education means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the 6 to 14 age group, Free means that no child shall be liable to pay any kind of free or charges or expenses which may prevent him or her from pursuing and completing elementary education.

India has 19% of the world's children. About one – third of its population (2001 census) is below the age of 18, and around 74% of this population lives in rural areas. The population of people in the age – group 0-25 years is 54% of the country's total population. Indeed, India has the world's largest number of youngsters. India has one – third of the world's illiterate population in 2011 figures, the male literacy level has reached 82.12%, which female literacy has touched 64.46% the difference between male and female literacy level is 16%.

In April 2000, 180 of a total 193 countries came together for the World Education Forum in DaKar (Senegal). India pledges that by the year 2015, education would be made available to everyone. Objectives;

➢ Expand and improve comprehensive early childhood and education, especially for the most vulnerable and disadvantaged children.

➢ Ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to free and compulsory primary education of good quality.

➢ Ensure that the learning needs of all young people and adult are met through equitable access to appropriate learning and life – skills programmes.

- ➢ Achieve a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

- ➢ Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls full and equal access to basic education of good quality.

- ➢ Improve all aspects of quality of education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The Indian government has concentrated only on primary education, ignoring the rest of the goals. According to UNESCO's report progress in primary education, around 774 crore children around the world are out of school. Three-fourths of these out-of-school children reside in 15 countries including India, Bangladesh, and the African nations. With one – third of the world's illiterate, the report places India.

Education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities.

It should be emphasized that enjoyment of the right to fundamental education is not limited by age or gender. It extends to children, youth and adults, including older persons. Fundamental education, therefore, is an integral component of adult education and life – long learning. Because fundamental education is a right of all age groups, curricula and delivery systems must be devised which are suitable for students of all ages.

Education as a right, it is key instrument for success of every human. The primary education is foundation for getting knowledge, health, basic of society, style of the symbols, and interaction of the children. First adjustment states from the class room, helping, Reading skills and writing the symbols these are gain through fundamental education. Education is not limited by age or gender, it extends to children, youth and adults and older persons. The fundamental education is a right of all age groups.

In India most of illiterate peoples are living in rural area and tribal area nearly two thirds are women, and nearly one in five is a young person between 15 and 24 years. Most of these are people living in extreme poverty. The Country slowly goes to provide free, quality and inclusive Adult Education programmes. The adult education is most useful of the human right to education.

A life in dignity and freedom from poverty is for most people in the world only possible through the attainment of literacy. Adult literacy is about the acquisition and use of understanding of society, political, occupational knowledge and there by the development of active citizenship, improved wealth and livelihoods, and gender equality.

In rural areas peoples are living villages and tribal area peoples living Tandas, Gudems, Coloneys, and Hill areas. In these areas most of children are dropout due to lack of educational awareness, poverty, seasonal works, lack of facilities, large families, child marriages etc. These reasons most of children dropout middle of their elementary education or some of the children cont see the school face also. This situation shows in every village, this is highly noted in tribal areas and those are women. The women education is neglecting by family, society. Rural, Tribal area women get adult education they set right the family, poverty, livelihoods. Education provides a means through

which all people can become aware of their rights and responsibilities, which is achieving the goals of equality and peace. Mother knows the value of the education she is the first teacher for crating best citizen and adult education gives empowerment of the women. Women shows better improvement in their occupation, participate in all activities and stands on own legs it is helps the country achieves future goals.

Adult Education Provides:

- ❖ Adult education reduce gender inequality

- ❖ Adult education provide knowledge of technology

- ❖ Adult education is most helps for developing health

- ❖ Adult education create awareness of safeguards

- ❖ Adult literacy improves education of children, especially girls

- ❖ Adult education programmes provide better methods their occupation

- ❖ Adult education develop human and economic development

- ❖ Adult education provide better life style

- ❖ Adult education gives equality of life

- ❖ Education is knowledge it gives power

- ❖ Equality between men and women and equal partnership in the family and society

- ❖ Adult education provides freedom of thought, conscience, religion and belief

Conclusion

Government has enacted and implemented the act in the right spirit towards providing quality elementary education to all. Government must concentrate providing World Education Forum in Dakar promise. Out-of- school children reasons identify, take necessary steps for reduce girl's dropout. To increase the literacy levels in India in general and Andhra Pradesh in particular, the state should concentrate on retention rather than enrolment especially schedule tribe communities to reduce social disparities.

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Research in Literacy and Adult Education

Dr. P Viswanadha Gupta

The term "communication" carries a meaning which is much wider than "literacy"; it includes much more than reading and writing. It includes speaking and listeningwith cultural-specific assigned meanings. It carries a very vital form in the human's ability to see – signs, gestures, pictures, moods, each other's relative location, and many other things. Over a period of times, and as a process of proximity between human beings involved in a communication situation, meaning/s have been assigned to each of these though specific to the interacting individuals.

There is thus a kind of "non-literacy visual and heard language" that has existed over the centuries that has carried with it some amount of learning. Such learning has been shared between the interacting individuals and has a social, cultural and even economic context to it. It probably will be classified as learning prior to the learning of literacy skills. The recognition of such learning, not necessarily formalrecognition, has been widespread among the interacting contexts; such recognition has also been shared across cultures at times.

Literacy planners in many developing countries are keen to recognize the vast body of highly varied (according to the diversity of learning contexts in tribal, rural, hill areas, coastal areas, urban areas, urban slum pockets, etc.) "**prior learning**"; they are keen to carry forward this act of recognition of "prior learning" to the level of "certification" through some formal or non-formal assessment and examination to a level of validation that can culminate in certification and widespread

acceptance in economic, social, political, and cultural contexts. The only trouble that such efforts in **assessment of prior learning** face in this highly documented, and that too with economy and precision, society is the lack of identifiable and widely acceptable parameters in such assessment language. The whole effort tends to culminate in making long-winded statements as evidence of prior learning.

The difficulty in such documentation of evidence of prior learning having taken place is probably much greater in contexts where the medium of learning has been seen in pre-dominantly oral environments. Oracy has long been the cultural medium of many a community in the absence of widespread prevalence of written culture; in fact a great deal of communication is transacted through the oral medium in societies otherwise saturated with the written medium. The various social and cultural customs, the basic citizenship concepts, respect for natural environments, etc. are largely learnt in environments dominated by oracy; making long-winded statements about such learning would probably be viewed as a waste of time in some societies. It is just "expected" of citizens to be in the know of such things.

Workers who have learnt certain trades and occupations "hands on", without any necessary formal training or certification, could certainly look for recognition of their learning through government-recognised or other bodies that carry such recognition. Such skills are in use leading to something tangible being produced either as some good or some service; the production process takes note of the good or service so produced and is put to use through a value assignment process by others. Skills learnt can be stated in comparatively more precise terms of technical assumptions, parameters and

tasks performed; pre-literacy and even literacy behaviours are at best and often stated in terms of individually-satisfying, community-valued, and socially desirable behaviours that are so essential to the growth of an orderly society.

There is a certain value assigned by the user to the formal "learning process" and the facilitated "social interaction" involved in that formal learning process; it is questionable if all prior learning process involves a "valued" learning process and if the involved "social interaction" is consciously designed for a specific learning purpose. In a formal learning programme, the learning process is repeated through social interaction if the learner fails to get it right, or the intended beneficiary expresses satisfaction at the right performance of the learning process. The complexity of the learning process needs to be taken note of since it involves not just the learner but an intended beneficiary or user in a context of social interaction that also involves other similar learners; the presence of others thus spurs a desire to achieve excellence in the performance of the desired task. The "prior learning" process may or may not take place with a measure of deliberateness and in the presence of a social interaction involving others, though that may not necessarily be the case. In a training programme or a formal learning situation, the rationale behind the preferred performance, leaving aside various other ways of doing it or learning it, assumes meaning for the learner.

The repetitive performance of all "prior learning" often depends upon its demand among the learners on the one hand and among those with whom the learner comes in contact. Social citizenship by its very nature is often subsumed rather than frequently performed or repeated; that is perhaps the reason why it is different from learning a particular behaviour in a

training situation where a premium is placed on its repetitive performance in a demand situation. The care industry would expect, for example, the caregiver to repeatedly perform the caregiving service when in contact with a care-receiver found in that particular situation. The care-receiver is willing to pay the price for it, or compensate the caregiver for the services rendered, which is not necessarily the case in situations of social citizenship.

March toward Literacy

Oracy or the oral transmission systems came under tremendous pressure with the community dynamics becoming complex on account of the growing population, with human settlements spreading over a large geographic area, annexation of territories through conquests by individual warlords or kings, diversity in transactional activity of both the ruled and the rulers, the growing need for communitization through codification of customs, practices, rules and regulations, ultimately being pronounced as Laws the violation of which attracted penal measures.

The traditional "self-sufficient community" gradually found itself stretched and networked from one place requiring a hierarchical structure for efficient and cohesive governance. Economically productive activity also required repeated and continuous practice of certain well-established and efficient work procedures; codification of such practices created a body of content that was transmitted from one group of artisans to the large mass of population.

The march towards **literacy** began with the invention of the alphabet. The alphabet began with a picture with a Greek origin; it grew with its Latin dissemination through the Roman period and the middle Ages. The invention of the Printing press

gave further fillip to it; the Missionaries expanded it through the Renaissance and Enlightenent, Christianity and Colonialism. Universal schooling, public libraries and other institutions came on the scene subsequently. The electronic media revolution provided the support in the modern period.

The oral culture systems were gradually being influenced by "a class of information carriers" that went on to become a profession in itself; the craft of teaching could be seen to have emerged in human society through this class of information carriers. "Knowledge generation" and "knowledge dissemination" began to emerge as specialized services requiring the growth of a cadre of workers. The then existing social customs favoured status and occupation on the basis of birth. Knowledge generation and knowledge dissemination workers needed to be in the proximity of the rulers of the time; this class of workers thus were encouraged in a "particular caste/ethnic group".

The "Brahmins" enjoyed such a status of knowledge codifiers and knowledge disseminators in the traditional economy; some of them attempted generation of new knowledge as well.

The need for conscious knowledge codification through documentation and dissemination through such carriers rendered oral culture systems somewhat less efficient for both political governance and economic purposes. The oral culture systems were thus subjected to restrictions in terms of their use; the restrictions grew through a process of distinction between "public" and "private" domains"; these were later extended to "formal" and "informal" domains. The domain restriction was further refined to "informal" and "intimate" domains of human behviour.

The oral culture systems were essentially limited to "private", "informal" and "intimate" domains. It is only with the advent of the electronic systems of communication that these three domains have again reasserted the use of oral culture systems. Both "oracy" (oral culture systems) and "literacy" (the written culture systems) began to share the domains and situations sometimes in a mutually exclusive manner and sometimes in an overlapping manner.

It is at this stage of social history that a comprehensive definition of "literacy" in a given culture relied upon distinct allocation of roles as against "oracy". However, the onset of "literacy" (as essentially a medium for political and economic governance) did not mean a total shift from oracy to literacy or replacement of oracy by literacy; it did give rise to the emergence of "some intermediate contexts" with some life transactions relying on both the modes at the same time. Literacy skills could thus be said to represent human entry in the formal domains of political governance and economic activity, with the oral forms of communication continuing to dominate the informal and intimate domains of life.

It could be said that literacy in its early stages came through the language of the rulers and of the administrative functionaries.

It needs to be remembered that the **spoken mode of language behaviour** is acquired in an automatic manner as part of the physical, neural and psychological growth; however, the **written mode of language** is neither acquired nor automatic. **The written mode of the language is LEARNT** either through formal or through non-formal channels of education. As contrasted with the spoken mode of language, it requires deliberate effort and practice on the part of the learner in a specific setting. **In its ACQUISITION process, language enables**

human beings to control the facility to speak and to hear; in its LEARNING process, language enables human beings to write and to read.

The WRITTEN mode of language regulates many aspects of human behaviour and many kinds of social interaction. By not providing access to opportunities to learn reading and writing, and managing numbers as well, a society is likely to deny to its members the opportunity to promote self-awareness and create a meaningful place for themselves in the political governance and economic domains of life.

Literacy needs to be understood both in terms of its form and its substance. As a form, it emphasizes the learning of skills to control the written mode of language. As a substance (i.e. content) it promotes access to wider knowledge about oneself, the community, the socio-economic transactions, the systems created to regulate life and community, and the manner in which one can seek access to rights envisaged by the society. It is through the combination of these two aspects – form and substance – that literacy becomes an instrumentality for participation into the ever-widening heritage of written culture.

The learning process for access to the writing and reading skills presupposes an individual's control over the spoken mode of the particular language. The elements of writing or the shapes of the various alphabets are often correlated with the spoken units of the word and the large concatenated language structures. It is in this context that learning theories have argued in favour of the nearness of the instructional materials to the spoken language of the learners. Any variation between the spoken language of the learners and the language of literacy could give rise to several learning difficulties. It could also mean a deliberate attempt on the part of the literacy planners to create a social distance between classes of people.

The spoken language systems often support democratization and secularization of knowledge and skills; literacy has, however, often been utilized as a socially divisive instrument. Some experts even believe that literacy as a medium of access to knowledge and skills has tended to strengthen elite classes by facilitating learning of languages other than those utilized by the masses. The case of Latin in the English-speaking world and of Sanskrit in the Hindi-speaking world should illustrate the point.

Literacy and Adult Education in India

The subject of 'Literacy and Adult Education' has been critical to the national development process, largely on account of the governmental emphasis on promotion of both a "literate environment" and growth of a "written culture" in India. The process of acquisition of literacy skills (reading and writing), in addition to the oracy skills (i.e. listening and speaking) has been considered critical to people's participation in the process of development at the social, economic and geographic level of their existence.

It is widely believed that, while most people rely on skills of oracy to transact their daily business (both within the family and in the market place), acquisition of skills of written culture (reading and writing) additionally entitles them to maintain a record of their transactions, at least with others. They are also able to access entitlements available to them as part of the process of development either through the Block Development Functionaries or through the Block Development Office. The Block Development Functionary or the Block Development Office wants them to fill a number of forms or applications for access to water, agricultural inputs, bank loans, etc.

Most Banks have launched programmes of inclusive banking as a result of which families are expected to open at Voter's Card, etc. The process requires knowledge of and control over both reading and writing skills. In many cases, they are expected to fill some information in a form, etc. In the event of non-access to their entitlement, they could be expected to write an application stating their grievance about not having received the due benefit. They are also expected to make sure that the birth or death certificate they have received in the event of a birth or death in the family has the required information correctly entered.

Historically, India could be said to have supported (i) **Social Education** for those in the 12-45 age group; it projected a target of reaching 50 percent literacy rate within a period of 5 years.

The **First Five Year Plan** included a **Social Welfare Programme** under which Panchayats were given charge of the **Social Education Programme**; the programme included education for citizenship, eradication of illiteracy, group discussion, sports and other recreational activities, including screening of films.

The Scheme envisaged regular classes in the evening hours at the Social Education Centres. The present author had the privilege of taking such classes at a Social Education Centre in North Delhi. A **Social Education Centre** was visualized as the organizational mode for the conduct of these activities which included provision of instruction to about 30 learners in the 14-40 age group; the voluntary social education workers were given an honorarium of Rs. 10/- per month.

The main focus of the programme, for a country that had just attained political independence, was on citizenship, the manner in which it can be nurtured and sustained.

The pressures of work during the day, and the unattended problems of their family members compelled the adult learners to frequently absent themselves from the Social Education Centres; however, cajoling by the peer group, as also the instructor and the Social Education Officer brought them back to these Centres.

(ii) The **Maharashtra Gram ShikshanMohim (MGSS)** laid emphasis on attainment of **cent percent literacy** through an initiative at the village level itself. This programme can be called, in substance if not in form, as **the precursor of Total Literacy Campaigns** launched in the country in 1988. The **MGSS** was launched during 1958-60. The programme proved quite successful insofar it generated enthusiasm at a highly decentralized level with village populations vying with each other to achieve what was termed as "Gram Gaurav", pride of the village.

It was reported that 378 villages in Maharashtra achieved complete literacy in the first year itself! However, one can't be sure about the methodology that was used in certifying such total literacy villages. The target group in the **MGSS** included adults in the age group of 14-40 years; the planning process envisaged coverage of nearly 20 percent of the adult illiterates each year thus hoping to achieve complete literacy in a period of five years.

The **MGSS** programme had hoped that literacy skills – attained, retained and strengthened – would support various development programmes at the village level through a process

of effective participation by the literate people. Literacy classes were conducted for a period of three to four months with a view to enabling the adult learners to read simple sentences on different topics, learn to count, read and write numbers up to 100, and handle simple arithmetic operations.

The Maharashtra Government had planned to start **village development centres** (**Gram VikasShalas**) to support the entire process. The **Planning Commission** in Delhi, in its evaluation of the programme, favoured the introduction of the scheme as a pilot project in one Block of each state in the Union of India during the **Fourth Five Year Plan**. However, the **MGSS** could not go beyond literacy, lacked infrastructure for post-literacy and follow up work, and had a very poor financial base.

(iii) After this first phase of emphasis on **citizenship literacy**, the country entered a second phase of literacy wherein the **linkages of literacy with productive activity, work or economic and social development** were sought to be established. This phase was also known as the phase of **"functional literacy"**; adult literacy could not be an end in itself, it "should be regarded as a way of preparing a man for a social, civic and economic role that goes far beyond the limits of rudimentary literacy". It was felt that literacy should create an "opportunity for acquiring information that can immediately be used to improve living standards"; it should provide "training for work, increased productivity, a greater participation in civic life and a better understanding of the surrounding world, and should ultimately open the way to basic human culture" **(UNESCO, 1965)**.

UNESCO's **Experimental World Literacy Programme** led India to launch **Farmers Training and Functional Literacy Project (FTFLP)** (1968-78) to raise the farmers' capability in

regard to utilization of **High Yielding Varieties** of wheat. Apart from training of farmers and imparting functional literacy (related to the function of farming), the programme also utilized oracy by taking recourse to farm broadcasting.

It was again located in a Centre at the level of a village with the learner ratio pegged at 1:30. It had a Project Officer and six part-time Supervisors (each supervising 10 Centres) in a district. The organizational modality was later followed again in the **National Adult Education Programme** launched in 1978.

 (iv) The**Functional Literacy for Adult Women (FLAW)** was launched in the financial year 1975-76 as part of the **Integrated Child Development Services (ICDS)**. It targeted women in the 15-45 age group with functional literacy related to a package of mother- child development services; the Aanganwadi workers, the ground level functionary under the ICDS programme, also provided instructional support for the literacy component. The contents included health and hygiene, food and nutrition, home management and child care, civic and vocational education, etc. The programme laid emphasis on reproductive and nurturing roles of women; it never saw them as citizens who could through their own development realize their full potential and make other important contributions to the society in general.

(v) The **Polyvalent Adult Education Programme** introduced **ShramikVidyapeeths** (1976-77) to facilitate skill training among industrial workers. The programme provided hands-on experience in case of many work skills with workers learning to open an entire refriegerator or a scooter or a television set. The ShramikVidyapeeths were practically condensing what the Industrial Training Institutes wee doing for workers with a class VI or VIII level of education. Of course, literacy formed an important part of the programme. The ShramikVidyapeeths

could be said to be precursors of the National Skill Development Mission launched by the Government of India some thirty years later.

(vi) It was during 1978 that the government at the Centre changed; the new Janata Dal government came to power after massive public disapproval of the Emergency imposed by the then government of Mrs. Indira Gandhi. The euphoria created by this political change was so large and massive that most programmes designed by the new government made "people as the centre of political focus". Literacy and Adult Education were seen as harbingers of political liberation and promoters of people's participation in the shaping and implementation of all development programmes.

The **National Adult Education Programme** was launched on October 2, 1978, the birth anniversary of the **late Mahatma Gandhi**. In that sense, it symbolized the Gandhian faith in the centrality of the people everywhere in the country. People's participation in the democratic polity held out great hopes for the national goals of equality, equity and social justice in the development process. Literacy was seen as an instrument, along with functionality and social awareness that could enhance people's participation in the development process. Participation by the people at an organized learning place was seen as an opportunity to let them determine their own learning at their own pace with the instructor seen essentially in the role of learning facilitator.

The **National Adult Education Programme** could also be a tribute to **late Bhausaheb Ambedkar** whose educational philosophy advocated "educate, organize and agitate".

The **National Adult Education Programme** favoured a project approach evolving in the process a self-contained and

accountable organizational unit. A period of five years was envisaged as adequate for imparting literacy skills and achieving other goals of the programme to the entire learner population in the age groups of 15-35 years; such population approximated to about 100 million adult learners at that time. The learning outcomes as a result of instruction for a period of 10 months were seen in terms of Literacy (Reading, Writing and Numeracy), Functionality (improvement of learners' skills and capabilities to cope with challenges of daily life), and Awareness (consciousness about the sources and causes of one's deprivation and knowledge about laws and development policies and programmes intended for them).

The **Adult Education Centre** was a modest place which they could call their own, articulate what bothered them most, and have an empathy-filled instructor who could hear their narratives, categorize the narrative in terms of problems to be solved, and work with them on devising solutions. The articulation of their problems and life experiences relied on oral culture, or the medium of oracy; the categorization and possible solutions framework strengthened these by use of written culture instruments, e.g. literacy skills. The integration of the two – of the medium of oracy and of literacy – resulted in a new kind of education which promoted both speaking and listening and reading and writing. It is in that sense that the Adult Education Centre became a place where they added literacy in their lives, the medium providing them access to both stored knowledge and newly generated knowledge.

The **National Adult Education Programme** centred round three goals – literacy, functionality and social awareness – where both oracy and written materials were utilized to promote the learning process. It sought involvement of governmental machinery, particularly those that represented

the social and economic development programmes at the tribal cluster, village and urban slum level. It called upon universities and colleges to bring their physical, technocratic and revenue resources to the community in its diverse geographic settings. It also assigned a role to the voluntary agencies to participate in the learner organization and planned learning process by and for the active learning population.

Unfortunately, the **National Adult Education Programme** could not last long since the government that launched it could not survive.

The **DS Kothari Review Committee,** which was appointed by the succeeding Government to review the Programme, expressed dissatisfaction at the non-achievement of stated targets of this very ambitious programme both in terms of numbers of literates (targeted coverage of 100 million adult learners) that it promised and in the achievement of literacy, functionality and social awareness. The **Committee** was reviewing the progress of the programme barely within two-and-a-half years of its functioning; the period of the programme was too short to put it on the ground, leave alone subject it to a review.

(vii) The literacy programme was further modified in 1983 with the introduction of the **20-Point Programme**; the modification visualized large scale involvement of students and teachers alongwith the need for a linkage between eradication of illiteracy and the universalization of elementary education. The Government of India through its **20-Point Programme** had under Point Number 16 favoured large scale involvement of students for eradication of illiteracy and universalization of elementary education. Institutions of higher education never got down to supporting elementary education programme in any concrete manner though a lot of debate was generated on the

subject. Eradication of illiteracy remained the main focus of youth efforts since 1983.

The **National Service Scheme (NSS)** volunteers were asked to make functional literacy as part of their NSS work for about 120 hours in a year. Similarly, involvement of disciplined forces and dedicated (captive) clientele including those in the Armed Forces, Welfare Organizations of Armed Forces, and Para-military personnel, Territorial Army, Ex-Servicement, Prison Managements and Voluntary Agencies were targeted for the Programme.

An impression was gaining ground that some other modality than the existing **Adult Education Centre** will have to be identified if the national literacy rate were to be significantly enhanced. A shift was already visible in terms of abandoning the centre-based programme to Each One, Teach One, or Each One, Teach More than One depending upon the availability of the volunteer teacher and the adult learners. The volunteer-instructor in the new programme was not given any honorarium, nor any subvention to cover their costs for going for the assignment.

(viii) The concept of an organized adult education centre was notionally retained in the **Mass Programme of Functional Literacy**, the goal of generating social awareness and stable or sustainable literacy skills was shifted to the next level of the post-literacy programme as part of the activity of the **Jana ShikshanNilayams**. In fact, the actual dynamics of the programme promoted a situation wherein "mere literacy" became the sole activity of the **Mass Programme**; Functionality and Social Awareness were shifted to the Post-Literacy phase of the programme The idea was to rapidly add to the number of literates without having to carry or sustain the additional baggage of Functionality-based Instruction or Social Awareness-led learner interaction.

(ix) The National Literacy Mission relied largely on an environment-building approach followed by willing instructors approaching willing learners to acquire literacy skills largely under the Each One, Teach One andragogy. The environment-building phase received massive support from the District Collector and the staff in the various Departments at the District level; however, it collapsed after that. The high literacy district and the responsive development entitlement environment helped learners acquire literacy skills; the low literacy districts and the low development entitlement environments just could not sustain the initial enthusiasm.

More than two decades of the National Literacy Mission did not find the literacy programme for more than half that period. The NDA government doubted its intentions; the other governments subjected it to an unending review.

Still, it is remarkable that both the 2001 Census and the 2011 Census showed significant gains in literacy, as the Census defines it.

Female literacy increased much more than male literacy. While male literacy rate increased by 6.86 percent points from 75.26 percent in 2001 to 82.14 in 2011, the female literacy increased by 11.79 percent points from 53.67 to 65.46 percent during the same period.

The gender gap recorded another significant change; it was 21.6 percent points in 2001 has receded to 16.7. Yet the gender gap still remains much above the targeted 10 percent points. Only eight States/Union Territories, namely Chandigarh, Nagaland, Mizoram, Tripura, Meghalaya, Lakshadweep, Kerala and Andaman & Nicobar Islands have been able to reduce the gender gap to ten percent or below.

As per 2001 census, there was a gap of 10 percentage points in the literacy rates of all castes and Scheduled Castes. This gap between the literacy rates of Scheduled Tribes and all castes was around 18 percentage points.

The literacy rate of Muslims among minority groups was also low. It was about five percentage points lower than that of all religious groups.

Regional disparities also continue to be high and widespread. Literacy rate in Manipur, Uttarakhand, Gujarat, Dadra & Nagar Haveli, West Bengal, Punjab, Haryana, Karnataka, Meghalaya, Odisha, Assam, Chhattisgarh and Madhya Pradesh ranges between 70 to 80 percent. Uttar Pradesh, Jammu & Kashmir, Andhra Pradesh, Jharkhand, Rajasthan, Arunachal Pradesh and Bihar are the low literacy states with literacy rate ranging from 63.82 percent in Bihar to 69.72 percent in Uttar Pradesh.

Some Research Concerns in Literacy and Adult Education

The above background to the Literacy and Adult Education scenario in the country has been presented with a view to identifying some research concerns in Literacy and Adult Education. It should be possible to identify some issues in this regard:

Village level Literacy Profiles in High Literacy Districts and Low Literacy Districts;

Overall growth of literacy in India and its variability in High Literacy Districts and Low Literacy Districts;

The Variable of Gender in Literacy Profile in High Literacy Districts and in Low Literacy Districts;

The Variable of Caste in Literacy Profile in High Literacy Districts and in Low Literacy Districts;

The Variable of Religious Communities in High Literacy Districts and in Low Literacy Districts;

The Variable of Responsiveness to Access to Development Entitlements in High Literacy Districts and in Low Literacy Districts;

The variable of organized Self-Help Groups, particularly among the women, and its influence on acquisition of literacy skills;

The Variable of an Organized Peer Group Adult Learning Situation vis-à-vis an Each One, Teach One Adult Learning Situation;

The Variable of a Core Curriculum with contextualized Auxiliary Curriculum Adult Learning Situation vis-à-vis just the Core Curriculum Adult Learning Situation; and

The Variable of Contextualized Local Primers vis-à-vis Centralized (even state-level) Primers in Adult Learning Situation.

In all the above cited 10 concerns, the researcher would need to ask certain questions before according to these the status of a researchable problem; these questions can be the following:

Can the problem be effectively solved through the process of research?

Can the relevant data be gathered to answer the question posed?

Would the answer or solution noted make any difference as far the progress in literacy situation is concerned?

Do we already know, for sure, the answer or the solution? Has some researcher already attempted the answer or the solution? If so, are we attempting to extend the validity of the answer found to some other social situation or some other population group?

The researcher should be able to make a **statement of the problem to be researched** in precise words since a difference of opinion exists about the issue.

Next in importance is the issue of the **value of the solution to the stated problem in terms of educational theory or practice**. "The researcher must demonstrate why it is worth the time, effort, and expense required to carry out the research. Careful formulation and presentation of the implications or possible applications of knowledge help to give the researchable problem its worth.

The researcher needs to **define all unusual terms that could be misinterpreted or given some other meaning than the one intended**. The variables listed in the study, for example, should be defined or described in operational terms. If there are any assumptions (the research believes to be facts but cannot verify), these should be clearly stated in the very beginning. Similarly, the conditions that are beyond the control of the researcher should be clearly spelt out. This includes specifying the boundaries of the the study beyond which the applicability of the study cannot be extended.

The researcher must also include **a review of a fairly sizable body of work already undertaken in the area**; it should be possible in such review to specify the work that has

not been attempted so far or has been left unfinished. The review of literature should invariably include reports of studies of closely related problems that have been investigated. It should incorporate design of the study, including procedures employed and data-gathering instruments utilized, populations chosen as sample, variables defined, any extraneous variables that could affect the study, faults that could have been avoided, and the recommendations for further research.

"Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. Citing studies that show substantial agreement and those that seem to present conflicting conclusions helps to sharpen and define understanding of existing knowledge in the problem areas, provides a background for the research project, and makes the reader aware of the status of the issue".

It should be possible to **formulate a major hypothesis** and **some minor hypotheses**, consistent with known facts or theories and stated in a manner that these can be tested and found to be probably true or probably false. Please note that your research hypothesis or hypotheses are tentative answer to your major research issue. The gathering of data and the logical analysis of data relationships provide a method of confirming or disconfirming the hypothesis or hypotheses.

Since research aims to discover principles that have universal application to an entire population, ideally one should undertake the whole population as **sample**. However, that would take years to cover the subject. Sampling makes it possible to identify a small segment of population and still arrive at conclusions that can be generalized to a larger population. **Sampling helps us to identify a group of individuals that**

have one or more characteristics in common, these are characteristics that are of interest to the researcher. All illiterates, all female illiterates, or all male illiterates, all village based illiterates, etc. may constitute a sample. Female Members of a typical Self-Help Group could constitute a sample if we are studying the working of the female member's self-help groups. "A sample is thus a small proportion of a population selected for observation and analysis". Any finding based on this group and their characteristics could then be generalized for all female members self--help groups. However, the generalization so arrived at would not be applicable to male member's self-help groups since other factors may intervene to present an altogether different picture.

The selection of sample is usually **'random'** since the feature of randomness has been viewed as basic to scientific observation. Randomness helps us to predict the aggregate events, not individual events. The picture that it helps to capture is the average behaviour of people in the identified group. Randomization helps to establish the representative character of the population chosen; it can even be used to equate the experimental and control group if the researcher is so designed. Any variation found in the sample is attributed to 'sampling error" or chance variation among the people so identified.

A **simple random sample** is one wherein each has an equal chance of being selected, and each choice is independent of any other choice. One can accomplish this task by draw of lots about a total population. One can also rely on a table of random numbers; these have been developed by Rand Corporation (1965), Fisher and Yates (1963) and many other groups. There are also available many packaged computer programmes that have the capability of generating a table of random numbers. The whole idea is that one must not consciously select any

particular individual or observation. A well-selected large sample is usually more representative of the population than a well-selected smaller sample. The chance of sampling error is frequently minimized in this way.

If we are dealing with a small population in a study, it should be possible to make a **systematic sample** which approximates a random sample. "A systematic sample consists of the selection of each Nth term from a list. For example, if a sample of 200 were to be made out of a telephone directory with 2,00,000 listings, one can select the first one randomly from a selected page. From thereon every 1000th name would be selected until the desired sample of 200 is completed. The term **stratified random sample** is used in situations where the population is usually sub-divided into small homogeneous groups; these sub-groups could be on wage variation basis, ethnic variation basis, sex basic, class basis, age basis, education basis, extent of formal education basis, religious or political affiliation basis, rural-urban residence basis, etc. A research problem could even call for identification of the sample on area- or cluster-basis if a large area is to be covered in the study.

Finally, some researchers rely on what has been called "**non-probability samples**" largely on account of the availability of subjects for the study. The incidence of sample errors in such cases is fairly high. It means that a sample based on those who volunteer to be available for the study is most likely to represent a biased sample. Such a situation should be avoided, even if it means a little more trouble and time in the process of identification of the desired sample.

Usually samples of 30 or more are reasonably large samples. However, more important than the size is the issue of care with which the sample is selected. The ideal method is

random selection since it is the law of probability which determines the selection.

The following general rules should be remembered about sampling:

The longer the sample, the smaller the sampling error.

Survey type studies probably should have larger samples than needed in experimental studies,

In the event of a sub-division of sample groups into smaller sub-groups, select initially large samples so that sub-groups can be of adequate size.

If the questionnaires are to be mailed for seeking responses, choose a larger number since the response rate is usually very low.

Finally, availability of subjects and provision of costs are legitimate factors to determine the size of the sample.

The research issues can be endlessly identified in this sequence. However, let's discuss some of these issues from the point of view of a research approach:

Defining Research and its requirements:

"Research is systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles or theories, resulting in prediction and possible ultimate control of events".

It is essentially aimed at **finding a solution or discovery of a systematic relationship to a given problem** by discovering cause-and-effect relationships between variable/s.

It looks for **generalizations that can help predict future patterns**. It defines characteristics of a target population from the sample so chosen.

It focuses on the **observable experience or empirical evidence**. Such observable experience or empirical evidence may be stated in quantitative or qualitative (non-quantitative) descriptions.

Such data may either be new collected from primary or first-hand sources or using existing data for a new purpose.

The researcher knows what is already known and what others have already investigated.

Research should be **objective and logical**, **validate the procedures**, **data collected**, and the **conclusions reached**. The researcher must **eliminate personal bias** in the process, should not be tempted to prove an emotionally-held conviction.

Types of Research:

Fundamental or basic research pursues knowledge for its own sake, and, can be followed by some problem of an applied nature.

Applied research aims to improve something – a product or a process – through a test of theoretical concepts in actual problem situations. Most educational research is thus applied research since it helps improve the teaching-learning process, instructional materials, factors that could augment literacy rates, etc.

Action research concentrates on immediate application, not development of theory or on general application, to a problem in a local setting. For example, the effort may involve a particular practice in a teaching-learning situation, or work by the participants involved.

Assessment, Evaluation and Descriptive Research

Assessment involves fact-finding, it describes conditions that exist at a particular point of time. In a village survey, one can, for example, attempt to find out if the total literacy declaration in the village is borne out. Or, one can find out alternately the percentage of 7+ age group people who have acquired literacy skills that are sustainable. Or, if women's literacy in the last Census in the village was at one level, does the current level or rate indicate a significant change.

What one is looking for in assessment is essentially the facts about a given situation. Survey is an important type of study of this kind; it involves a clearly defined problem and definite objectives in the process of knowing the status of the situation. There are social surveys – for example, social, political and economic life of Dalits in Maharashtra. There are public opinion surveys – for example, the changes that have taken place in the life of the Dalits in Maharashtra in the matter of access to water bodies or the temples in the village. Alternately, the survey can be about the progress that the Dalits in Maharashtra have made in the matter of accessing education and gaining from the same in terms of social mobility. The Pratham, an N GO in Maharashtra, undertakes annual survey about progress of children in school education.

Evaluation looks at the 'application of its finding'; the researcher is making a quality judgment – of a product's effectiveness, social utility, or its desirability in use of a product, process or programme. By its very nature, it involves making some suggestions or recommendations. How significantly has the Muslim literacy registered the upward change? Given the same conditions, will next Census time the upward change continue to be significant? When can one achieve total literacy in that community?

There are summative evaluations (wherein one determines grades of students at the examination), and formative evaluations (wherein one determines the status of progress in an ongoing educational effort). Both quantitative methods and qualitative methods, or a combination of the two can be used in the process of arriving at an evaluation. One can, for example, undertake a study of the progress that the Dalits have made in life after obtaining education at the formal school and college. Such progress could be evaluated in terms of employment, social mobility, income levels, etc. Any one variable so evaluated can help us to generalize about the progress that the community have been able to record in their life time.

Descriptive research depends on the following:

Formulation of hypothesis/hypotheses and testing, Analysis of relationships between the manipulated or changed variable, Development of generalization/s.

The variables are, in descriptive research, not necessarily deliberately arranged and manipulated by the researcher, these are merely selected and observed in descriptive research. It is only in experimental research that the variables are arranged and/or manipulated.

Apart from research relying on formulation of hypothesis or hypotheses, the researcher can choose to undertake research on a similar subject either using different subjects at a different point of time in a different setting to find out if the same findings can be recorded as were done in the original study. Such a study would give an insight into the variables causing or not causing any different findings. Such studies tend to replicate (a combination of 'repetition' and

'duplication') with a view to finding out the impact of the new variables.

Similarly, data collected in one study can be re-analyzed with a different set of hypotheses, different experimental designs, or different methods of statistical analysis. Such secondary analysis could either introduce greater objectivity or a fresh point of view to the same problem, greater expertise, and less time and cost.

The researcher must avoid what is known as post-hoc fallacy in reaching conclusions from a research study. It should be possible to avoid the conclusion that merely because two factors go together one must be the cause and the other the effect. One should hesitate to reach the conclusion, for example, that staying longer in a school usually brings more income to the Dalit students; there could be other factors that may be responsible for the Dalit landing a job with higher remuneration. If one were to follow the post-hoc fallacy in such situations, most Dalits would continue to be in the universities pursuing one or the other course throughout their student days. The real case could warrant choice of more focussed course based on market demand, based on his personal aptitude, etc.

"Students who have completed a course in research methodology should be sensitive to the operation of extraneous variables that threaten the validity of conclusions". One must be cautious about the need for critical analysis of any reported research.

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Status of Primary Education in Andhra Pradesh

Dr. D. Pulla Rao

T he Primary requirement for social development in a country is literate population and Universal basic education. India has made substantial progress towards achieving the goals of Universalization of Elementary Education (UEE) in post independence era. The government of India introduced many programmes to strengthen the primary education.

In this paper, an attempt has been made to analyse the enrollment of children's in the age group of 6-14 in the district and pupil-teacher ratio. In this study the increase in the number of schools is better than compared with growth of population in the corresponding age of school going children.

There may be a cause of decreasing number of enrollment in recognized schools because some children are getting enrolled in unregistered convents/schools especially in primary stage. The pupil- teacher ratio has been decreased during our study period. It is a positive sing to improve the quality of education in primary level. The ratio of the enrollment is the highest for SCs and STs in government schools and the lowest in non-government schools due to their poor economic status. However, the universalization of elementary education is, yet, a distant dream in the district.

Introduction

Primary education constitutes a very important part of the entire structure of education. It is at this stage, the child starts going to a formal Institution and formal education starts. Education which he receives at this juncture provides the basic foundation for his physical, mental, emotional, intellectual and

social development. Primary education deserves the highest priority, not only on grounds of social justice and democracy, but also for raising the competence of the average worker and for increasing the national productivity.

The National Policy on Education (NPE) 1986 and the Programme of Action (POA), 1992 envisage that free and compulsory education of satisfactory quality should be provided to all the children up to the age of 14.

Primary Education in India, and also in Andhra Pradesh has been under the control of both private and public agencies though the state is increasingly taking the responsibility of providing free and compulsory primary education to all.

In this paper, an attempt has been made to analyze the enrollment of children in the age group of 6-14 in Sri Potti Sriramulu Nellore District in Primary Schools and the pupil-teacher ratio. It is presumed that this analysis is useful to know the pattern of primary education in the district.

Structure Of Education In India

India, being a union of states, has accepted a uniform structure of school and college education popularly known as "10+2+3" pattern of school and college education. This pattern visualizes 10 years of general education including 8 years of elementary, 2 years of secondary education and 3 years of college education leading to the award of first degree. The higher education structure includes three years of general education in arts, sciences, and commerce as a part of 10+2+3 structure. These programmes lead to the award of the degrees of B.A., B.Sc. or B.Com. Alternatively, the students may go for first-degree courses in medicine, engineering, and other professional courses at first-degree level. After completing these courses, the students are awarded M.B.B.S. or other equivalent degrees in medicine, or

B.E. /B. Tech. or other equivalent degrees in engineering and technology.

The first degree courses in general education are followed by two years of post-graduate studies leading to master's degrees in arts, sciences, and commerce. These degrees are abbreviated as M.A., M.Sc., and M.Com respectively. Similarly, there exist postgraduate courses in professional and technical education leading to M.D./M.S. and M.E./M.Tech., degrees in medicine, and engineering and technology respectively. The professional courses in Law may also be pursued after the first degree in arts, science, and commerce, which leads to the award of the degree of LL.B., followed by LL.M. at the post-graduate level. Similarly, the professional courses in education or teaching may be pursued after the first degree courses in general education leading to the award of B. Ed. degree after undergoing a one-year course in the science of teaching. This is followed by a two-year post-graduate programme leading to the award of the degree of M. Ed, up to this stage a student will have studied for a period of about 17 years. After this, a selected group of students goes for research degrees leading to the degree of Ph.D. The minimum duration of research degree programmes is of 3 years; including 1 year of M. Phil. programme being offered in some universities. Research degree programmes are available in all streams including medicine, engineering, law and education. Briefly, the structure of formal education in India consists of about 20 years from class I to the research degree – 8 years up to elementary, 10 years up to secondary, 12 years up to senior secondary, and 20 years up to university education. The map of the present structure of education is presented in figure-1.

Figure-1: Structure Of Education In India

Stds.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII
Age	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

Status of Primary Education In Sri Potti Sriramulu Nellore District

Sri Potti Sriramulu Nellore district is the south most district of the Andhra Pradesh. The population of the district is 26.59 lakhs as per 2001 census and this constituted 3.5 per cent of the state population. There are 15.23 lakhs literates forming 65.08 per cent of total population of the district. Among the total literates male literates constitute 73.67 per cent while female literates constitute 56.38 per cent as per the 2001 census. As the focus of the study is on the status of primary education in Sri Potti Sri Sriramulu Nellore district. We confine ourselves to the

same examining the trends of primary education in Sri Potti Sriramulu Nellore district.

The Secondary data relating to the number of schools enrollment and number of teachers working in primary and upper primary schools for the decadal period 1998-99 to 2007-08 are obtained from the offices of the commissioner and Director of School Education, Hyderabad and the District Educational Officer, Sri Potti Sriramulu Nellore district, Nellore. It was however found that there are some discrepancies in the data supplied by these offices particularly with respect to the primary education. Suitable adjustments were made whenever necessary. There is a difference between enrollment in primary schools and enrollment at primary stage. Therefore we have taken the enrollment of the primary schools as a proxy to enrollment at primary stage, similar is the case with upper primary schools. This difference is to be kept in mind while understanding the trends of primary education in Sri Potti Sriramulu Nellore district.

In Tabel-1 the number of schools and enrollment in primary education for selected years during the period 1998-99 to 2007-08 are provided. The rate of enrollment to the corresponding age group and the number of children per school is also presented in the Table. There are about 2935 primary schools in the District during 1998-99. The number has increased to 3248 by 2003-04 recording a decadal growth rate of 2.25 per cent later it decreased to 2879 by 2007-08. The growth of the schools and number of children in 6-11 years is calculated with the help of Index numbers by taking 1998-99 as the base year. It showed that the increase in the number of schools is better when compared with growth of population in the corresponding age group of school going children.

The total enrollment in primary schools in the year 1998-99 was 3.06 lakhs and it has increased to 3.6 lakhs by

1999-2000. In 2000-01 it has decreased to 2.5 lakhs and it continuously decreased to 1.6 lakhs by 2007-08.

Growth of enrollment and the achievement in universalization of elementary education in the district can be discovered only in terms of the achievement with respect to the corresponding age group, as the number of enrollment alone does not convey its proportion to the population. Therefore, we have estimated the proportion of school going children enrolled into the primary schools to find out how many of them are still left. It is interesting to find that the district has an enrollment rate of 88.57 per cent in 1998-99 and the proportion has increased to 92.81 in 1999-2000. Later from 2000-01 onwards the rate of enrollment has been declined to 60.46 by 2001-02. Again it has increased to 71.96 in the year 2002-03 and from 2003-04 onwards the rate of enrollment has declined to 56 by 2006-07. Later it increased to 59.87 in 2007-08 but the data suggests that the district still has a back long of more than 40 per cent towards Universalization of elementary education. It was observed that the number of students in each school has been decreasing substantially during the period of the study because of decreasing number of enrolled children and increasing number of schools due to various schemes like Andhra Pradesh Primary Education Project (APPEP), Operation Black Board (OBB) etc., mainly due to the increasing number of children are getting enrolled in the unregistered convents/schools especially in the primary stage.

Table-1: Status Of Primary Education In Sri Potti Sriramulu Nellore District

Year	School age population	Index	No. of Schools	No. of children enrolled (6-11years)	Index	Rate of enrollment to the corresponding age group	No. of children per school
1998-99	345497	100	2935	306026	100	88.57	104
1999-00	385696	111.6	3083	357987	117	92.81	116
2000-01	352745	102.1	3067	246286	80.5	69.81	80
2001-02	341487	98.8	2899	206497	67.5	60.46	71
2002-03	281476	81.5	2951	202551	66.2	71.96	69
2003-04	280098	81.07	3248	195978	64	69.96	60
2004-05	268766	77.79	2959	171456	56	63.79	58
2005-06	265278	76.78	2924	165228	54	62.34	57
2006-07	289156	83.69	2903	161920	52.9	56	56
2007-08	267191	77.33	2879	159968	52.3	59.87	56

Source: District Educational Officer of Sri Potti Sriramulu Nellore District, Nellore.

Article 45 of the Indian Constitution guarantees free and compulsory education up to elementary stage to the children up to the age group 6-14. In order to find out the achievement of the targets in upper primary education, the enrollment figures and the number of upper primary schools available in the district during the period 1998-99 and 2007-08 are provided in Table-2.

The data shows that there were only 261 upper primary schools in 1998-99 and the number has increased substantially to 756 by 2007-08. The enrollment of students in the upper primary schools has recorded a slower growth compared to the number of upper primary schools during 1998-99. But a peculiar trend could be seen from the table that the enrollment in 2006-07 was higher when compared to the enrollment of upper primary schools during the period of study. Total number of students enrolled in upper primary schools was 52565 in 1998-99 and the number has increased to 92973 in 2003-04. Further it has declined to 88300 in the year 2004-05 and the number has again increased to 94237 in 2006-07. Thereafter the number has been declined to 89287 by 2007-08.

The rate of enrollment in upper primary schools in terms of rate of enrollment to the corresponding age group has shown a dismal picture recording less than 80 per cent. in 1998-99 the rate of enrollment to the corresponding age group was 59.43 per cent, it has declined to 57.88 per cent in 2000-01, again it has increased to 92.45 per cent in 2003-04 and further almost it has declined to 79.12 by the end of the period of study. This is unexpected in this era of Universalization of elementary education. A more or less similar picture has emerged from the number of children per school during the period of study. Despite the fact that the number of children enrolled in schools has been on the decline and the number of schools is on the increase. This calls for an examination of the pupil teacher ratio. Figure-2 shows the status of enrollment at primary and upper primary education the district during 1998-99 to 2007-08.

Table-2: Status Of Upper Primary Education In Sri Potti Sriramulu Nellore District During 1997-98 To 2007-08

Year	School age population	Index	No. of Schools	No. of children enrolled (11-13 years)	Index	Rate of enrollment to the corresponding age group	No. of children per school
1998-99	88450	100	261	52565	100	59.43	201
1999-00	90741	102.59	285	54693	104.05	60.27	192
2000-01	93226	105.4	288	53960	102.65	57.88	187
2001-02	96552	109.16	520	82950	157.8	85.91	160
2002-03	98754	111.65	552	89735	170.71	90.87	163
2003-04	100561	113.69	585	92973	176.87	92.45	159
2004-05	102843	116.27	645	88300	167.98	85.85	137
2005-06	105688	119.49	717	93356	177.6	88.33	130
2006-07	109154	123.40	744	94237	179.28	86.33	127
2007-08	112855	127.59	756	89287	169.86	79.12	118

Source: District Educational Officer of Sri Potti Sriramulu Nellore District, Nellore.
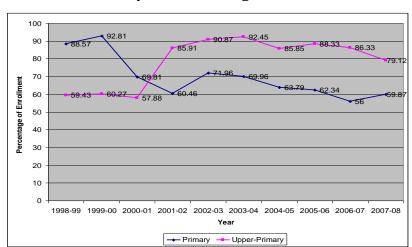
Figure .2: Percentage Of Enrollment In Primary And Upper Primary Schools During 1998-2008

Pupil -Teacher Ratio

So far, we have examined the size and growth of primary education in Sri Potti Sriramulu Nellore District during the period 1998-99 and 2007-08. Our intention is to indicate the pupil teacher ratio which generally shows the quality of education. It is also necessary to examine the number of teachers employed in the primary schools in the District and the rate of growth of number of teachers during the period of study. The data are presented in Table-3 which shows that there were 8175 teachers employed in primary schools in 1998-99, of which 3245 are women, constituting 39.69 per cent of the total. The number has increased to 8187 in 2000-01 and further it declined to 6733 in the year 2007-08. The number of women teachers was 3280 in 1999-00. It was high during the study period which constituted 40.20 per cent of the total teachers.

But a more interesting picture emerges when the rate of growth of teachers is examined. It is clear from the data is that the index of growth of men and women teachers does not indicate any trend. The index of growth of men teachers has increased to 102.29 in 2000-01. It has continuously declining to 77.10 up to 2006-07 and increased to 82.58 by end of period of the study. However, there is some positive change in the case of women teachers from 1998-99. The index has reached to 101.08 by 1999-00, which is the highest for the period of study. The index of women teachers' is almost similar to that of the men teachers.

During the period from 1998-99 and 2007-08 the decrease in the number of teachers was 1442. The enrollment in primary schools also showed same trend. This resulted in a change in pupil teacher ratio. The data shows that the ratio 37.43 pupils per one teacher in 1998-99 and it has increased to 43.87 by 1999-00. It has been declining continuously except in 2006-07. It is finally reached 23.76 pupils per teacher in 2007-08. It is because of the government policies and programmes in maintaining teacher pupil ratio. The number is observed to be less than that mentioned in the last column of the Table-3 this affects positively the quality of education at primary level, where the teacher finds motivation for to teach such a small number, let alone the much needed individual attention at the stage of primary education. But some times there are multi-classes in the school (i.e., single teacher school). In these cases individual care is not possible. This is one of the reasons for the large number of dropouts, who ultimately dropout of the system due to its poor physical conditions.

Table-3: Number Of Teachers Appointed In The Primary Schools Of Sri Potti Sriramulu Nellore District

Year	Men	Index	Women	Index	Total	Index	Pupil teacher ratio (No. of pupils per teacher)
1998-99	4930	100	3245	100	8175	100	37.43
1999-00	4879	98.97	3280	101.08	8159	99.80	43.87
2000-01	5043	102.29	3144	96.89	8187	100.15	30.08
2001-02	4339	88.01	2947	90.82	7286	89.13	28.34
2002-03	4512	91.52	3178	97.94	7690	94.07	26.33
2003-04	4412	89.49	3072	94.67	7484	91.55	26.18
2004-05	4222	85.64	2926	90.17	7148	87.44	23.98
2005-06	4115	83.47	2896	89.24	7011	85.76	23.57
2006-07	3801	77.10	2724	83.94	6525	79.82	24.81
2007-08	4071	82.58	2662	82.03	6733	82.36	23.76

Source: District Educational Officer of Sri Potti Sriramulu Nellore District, Nellore.

Enrollment Of Deprived Groups In Primary Schools
(Scheduled Caste And Scheduled Tribe Children)

In all the developed and developing countries, education of the disadvantaged groups is the main concern. In India, many sections of the educationally backward population have been identified. Among the disadvantaged groups the most deprived sections of the society in India are Scheduled Castes (SC) and Scheduled Tribes (ST). Most of the children of these groups are far away from schooling and most of the dropouts are from these groups. As such, they have been provided statutory safe guards under the constitution of India, thereby making it obligatory on the part of the state to take special measures for their educational interest and upliftment.

The enrollment data relating to Scheduled Castes (SC) and Scheduled Tribes (ST) and others (including other Backward Classes) of the Sri Potti Sriramulu Nellore district are analyzed to examine the situation of these deprived groups. Enrollment pattern of SC, ST and others in the case of primary education is examined for the period 2003-04 to 2007-08. The enrollment data, during this period is classified on management wise and caste-wise enrollment. The details are shown in Tables 4, 5, 6 7and 8.

The enrollment of SC and ST children in state government Schools constitutes 52.69 per cent of the total in 2003-04. This is found to be spurious on a close examination of the data. It is found that 51.63 per cent of them are STs. They are all enrolled in schools exclusively opened for STs and mostly opened in the tribal areas. Backward classes (BC) and others constitute around 51.63 per cent. A similar pattern could be observed in respect of the other periods of study viz., 2004-05 to 2007-08. It is noted that the percentage of SC and ST children on rolls in mandal parishads and private un-aided schools are almost stagnant. It is gratifying to note that the percentage of SC

and ST children on rolls in municipal and private aided schools are just decreased. It clearly shows that SC and ST children are enrolled in private schools mostly from urban areas, though the data available do not provide a break-up of rural urban enrollment in private schools.

Table-4: Percentage Of SCs And STs Enrollment To Total Enrollment In Primary Schools: 2003-04

Management	Percentage of SCs and STs	Percentage of others	Total percentage
Central Government	32.12	67.88	100
State Government	52.69 51.63*	47.31	100
Mandal parishad	48.00	52.00	100
Municipal	42.60	57.40	100
Private Aided	47.36	52.64	100
Private Un-Aided	11.89	88.11	100
Total	44.05	55.95	100

Source: District Educational Officer of Sri Potti Sriramulu Nellore District, Nellor.e

Note: * Percentage of STs enrollment.

Table-5: Percentage Of SCs And STs Enrollment To Total Enrollment In Primary Schools: 2004-05

Management	Percentage of SCs and STs	Percentage of others	Total percentage
Central Government	41.95	58.05	100
State Government	65.63 63.28*	34.37	100
Mandal parishad	48.14	51.86	100
Municipal	41.64	58.36	100
Private Aided	48.68	51.32	100
Private Un-Aided	13.68	86.32	100
Total	43.29	56.71	100

Source: District Educational Officer of Sri Potti Sriramulu Nellore District, Nellor.e

Note: * Percentage of STs enrollment.

Table-6: Percentage Of SCs And STs Enrollment To Total Enrollment In Primary Schools: 2005-06

(6-11years age group)

Management	Percentage of SCs and ST's	Percentage of others	Total percentage
Central Government	36.20	63.80	100
State Government	65.94 64.02*	34.06	100
Mandal parishad	48.65	51.35	100
Municipal	42.46	47.54	100
Private Aided	49.60	50.40	100
Private Un-Aided	14.09	85.91	100
Total	42.78	57.22	100

Source: District Educational Officer of Sri Potti Sriramulu Nellore District, Nellore.

Note: * Percentage of STs enrollment.

Table-7: Percentage Of SCs And STs Enrollment To Total Enrollment In Primary Schools: 2006-07

(6-11years age group)

Management	Percentage of SCs and STs	Percentage of others	Total percentage
Central Government	32.53	67.47	100
State Government	46.93 45.29*	53.07	100
Mandal parishad	46.28	53.72	100
Municipal	40.51	59.49	100
Private Aided	47.30	52.70	100
Private Un-Aided	13.08	86.92	100
Total	43.89	56.11	100

Source: District Educational Officer of Sri Potti Sriramulu Nellore District, Nellore.

Note: * Percentage of STs enrollment.

Table-8: Percentage Of SCs And STs Enrollment To Total Enrollment In Primary Schools: 2007-08

(6-11years age group)

Management	Percentage of SC's and ST's	Percentage of others	Total percentage
Central Government	35.28	64.72	100
State Government	46.58 43.82*	53.42	100
Mandal parishad	47.14	52.86	100
Municipal	39.51	60.49	100
Private Aided	47.22	52.78	100
Private Un-Aided	12.06	87.94	100
Total	44.10	55.90	100

Source: District Educational Officer of Sri Potti Sriramulu Nellore District, Nellore. Note: * Percentage of STs enrollment.

Mandal-Wise Trends In The Growth Of Primary Education In Sri Potti Sriramulu Nellore District

Analysis is carried out to examine the growth of enrollment of children in V class for the period of 2003-04 to 2007-08 in the district for both girls and boys. Any increase in absolute number of children for 2007-08 over 2003-04 is taken as a growth in enrollment in V class. All the 46 mandals are considered for the analysis. Out of the 46 mandals only 34 mandals have registered a growth in case of boys and 33 in case of girls. In other words, in as many as 12 mandals enrollment of boys in V class has declined over the period and in 13 mandals the enrollment of girls has declined.

Table-9 represents, Kodavalur, Rapur, Bogole, Ananthasagaram, T.P.Gudur, Kovur, Buchireddipalem, Muthukur, Indukurpet, Kaluvoya, Chittamur, Sangam have registered a decline in varying terms of enrollment of boys during 2003-04 to 2007-08 and where as the mandals which have registered a decline in case of girls are Ananthasagaram, Bogole, Kaluvoya, Kovur, T.P.Gudur, Kodavalur, Sangam Venkatachelam, Muthukur, Rapur, Buchireddipalem, Indukurpet, Chittamur.

A study of the geographical nature and topography of these mandals reveals that only one mandal is tribal in nature, viz., Muthukur and some are coastal areas viz.,. Chillakur, Venkatachelam Nellore, and in spite of the best efforts of the Government it is distressing to note that a declining trend in enrollment of girls in V class has registered in remaining areas which are urban and semi-urban.

Table-9: Negative Growth Rate Of 5th Class Enrollment Of Boys And Girls

During The Year 2003-04 To 2007-08

Range of enrollment	Boys		Girls	
	No. of Mandals	Name of the Mandals	No. of Mandals	Name of the Mandals
0-9	1	Kodavalur	4	Anthasagaram, Bogole, kaluvoya, kovur.
10-19	2	Rapur, Bogole	5	Kodavalur, T.P.Gudur, Venkatachelam, Sangam, Muthukur.
20-29	3	Anthasagaram, T.P.Gudur, kovur.	…	
30-39	3	Buchireddipalem, Muthukur, Indukurpet	1	Rapur
40-49	2	Kaluvoya, Chittamur	2	Buchireddipalem, Indukurpet
50-59	--		1	Chittamur
60-69	1	Sangam,	………	
Total	12		13	

In this section the growth of enrollment in class V during the period 2003-04 to 2007-08 has been analyzed. Positive growth rates for boys in V Class could be seen from Table-10 it is observed that out of the 46 mandals in the district only 34 registered a positive growth of enrollment. The highest growth in enrollment is recorded only in Nellore and the lowest is recorded in four mandals i.e., Seetharamapuram, Annasamudrampeta, Duttalur and Dagadarthi. The positive growths of enrollment 82.62 per cent of mandals are laid below 100 and 15.21 per cent of mandals are in the range of 100-189. Nellore is the only one mandal forward in the range of 240-249. This clearly states that the positive growth of enrollment is not as high as 200 during said period except in one case.

Table-10: Mandal-Wise Positive Growth Rate Of 5th Class Enrollment Of Boys

During The Period 2003-04 To 2007-08

Range of enrollment	No. of mandals	Name of the mandal
0-9	4	Seetharamapuram, Duttalur, Annasamudrampeta, Dagadarthi
10-19	3	Tada, Ozili, Dakkili
20-29	4	Manubolu, Chejerla, Doravarisatram, Pellakur
30-39	5	Udayagiri, Varrikuntapadu, Jaladanki, Kondapuram, Podalakur
40-49	1	Venkatachalam
50-59	2	Atmakur, Sydapuram
60-69	2	Balayapalli, Vakadu
70-79	5	Kaligiri, Marripadu, Allur, Vidavalur, Chillakur
80-89	……	
90-99	……	

100-109	2	Sullurpeta, Vinjamur
110-119	1	Kota
120-129	1	Venkatagiri
130-139	1	Naidupet
140-149	1	Gudur
150-159 to170-179	…….	
180-189	1	Kavali
199-199 to 230-239	……..	
240-249	1	Nellore
	34	

From Table-11 the positive growth of enrollment of girls is higher in Nellore and lowest is recorded in three mandals, i.e. Seetharamapuram, Duttalur, Varikuntapadu. Out of the 46 mandals 33 have shown a growth trend of 80.44 per cent of mandals laid below 100, between 100 and 199 ranges only 15.21 per cent and between 200 and 299 ranges 4.35 per cent mandals are represented. It is clearly shown from the above analysis that positive enrollment growth for girls below 100 is represented 24 mandals.

Table-11: Mandal-Wise Positive Growth Rate Of 5th Class Enrollment Of Girls During The Period 2003-04 To 2007-08

Range of enrollment	No. of mandals	Name of the mandal
0-9	3	Seetharamapuram, Duttalur, Varrikuntapadu
10-19	2	Annasamudrampeta, Dagadarthi
20-29	1	Chejerla
30-39	1	Tada
40-49	4	Ozili, Udayagiri, Jaladanki, Allur
50-59	2	Kondapuram, Kaligiri

60-69	4	Vinjamur, Marripadu, Sullurpeta, Kota
70-79	2	Atmakur, Podalakur
80-89	2	Manubolu, Doravarisatram,
90-99	3	Pellakur, Balayapalli, Chillakur
100-109	1	Vakadu
110-119	4	Vidavalur, Sydapuram, Venkatagiri, Dakkili
120-129 to 140-149	…….	
150-159	1	Kavali
160-169 to 180-189	……	
190-199	1	Naidupet
200-209 to 230-239	……..	
240-249	1	Gudur
250-259 to 280-289	……..	
290-299	1	Nellore
Total	33	

Conclusions

This paper analyses the status of primary and upper primary education during the period 1998-99 to 2007-08. In terms of its proportion to the corresponding school going age group the rate is found to be below the objectives of the Constitution. The rate of enrollment to the corresponding age group (6-11) has been stable except in few cases over the period. Number of children per school has been decreasing substantially at primary level because some of the children getting enrolled in the unregistered schools/convents are another reason for decreasing the enrollment of children in primary schools. The rate of enrollment of children in the corresponding age group

(11-13) at upper primary level also has been decreasing except in few cases. In primary level, the number of children enrolled in schools is on the decline and the number of primary schools also not increased during the period of study. However, the universalization of elementary education is, yet, a distant dream. The peculiar feature is the enrollment ratio varies for different categories in various management schools. The ratio is the highest for SCs and STs in government Schools and the lowest in non-government Schools in terms of per centage due to their economic status. Positive and negative trends in the growth of enrollment have been examined in this district. The negative trend of enrollment is observed in 12 mandals for boys and in 13 mandals for girls, but it is not a healthy trend to achieve the Education for All by 2020 AD.

Further, a detailed analysis of enrollment sex-wise reveals that Nellore mandal has registered the highest growth rate whereas Seetharamapuram, Duttalur, Varikuntapadu, Dagadarthi and Annasamudrampeta mandals have registered the lowest growth. Similarly only two mandals of Nellore and Gudur have registered a growth of more than 200 girls and only one mandal, i.e., Nellore has registered a growth of more than 200 boys.

It is gratifying to note that enrollment of girl children in V class has improved during the period in as many as 34 mandals and in some tribal areas it is on the decline. However, the positive growth represents urban, semi-urban areas in the case of boys and girls. The rural mandals fell in the negative growth for boys and girls also.

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Globalization and Higher Education in 21st Century

Dr. G. L. Bhong

Globalization has a multi-dimensional impact on the system of education. It has underlined the need for reforms in the educational system with particular reference to the wider utilization of information technology; giving productivity dimension to the educational system and emphasis on research and development. It has also given rise to controversies relating to introducing changes in the intra-sect oral priorities in the allocation of resources leading to the misconceived policy of down-sizing of higher education. It has also advocated privatization of higher education without realizing the dangerous possibility of making the system a commercial enterprise. Further, internationalization of education particularly higher education has been advocated without due regard to the needs and susceptibilies of the developing countries.

It is, therefore, necessary that each country should decide about the nature and extent of globalization that can be constructively introduced in their socio-economic and educational system. While it difficult to resist the temptation of falling in line with the international community, it is necessary that while doing so, the paramount of national interests should be kept in view. This is more so in the field of education which is into the global educational market can end up in harming the vital interests of students for generations to come.

Long before conceptualization the term globalization and its economic implication and influences on education. Rabindranath pondered the aesthetic sense of philosophy and tirelessly exercised in building up an academy that is essentially

Eastern and that address humanity above the economic realities of life. He tried to assert in his words and works that education has its only meaning and object in freedom – freedom from ignorance about the laws of universe and freedom from passion and prejudice in our communication with the human world, "…I have attempted to create an atmosphere of naturalness in our relationship with strangers, and the sprit of hospitality which is the first virtue in men that made civilization possible". And he relies the basic and most fundamental cause of conglomeration of globalization in education – without this the very principles and philosophy stands as void.

In his life long endeavor this humanitarian poet practiced, Propagated and preached education should be free from all barriers, humanism should be protected at any where the "world meets in a single nest "(Yatra Visva Bharati EK Nidam). That is to days Visva-Bharati – and Visva-Bharati saught to realize in a 'common fellowship of study the meeting of the East and West, and thus ultimately to strengthen the fundamental conditions of world peace through the establishment of free communication of ideas between the two hemispheres'.

A multicultural and multi-ethnic society like India faces number of challenges owing to emerging influences of globalization. The global co-operation will have little meaning unless within various societies the common linkage is not established. Hence the course to be introduced and their curriculum must be in conformity with the national priorities. "It is therefore necessary to bring together in every educational organization, all the different culture, found in India as far as possible, all the culture of the world, all the phases of religion and art, in which the universal mind has expressed itself in different ages and countries, i.e. to co-ordinate these various cultures without attempting the suppression of the natural

differences. The highest aim of education should be to help the realization of unity, but not of uniformity. Uniformity is unnatural … A sound educational system should provide for the development of variety without losing the hold on the basic or spiritual unity". (Rabindranath).

Under the spirit of the concept of globalization the transformation of technologies in the field of dedication should be looked into the light of changed global outlook in general, keeping in view 'operational, technical and financial solidarity in relation to developing counters.

Considering the huge diversification of Indian society as well as the diverse neeed and culture of different sections of the people, a flexible education policy should be built. Globalization should have the power and capacity to meet up the local needs, otherwise the gap would be widened, and widened indefinitely.

The Global Opportunity

World over, there have three major development – virtual classroom, integration of teaching, research and extension to solve the demons of thee society an COM modification of knowledge (as evidenced from protection of different Intellectual Property Rights). A time may come when teaching methods may be standardized across the continents and regional aspects sidelined in such an event. Hence, higher education has to serve twin purposes of both universal standardization for global competitiveness and rationalization at the regional level, at the same time integrating these trends towards solving national as well as international problems. As international bodies like the World Bank have necessitated lowering of expenditure on social development, the private sector has to play a key role in the development of the system. Here, coordinated efforts of both government and private sector become crucial. Coordinated synergy may be attempted through

segmentation of different forms of education, decentralized development of primary education, private participation in management and research and integration education with other sectors of the economy.

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INDIAN JOURNAL OF LIFELONG LEARNING AND DEVELOPMENT

Scope of the Journal

The Journal promotes original academic research in adult education, humanities, culture, comparative education, social sciences, rural development, science & technology for 'development, gender & development, security issues, domestic politics, governance & social movements, grassroots governance etc.

Objectives

The Millennium Development Goal the emphasis has shifted towards people centered approach that recognizes human and social capital leading to sustainable development. In other words, developments from efforts include economic strategies tied with resonance development inputs. It is an under pinning factor for many emerging programmes. The main goal of our development policy is to create sustainable improvement in the quality of life among common people. In area of development programmes much stress was given to stakeholders oriented programmes, to facilitate increase in per capita income of individual families. Attempts are being made to empower people in all aspects like health, economy, polity, education and so on. Objectives of IJLLAD, specifically, are to publish original empirical research and theoretical studies on adult education, lifelong learning, extension, and economic relations, gender and development studies, civil society movements and studies on democracy, problems of marginalized sections, cross border terrorism and violation of human rights, ecology and environment, issues i'n governance at the local, national and regional levels

Department of Lifelong Learning & Extension

Aims & Objectives

AIMS

The Department aims at conducting Lifelong Learning programmes to meet the demands of emerging knowledge society.

OBJECTIVES

- Impart education and training in Lifelong Learning in order to provide professional manpower for the development of human resource.

- Develop knowledge, skills, attitudes and values appropriate to the Lifelong Learning.

- Integrate theory and practice in the field of Lifelong Learning.

- Promote interdisciplinary collaboration for better understanding of human problems and reaching out to larger sections of community, specially deprived groups through Lifelong Learning programmes.

- Undertake research on social problems and issues particularly related to the formal and non-formal education.