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EDITORIAL BOARD

Dr. M. S. Mehta

Shri Maganbhai Desai

Shri J.C. Mathur, I.C.S.

Dr. T. A. Koshy

Shri H. P. Saksena

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Marg, New Delhi, India.

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DOING OUR SHARE

IN a democracy participation is the privilege and responsibility of every citizen—and this means participation in the effort as well as in the good things that can result from collective effort.

Whatever our special talents, we must give beyond the call of duty and beyond expectation of payment. If all the work India needs done were to be done by paid labour, there would not be enough money to do it, particularly since a philosophy of doing nothing without pay would result in continually higher demands.

Only as every man makes his contribution, no matter how small, will we feel himself truly a part of a country that is *his*, whose future lies in *his* collective hands, a future in which his efforts *can* make a difference.

The first step toward assumption of responsibility as a citizen is the effort we make to help build up our communities, locally or nationally. Voting taxes voluntarily on ourselves is one way. But to many of our people, taxes carry unpleasant memories of earlier exploitation and domination. In any case, in any parts of our country a money economy still plays a relatively small role. We can expect people's contributions to be made in the prevailing manner—in kind. This means labour and local materials. Voluntary effort always precedes public acceptance of new ideas. From the standpoint of learning psychology, new feelings about citizenship will best be learned in an atmosphere of voluntary activity.

Voluntary labour in nation-building brings home to the citizen as nothing else can his own role as a participating citizen in a democracy—where things are by the "will of the people."

(Continued on page 2)

Doing Our Share (Continued from page 1)

Much has been said about shramdan and every man being worthy of his hire. That is true—but implies a master and a servant. We have left those days behind in national life. The new relationship we must foster is that of mutual responsibility and mutual effort for mutual benefit. This is particularly true of the relationship of people to local government.

Let us not deery a custom which elevates our people to the level of contributing citizens, and educates them in the true meaning of democracy—mutual effort for mutual benefit, voluntarily given.

And while we think of joint voluntary effort—let us not forget our own special field. While the year is new, renew your membership in the Indian Adult Education Association. This year, take a *Life Membership*. Put yourself on record as supporting the good work of your association—*for life*.

U.P.-A E A HOLDS CONVENTION

Congratulations are due the new Uttar Pradesh Adult Education Association, which held its first state convention December 23-24. Resolutions and a list of office bearers are published on page 21.

A strong national association needs strong roots at the state and local level. It is the local and state groups that reach closer to the practicing educator and provide training grounds for national leadership.

Every new state association carries our national association—and our Indian nation—forward toward strong, vital democracy. We hope other states which do not as yet have viable associations will want to follow U.P.'s lead.

IAEA DIRECTOR AND EDITOR WIN UNESCO AWARD

Shri S.C. Dutta and Shrimati Bimla Dutta, Editor, 'Proudh Shiksha', have jointly won the UNESCO award of 400 dollars for their book for the New Reading Public in Hindi entitled "Nai Jeevan ki or." This was announced by the Union Ministry of Education on the 28th December, 1961.

The other books which have won the award are: "Vikas ki Khani" by Ramesh Chandra Varma and Umesh Varma; "Vigya Jagat" (translation from the original in English) by Devendra Kumar; and "Brazil Ki Vanon Men" (free adaptation from the original in English) by Kishore Garg.

The following are the prize entries: Tamil: "Manthira Vitthai" by M. Sabarirajan; "Vanathai-P-Parppom" by P.N. Appuswami and J.P. Manikkam; and "Namad Udal" by Dr. N. Seshadrinathan.

According to an Education Ministry press release, no prizes have been announced for books in Bengali and in Urdu as no books were submitted in those languages.

In January last, the Union Government in cooperation with the UNESCO, announced the scheme for the award of the UNESCO prizes of Rs. 1,900 each (\$ 400) in four Indian languages. The awards were to be distributed for four books on Hindi, three in Tamil and two in Bengali and one in Urdu.

TAGORE HALL.....Unfinished Business

While the main part of our Association Building is now complete, the auditorium stands unfinished. A grant has been promised from the Union Ministry, but this will cover only part of the cost. Ours is a voluntary association and voluntary effort and donations will have to, complete this edifice to our determination to lift the Indian people back to world leadership as a purveyor of culture and philosophy. While Rabindranath Tagore's centenary celebrations are fresh in our memories, send your contribution to our unfinished auditorium—Tagore Hall. Let us finish our building this year.

Following are names of people who have made recent donations:

Shrimati Bimla Dutta, Delhi	200
Shrimati Shanta Govind, Nagpur.	
Shri S.N. Mozumdar, New Delhi.	100
Shri D.N. Mukerjee, New Delhi.	100

This year why not put Tagore Hall down for your monthly contribution to a worthy cause?

(More NEWS on pages 3, 4, 22)

CABE Social Education Committee Meets

The Standing Committee of the Central Advisory Board of Education on Social Education met in Jaipur on the 30th and 31st December, 1961. Dr. Mohan Sinha Mehta, President of the Indian Adult Education Association and Vice-Chancellor of the University of Rajasthan presided.

LITERACY PROGRAMMES URGED

The Committee considered the adult literacy programme in the Third Plan and recommended that in order to assure success of the literacy programme :

(a) The entire control of the literacy movement should vest in the Education Departments of the States, the Funds from the Community Development Budget and the Education Budget for literacy work should be pooled together and administered by the Education Department ;

(b) There should be adequate administrative personnel at the District level and the State level in the Education Department for the Literacy programme ; and in each Block there should be two Social Education Organisers, a man and a woman, who would devote their entire energies for literacy and connected educational work. If certain States have abolished this personnel or diverted them to other types of work, they should be restored to Social Education work ;

(c) In order that the literacy movement is built on a technically and administratively sound basis, it is necessary to have effective supporting services at the Block, the District and the State level ;

(d) Not less than 50% of the funds provided for Social Education in the Community Development Budget should be earmarked for literacy programmes.

The Committee agreed that Panchayats should be closely associated with the literacy effort, but the precise role of the Panchayats would have to be determined according to local conditions.

SOCIAL EDUCATION COUNCIL SUPPORTED

The Standing Committee also expressed regret that the recommendation of the CABE for setting up the All India Council of Social Education has not been accepted. It requested the Ministry of Education to reconsider the recommendation because :

(a) The multiplicity of activities and agencies in the field of Social Education require a coordinating body ;

(b) There is no other field of education where public cooperation is so necessary ;

(c) For mobilising public opinion and for creating a forum for the consideration of problems of Social Education on a national basis, the existence of such a Council is essential ;

(d) The Standing Committee of the Board cannot properly discharge the functions of the council.

The Committee suggested that the proposed Council could serve also as the Council for Libraries.

The Committee recommended the convening of a Conference of Ministers representing Education, Community Development, Information and Broadcasting and other concerned Ministries of the Centre and States to consider questions about the implementation of the principle that the planning and coordination of Social Education should be the responsibility of the Education Department.

The Committee also suggested the further strengthening of the Education Ministry for the vigorous implementation of the Social Education Scheme.

Those who attended the meeting of the Standing Committee were Shrimati Renu Mookerjee, Dr. V.S. Jha, Dr. D.M. Sen, Sarvshri R.P. Naik, Raja Roy Singh, S.M. Rehman, A.R. Deshpande, N.D.J. Rao, Sohan Singh, A.G. Pawar, N. Bhadrach, S. C. Dutta and Dr. S. Nagappa.

CORRESPONDENCE COURSES IN DELHI UNIVERSITY

A Bill amending the Delhi University Act, 1922, to enable the University to introduce correspondence courses, has been passed by the Lok Sabha. The scheme is expected to be implemented from 1962.

To begin with, the correspondence courses are to be conducted in the Arts subjects. At a later stage Science subjects may also be included. The courses are likely to benefit mostly those who live far away from the University and College centres and also those unable to obtain admission or otherwise prosecute higher studies in Colleges.

Lessons will be despatched to the students and their assignments received back and examined; special emphasis will be laid on an efficient and distinctive library service. The scheme contemplates that the teaching of Correspondence Course students will be done by the same teachers as teach day students and that the head of each teaching department in the University should be responsible for the academic standards of such students.

WOMEN'S EDUCATION

The Government of India have reconstituted the National Council for Women's Education with Shrimati Raksha Saran as Chairman of the Council.

The 27-members body was set up in 1959 to advise the Government on the education of girls at the school level and of adult women.

The Council helps in the formulation of policies, programmes, targets and priorities for the expansion and improvement of girls' education. It also assesses the progress achieved from time to time and suggests measures for the evaluation of work being done in this field.

MUSEUM ADULT EDUCATION

The opening of an Anthropology Gallery at the National Museum on December 18, marked the first anniversary of the inaugura-

tion of the National Museum in its new building in New Delhi.

The Gallery, the first of a series of rotating exhibitions which the Anthropology Department will present, is a selection from the collection of tribal and regional costumes of India and gifts of the States to the National Museum.

In tribute to the Archaeological Survey's Centenary and in co-operation with it the National Museum has installed in its rotating exhibition gallery a selection of magnificent enlarged photographs of monuments of all periods and styles from all parts of India which are in the Survey's charge, together with photographs of examples of sculptures from these monuments. It is an impressive review of the grandeur, antiquity and continuity of India's rich traditions as expressed in architecture and architectural adornment.

The other newly-reorganized gallery is the pre-and proto-history section, which has introduced built-in wall cases with special lighting, in the exhibition area. New acquisitions in prehistoric material recently collected, purchased, or presented to the National Museum are included in the cases which are designed to give the layman some insight into the remote past of India.

The proto-history collection of the National Museum is celebrated for the Harappan culture materials found at the classic sites of Mohenjodaro, Harappa and elsewhere in the North, dating from 2500 B.C. This culture extended far south into India, where sites are still under exploration.

LABOUR ADULT EDUCATION

Mrs. Bina Das, Vice-President, Women's Cooperative Industrial Home Ltd., in Kamarhati, West Bengal, has accepted an ILO assignment in Malaya where she will advise and assist the Federation Government in training women officers in the promotion and organisation of cooperatives among women.

The Adult Learner: A Factual Survey

John McLeish

A survey of experimental evidence comparing learning capacities of children and adults

SINCE the classical period in ancient Greece it has been generally agreed that the second half of human life represents a period of inevitable decline in mental and physical faculties. There is a strong popular prejudice in favour of the view that the fortieth birthday is for all of us a kind of Rubicon; once crossed there is supposed to be a deterioration which continues with ever-increasing acceleration until senility results. Such views are widespread, especially amongst the young. But many older people are fatalistic and unhappy about their declining capacities, dreading these consuming years.

Sir William Osler is responsible for much of this unhappiness. In the valedictory address which he made at the age of fifty-five years to Johns Hopkins University, he said:

'I have two fixed ideas. The first is about the comparative uselessness of men above forty...The effective, moving, vitalising work of the world is done between the ages of twenty-five and forty...My second fixed idea is about the uselessness of men above sixty years of age, and the incalculable benefit it would be in commercial, political and professional life if, as a matter of course, men stopped work at this age.'

He claimed that between twenty-five and forty were 'the golden years of plenty, the anabolic or constructive period'. On being questioned he agreed that his further suggestion that professors should be chloroformed at sixty was not to be taken too seriously.

No Scientific Basis

Oslerism was a scientific squib. It seems however to have met some social need and was regarded for decades by many people as a contribution to scientific knowledge. Changed circumstances—in most industrialized countries a declining birth rate and an ageing

population—make us think again about this question.

In education the notion that youth is plastic while age is inflexible acts as a negative force. Books on the theory of education rarely mention the adult. There is a *laissez-faire, laissez-passer* attitude to his educational experience. As a result of concentrating on *means* we tend to forget the *end* or final product of the enterprise, namely, the adult. The virus of Oslerism has contaminated educational thinking.

From the point of view of the experienced teacher the adult does not seem to be very promising material. He refuses to receive passively the impress which the teacher may conceive to be desirable. The adult is not malleable nor plastic; he possesses hardly any of the qualities which make his 'little victims' tolerable to the teacher. The law of diminishing returns is called in to exclude him from educational provision. The intelligence tester certifies that mental growth finishes off at some fantastically early age.

Adults Faster, Cheaper to Educate

These views about the adult, so far as his learning ability is concerned, are demonstrably false. It has in fact been established that if we were to reverse the 'natural order' of things and keep children away from school while sending their parents there instead, we could teach the parents the same things for about a quarter of the expense in time and money. But we would be left with the problem of what to do with the children whilst their parents were at school...

Certain Things Best Learned in Childhood

It is sound social practice to send children to school before their characters have been formed too much. Adults would almost certainly be less willing to learn the 'tool subjects' and other vital but uninteresting materials. Schools are appropriate to child-

hood. But this does not imply that the mature person is in any way incapacitated from learning, even in a quite formal and organized way.

If it be true, as William James once asserted, that 'by the age of thirty the character has set like plaster and will never soften again'—if, as Osler averred, men are 'useless' after forty, these things are a result not of age but of attitude.

It is in adulthood that the most meaningful learning in terms of social living becomes possible. It would be both uneconomical and dangerous to attempt to teach everything necessary to be known at the stage of formal education, and to leave adult learning entirely to the operation of incidental processes. If, as Socrates maintained, 'an unexamined life is not worth living', it is clear that such an examination becomes possible only after a considerable part of the life has actually been lived. There is no scientific evidence whatever that the adult is incapable or is even severely handicapped by age from accomplishing the necessary learning basic to such an examination. Scientific evidence is to the contrary.

AGE AND LEARNING : EXPERIMENTAL MATERIALS

It has been asserted that there is no problem in human psychology which cannot be settled by experiments with rats. This is to take too low an estimate of human beings. But there are advantages in using rats in learning experiments : you can manipulate their heredity and incentives and you can interfere with their bodily integrity in ways hardly possible with human beings. But learning by rats is certainly different from learning by humans. Research on animals serves merely to verify under strictly controlled and simplified conditions principles and processes which are known or suspected to operate in humans.

Verzar—McDougall Experiments

Earlier studies of age and learning in rats (as well as a recent study by Verzar-McDougall) which seemed to support the prejudice about the adult learner are not accepted at their face value. These studies suggested that 'young rats learn the maze more rapidly than the old ones'. Learning ability seemed

to increase in rats aged from thirty to seventy-five days (corresponding roughly to adolescence in humans) and then to decrease in older rats.

These results are regarded as unconvincing because the hunger incentive operating to motivate the rat to run the maze was not properly controlled. The factor of motive is crucial in all comparisons involving age and learning ; it is because this is an uncontrolled factor that all non-experimental comparisons of human learning in everyday life break down. With rats the hunger incentive has to be related to the animal's growth curve and condition when first deprived of food. Otherwise two days' deprivation of food will be experienced differently by older as compared with younger rats.

Stone's Experiments

The best experiments are those by Stone. A rigorous attempt was made to control the hunger incentive. Four groups of rats were used, their ages being 30,50,450 and 750 days. These correspond very roughly to childhood, adolescence, early forties and sixties in humans. Three mazes were used : the rats ran each maze thirty times under maximum hunger incentive. Although the older rats were slower they made no more errors than the younger rats. Comparison of the learning curves showed no necessary relationship between age and 'plasticity'.

These experiments, and other observations on animals by a succession of research workers, prove that an ageing nervous system is no handicap for the elderly rat learning a path through the maze. The implication for human learning is that there is no biological handicap insofar as our power to learn is concerned, although it is likely that our speed of learning is impaired as we grow older.

The complicating factor in the case of human learning is that social and cultural factors alter the nature and quality of our learning. We spend hardly any of our time learning to run mazes, but we do spend a considerable part studying different kinds of verbal materials and assimilating a social tradition. This means that if we wish to generalize about people we must study human subjects, preferably in real 'live' situations.

Thorndike's Experiments

The most thorough study of our problem was that of Thorndike who carried out a diverse series of experiments with adults turning a great variety of materials. Although carried out more than thirty years ago Thorndike's work has never been superseded: his conclusions have been corrected in minor details, his results have been amplified and supplemented from other fields, but his experiments have withstood the gnawing tooth of time and of hostile criticism.

In each case the design of Thorndike's experiments made it possible to make numerical comparisons between adults and children and between adults of different ages. All grades of ability were sampled, and all kinds of skill were investigated. The experiments were normally in the context of everyday learning: the adult subjects were often studying anyway and were personally concerned about their own improvement. These classic studies established conclusively that

'age in itself is a minor factor in either success or failure. Capacity, interest, energy and time are the essentials. On the whole the facts of adult learning are a strong support to those who have given time and thought and money to adult education'.

Thorndike studied adults learning Esperanto. This is a coherent and meaningful task, similar to learning a foreign language and with a similar practical usefulness. Motivation is heightened by the 'nearness to life' of the task as well as by the fact that the drudgery and rather unnecessary difficulties of a developed language are absent.

There were 48 subjects in this experiment between twenty and fifty-seven years old. They were given ten hours class instruction and ten hours of home study. Progress was measured by a test in Esperanto given before and after the instruction. The intelligence of the subjects was a known factor. The results of the experiment are shown below.

Age group	Gain in Score
20—25	31.5
26—34	26.3
35—57	24.7

The young groups gain more than the older. But the gain is to be accounted for entirely in terms of superiority in one test—oral directions. In vocabulary, printed directions and paragraph reading tests the gain was equal for all groups. Subsequent research in ageing suggests that the pace of delivery of the oral directions test was probably the key factor as the older adult is normally handicapped in tests involving speed. However, if the gain on the four tests taken together is a true measure of ability to learn Esperanto, it may be concluded that there was a loss of this ability associated with age of roughly one per cent per annum. Ignoring the oral directions test the loss is negligible.

But the most interesting aspect of this experiment lay in the comparison between adults and children. The pupils of a good private school, aged between nine and eighteen years, with *twice* as much instruction as the adult group gained only *half* as much. This was a direct contradiction of the popular belief that the best time to learn a foreign language is when young. Other investigations strongly support Thorndike; it may be taken as a proven fact that adults learn foreign languages more efficiently and economically than do children.

Thorndike studied adult illiterates in Sing Sing prison. He discovered by means of a carefully designed experiment that such men made 12 per cent of the gain which children make in the same period of schooling in reading, writing and arithmetic. But the children in question normally have *four* times as long a school day and are of average intelligence, whereas the prisoners were of below average intelligence. Thorndike estimated that these adults learned to read and write and count three or four times more rapidly than they would have done at the normal age.

Cheydleur Experiment

Cheydleur has demonstrated that older learners are more efficient than are university students. Comparison was made between internal university students and adults studying French at an evening class. The experiment lasted three years. The same teacher, tests and books were used in both groups. When hours of study were equalized the adults (in age between 18 and 62 years) learned a *third more* than the university group.

Cheydeur concluded that better motivation, combined with better study habits, enables an older person to do better than his son or younger brother who will normally lack clear-cut aims, industry and singleness of purpose.

Lorge Experiments

Professor Irving Lorge attempted to verify Thorndike's general conclusion that there was a loss of learning capacity amounting on the average to about half to one per cent per annum. As tests of learning capacity he used standard intelligence tests some of which had to be completed within time limits (Army Alpha, Otis, Thorndike) and one which is completed with unlimited time (C.A.V.D.). The first three are affected by the 'speed factor of intelligence' whereas the last measures primarily the 'power factor'.

A large group of subjects of different ages was tested. The results tend to show that after the age of twenty-five there is a decline in rate of learning, but that there is *no* decline in learning capacity as such.

Unlike the vast array of research reports into intelligence test scores and age, which are now only of historical interest because they used a research technique (cross-section of a single population) from which no conclusion can be drawn, Lorge's study is of interest as demonstrating very clearly the kind of handicap under which the adult is placed when confronted with a task which must be done in a limited time.

Age range	Score			
	Time Limited			Unlimited time
	Alpha	Otis	Thorndike	C.A.V.D.
20-25 yrs	149.6	44.4	66.9	405.3
26-39 yrs	142.3	39.3	60.3	405.7
over 40 yrs	128.7	33.4	53.0	405.5

Psychological studies, of which the above are a fair sample, lend no support to Oslerism. The ageing process in the nervous system has but imperceptible effects on learning capacity. There are differences between the young and older learner, and some learning tasks give an advantage to the younger learner (where

speed is involved or where stimuli are presented at an optimum pace based on the average performance of a mixed group). On the other hand where a task is set within a total context which has meaning for the subject and where work habits set a premium on accuracy and *power* of response, the mature learner will often be at an advantage.

THE FACTOR OF DISUSE : 'MENTAL RUSTINESS'

The prejudice against the older learner is summed up in the proverb : 'You can't teach an old dog new tricks'. The answer to this would seem to be that one can teach even an old dog if he is willing to learn ! This seems to be true of old humans as well.

Willingness to learn apart, there are certain other factors the effects of which are confounded with those of age. There are important differences between the school learner and the mature adult. The elaborate and systematic work of Piaget into the development of our cognitive abilities demonstrates that we cannot lightheartedly assume that the child is just a miniature adult. There is a long-drawn-out period of development in which certain powers of abstract thinking and logical analysis eventually come to maturity. The progress we make is measured by the regular examinations of our school life.

Compared with this measured and continuous growth adult life seems educationally unprogressive. It is a period when our experience broadens and widens on a previously laid foundation. The informal learning through experience is a process of 'filling-in' rather than of a progressive deepening of foundations or a building up of a superstructure. In spite of the new insights and reorganizations which are continually taking place, we are largely unaware of this life-long learning because it is unsystematised, without clearly marked stages of growth.

The difference between the ordered sequence of school learning which eventuates in a hierarchical structure of knowledge and the relatively chaotic character of adult experience brings about changes in the structure of our knowledge itself as we become older. There is a progressive disuse of particular parts of our learning function. Many changes which

(Continued on page 18)

Methods of Social Education

B. B. Mohanty, Instructor in Social Education, Orientation & Study Centre, Mysore

Methods Must Operate on Something

BY 'Methods' we mean the ways of doing things so as to achieve desired results. There is a direct relationship between the method employed and the result obtained. If the obtained result deviates from the desired pattern, the method is to be modified till the desired result is achieved. In other words, there should be a 'feedback' between the results obtained and the methods employed so that the qualitative and quantitative parameters of the results can always be controlled.

Methods are standardised after a continuous process of trial and error. Standardisation becomes easy when the desired objectives are concrete as in the fields of Science and Engineering. In the fields of Social Science, Education and Philosophy it is often difficult to define the objectives in concrete terms and so the standardisation of methods in these fields is never easy.

Further, methods may be considered as the ways of conveying the contents of a particular discipline such as Education or Philosophy. In the words of Alfred Mueller "Method must operate on something. It is a way of employing material to some end". In this context, the methods of Social Education should operate on the 'contents' and 'objectives' of Social Education.

Wider Concept

The concept of Social Education is completely Indian in its development. It grew out of the concept Adult Education to meet the changing needs of our society.

The Planning Commission has defined Social Education as 'the process of actively associating adults with the definition and solution of their problems'. It is also often said that Social Education is the 'process of community uplift through community action'. In short Social Education is education for social life.

Objectives

Social Education drew its inspiration from the Community Development Programme launched in 1952 in our country.

According to the COPP Team, "The chief objectives of Social Education are to create a new outlook, new values, and new attitudes on the part of the people, to impart new ideas and new skills, including literacy, to energise people's organisations for group action, to provide healthy recreation, to give an impetus to the entire development programme by enlisting people's participation, and to build up local leadership. It is training and education in citizenship in the widest sense in a free and progressive democracy". Social Education has a wide scope. It is for everybody.

Objectives in Phase with Concept

The above-mentioned objectives of Social Education appear to be completely in phase with its concept. Its methods should be directed to fulfil these objectives. This paper attempts to indicate all the suitable methods of Social Education.

The field of Social Education is life itself with all its complexities. The methods of Social Education, to be operated in this field, should necessarily be dynamic in character, so as to be effective in bringing social change through social action. They are to be in complete resonance with the tradition and culture of the society which is under the process of social change, otherwise they will be inoperative.

Social Education Methods Not New

These methods (hitherto not known as methods of Social Education) have been in operation in our society since long ago. As Prof. Humayun Kabir puts it, 'Custom and folk lore, proverbs and fables, mythology and scripture have been passed from generation to generation by word of mouth and to some extent made up for the lack of teaching through the written word'.

Our festivals and fairs have had an educational purpose.

"The public readings of Puranas with popular interpretations" says Sardar Pannikar, "the Harikathas and bhajans, folk art exhibitions and numerous other institutions which existed and exist even today were meant primarily for Social Education".

These methods deserve to be operated even today.

Group Activity

Group activity is another important method of Social Education. According to the UNESCO 'the humble beginning of civilized living lie in group activities among young people and adults close to their homes and their work and their native forms of recreation'.

If a study circle is organised, that may be the beginning for a library service. If a dramatic group is formed, that is a start toward a good dramatic club.

A well organised youth activity will go a long way in promoting many other activities, because, according to Shri Nanavatty, "The Youth organisation, if effectively developed, offers a laboratory for testing old values and questioning and acquiring new values".

The usefulness of recreational and cultural activities as methods of Social Education need not be over-emphasised. In the set-up of Panchayati Raj, it is essential to provide the background knowledge and principles of democracy to the people by involving them in all educational processes, through various camps such as the Youth Leaders' Training Camp, Functional Leaders' Training Camp, Gram Lakshmis' Training Camp and Social Service Camp.

The New Methods

Science has contributed new methods to be used in the field of Social Education. The developments in the fields of Optics, Electrical Engineering, Printing Technology, Radio and Electronics have brought in the Slide Projector, Epidiascope, Filmstrip Projector, Film Projector, Recording Equipment, the Printing Press, Telephone, Radio and Television, and have widened the *media of mass communi-*

cation. The media are used as effective methods of Social Education.

Scientific research has travelled from the laboratory to the field and its findings have been communicated and interpreted to the people through *method and result demonstrations*. Demonstrations has been accepted as a very effective method of convincing people regarding the usefulness of a new practice. Techniques of demonstration coupled with the mass communication media techniques are attempting to create a favourable psychological atmosphere so as to accelerate the activities under Social Education.

Gandhiji had once remarked that Adult Literacy Programmes should neither begin with literacy nor end with literacy. The programme is to be linked with the day-to-day problems of the adult. The various literacy methods such as the Laubach method, and the method of repetition, etc., will not be effective unless the adults are actively involved in the process of learning, through one or more of group activities.

Techniques

Methods and materials are the two sides of the same coin. How each method should be operated and put into practice are indicated by the techniques. The technique of operating one method may be different from another method, but the ultimate objective of using the methods remain unaltered.

For example, the technique of conducting a demonstration on smokeless chulha is different from that of organising a drama on the same topic but the ultimate objective and the subject matter of the two methods remain the same.

When the objective of using a particular Social Education method is clear, the following steps may be taken in general while applying the method: Planning, Preparation, Presentation or Execution and Evaluation. The last step is the most difficult one and is a time-taking process, too.

Method and Objectives

It is necessary to see which of the methods of Social Education are well suited to fulfil the various objectives of Social Education as

outlined earlier in this paper.*

(i) *To create new outlook, new values and new attitudes, and to impart new ideas and new skills including literacy :*

- (a) Individual contact
- (b) Group discussions
- (c) General meetings
- (d) Cultural Programmes
- (e) Audio-Visual Aids
- (f) Drama
- (g) Exhibitions
- (h) Method and Result demonstrations—Publicising the results
- (i) Study tours
- (j) Training camps
- (k) Library
- (l) Institutional activities
- (m) Suitable literacy methods
- (n) Follow up literature
- (o) Use of Leaders and Legitimizers
- (p) Using the neighbours who have adopted new practices.

(ii) *To energise people's organisations for group action :*

- (a) Study of situation, problems and resources
- (b) Group discussions
- (c) Training camp
- (d) Social Service camp
- (e) Recreational and Cultural Programmes
- (f) Use of Leaders and Legitimizers
- (g) Exploiting the right type of situation.

(iii) *To provide healthy recreation :*

- (a) Folk songs
- (b) Folk dances
- (c) Harikathas
- (d) Kirtan and Bhajan
- (e) Drama

* Note that in his list the author does not specify the content or subject matter for any of his methods. Folk songs and drama, providing recreation, can be about the dowry, or caste prejudice, or better farming, or literacy, and thus contribute to a social or economic objective as well.

A festival or mela can be built around exhibits of agricultural products, or youth club projects, or women's Social Education activities, thus serving many objectives at the same time : developing leadership, providing recreation, changing social outlook, enlisting participation, overcoming communalism, and enlisting people's help in improving their economic, health, and living conditions.

—Editor.

(f) Festivals

(g) Games and Sports

(h) Competitions (both athletic and cultural)

(i) Children's Little Theatre.

(iv) *To enlist people's participation :*

(a) Individual contact

(b) Group discussions

(c) Meetings

(d) Activities through the three basic institutions

(e) Use of local leadership

(f) Festivals and Fairs

(g) Community organisations.

(v) *To build up local leadership :*

(a) Seminars

(b) Camps (Training camps and Social service camps)

(c) Group discussions

(d) Community Organisations

(e) Activities through the three Basic Institutions.

The above classification of the methods of Social Education is made just to indicate the suitability of the methods in performing specific tasks. As has been pointed out by Sheats, Jayne and Spence in their book on 'Adult Education': "The various methods produce varying patterns of participation among members and other things being equal, the one which produces the most participation is preferable". The Social Educator should have the imagination to use the suitable methods as and when necessary.

Use Communication Channels and Legitimizers

To be able to use the methods of Social Education effectively, the Social Educator should not only be a devoted student of the customs and way of life of the people, but should have a thorough knowledge about the various operative channels of communication. Communication is a real phenomenon and the methods of Social Education should be directed towards the direction of the various communication channels, so as to yield maximum result.

One of the objectives of Social Education, as indicated earlier, is "To bring about a change in the outlook of the people and to help them to realise the possibilities for development through self-help projects". Such 'a change in the outlook of the people'

is possible only when there is a social change as a result of social action.

Legitimization is an important stage in the process of social change. In almost every society, there are certain individuals or groups who have the authority to approve things to make them legitimate ideas. These individuals and groups are called 'Legitimizers'. Sometimes even social legislation becomes inoperative unless it has the stamp of approval from these 'Legitimizers'. Here comes a crucial stage while operating the methods of Social Education. The 'Legitimizers' are to be involved in the operation of Social Education methods. For this, the Social Educator should have the necessary skill.

Evaluation Essential

Methods of Social Education are to be standardised after undergoing a series of scientific tests and evaluations. This necessity of evaluating the method is to be satisfied soon if we are going to complete an educational process. Various 'feedbacks' directed from the results obtained towards the methods used are to be taken into consideration while evaluating these methods.

Love and Skill

It is rightly said that love without skill leads to frustration and skill without love leads to manipulation. The Social Educator, in order to be able to get the optimum output out of the methods of Social Education he employs, should have both 'love' and 'skill'.

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The Royal Society: Organized for Science

By Bertha Gaster

ON a raw November afternoon in 1660 a group of twelve men sauntered across the quadrangle of Gresham College in London after a public lecture on astronomy. The lecturer was with them, a diminutive young man of twenty-nine, named Christopher Wren. There was a tall slender man with a sensitive face, who stammered a little as he spoke, by the name of Robert Boyle. And among the others was a lord who was a noted mathematician, four professors, the former head of an Oxford College, a wealthy surveyor, and several passionate amateurs, or "vertuosi", as they were called, all of them devotees of the new world of science, or *Experimental Philosophy* opening before them.

Most of them had been meeting and sharing experiments on and off for the past fifteen years, but this was the momentous afternoon when, the Civil War over and the Stuarts restored to the throne, they decided to organise their scientific meetings on a more formal basis, and start a society such as already existed for the advancement of learning in countries abroad. Rules were laid down, subscription rates decided—ten shillings for the entrance fee and a shilling a week—and lists drawn up of those "judged willing and fit to joyne". Two years later the Society was duly incorporated with the King as Founder; the motto "Nullius in verbo" from Horace's Epistles "Not under bond to abide by any master's authority" was adopted, signifying the denial of all dogma, and the acceptance only of the thing proved. The society was under way.

Boyles' Law

The first Fellows had behind them, on which to build, the great discoveries of Copernicus, Kepler and Galileo which had revolutionised man's picture of the world, as well as William Harvey's discovery of the circulation of the blood. They had recently-invented techniques at their disposal, above all mathematics. New precision instruments were cons-

tantly under improvement—the microscope, the telescope, the barometer and the pendulum clock for the accurate measurement of time.

But, above all, in that initial period, there was boundless enthusiasm: everything in the natural world was subject matter for experiment. The Journal Book of the Society gives a vivid impression of the mixture of great discoveries, important technical problems and queer superstitions which were the object of the experiments conducted at each weekly meeting.

It might be a major discovery: "Jan 2, 1660, Lord Brouncker (the first President of the Society after its incorporation) desired to prosecute the experiment of the Recoiling of Guns, and to bring it in against the next meeting, and Mr. Boyle, his Cylinder." This "cylinder" of Robert Boyle's, whose work on the physical properties of air laid the foundations of modern chemistry, was no less than his celebrated air gun. The law which he formulated, thereafter known as *Boyle's Law*, states that as the pressure on a confined gas is increased, the volume of the gas decreases in proportion (the temperature being constant).

Or it might be a paper on colours, or shipbuilding, a new scientific instrument, trade, bills of mortality, or "the production of young vipers from the powder of the lungs and livers of vipers". Or one of the hundreds of fertile experiments mounted by Robert Hooke, Curator to the Society, whose *Micrographia*, with its splendid plates, was the first scientific approach to the world of minute objects only now revealed by the compound microscope. "Before I went to bed", Samuel Pepys recorded in his *Diary*, "I sat up till two o'clock in my Chamber reading Mr. Hooke's *Microscopical Observations*, the most ingenious book that ever I read in my life."

Clearing House for Science

From the time of its foundation, the Royal Society was constantly appealed to by the Government for advice on matters of national importance: the improvement and equipment of the Royal Observatory at Greenwich, in 1710, the change of the calendar in 1752 (*), and later the organization of the famous deep sea expedition of the *Challenger* (1872), and the measurement of an arc of the meridian across Africa, to quote only a few examples.

But the Society served many other needs as well. It acted as a clearing house for scientific information for England and abroad, first by copious correspondence with continental scholars and later by the publication of selections for this correspondence in its celebrated journal, the *Philosophical Transactions*.

From its earliest years, it published, or directed the publication of, separate treatises and books on matters of philosophy, the most notable among these being Isaac Newton's famous *Philosophiæ naturalis principia mathematica* which appeared in 1687. Newton who was elected a Fellow of the Royal Society in 1672 at the age of 29, became its President in 1703 and was re-elected annually to this office until his death in 1727. His famous laws of universal gravitation and motion were evolved after discussions and exchanges over a period of many years with such men as Wren, Boyle, Hooke, Seth Ward, Bishop of Salisbury, and the great astronomer Edmund Halley, all members of the Society, and with foreign scientists such as the famous Dutch mathematician, astronomer and physicist Christian Huyghens. "Believe me", he wrote in a letter to Dr. Bentley, Master of Trinity Lodge, Cambridge, "if my research

has produced any useful results, these are due solely to work and to patient thought."

Over the years, the Royal Society acquired a museum of scientific rarities and laid the foundations of its famous library. And it played no small part in the formation of the English tongue in the stand it took, both in the use of English instead of Latin for its publications, and in its campaign for a simple and lucid style.

Science in Service of Humanity

Above all, it devoted itself to the social needs of man. The distinction between pure and applied science did not exist. These versatile men with widely differing backgrounds—peers and churchmen, scientists and writers—had a noble and direct belief in science for the benefit of humanity—"that human life be enriched by new discoveries and powers", said Francis Bacon—and they had no hesitation in using their scientific powers for practical questions of trade and industry and navigation. The diarist John Evelyn recounts how he called in at the country seat of Lord Berkeley to find "Dr. Wilkins, Sir William Petty and Mr. Hooke contriving chariots, new rigging for ships, a wheel for one to run races in (foreshadowing the bicycle), and other mechanical inventions. Perhaps three such persons", he adds admiringly, "were not to be found elsewhere in Europe, for parts and ingenuity."

In our lifetime many of their notions have come true. The experiments in blood transfusion which they carried out, the medical service proposed by Petty, down to the speedometer, or waywiser, as they called it, and John Evelyn's pressure cooker. That inveterate investigator, Dr. Wilkins, who died as he had lived—"I am ready for the Great Experiment", he said—spoke of inventing means for conveyance to the moon. "Whenever that art is invented", he wrote, "...whereby a man may be conveyed some twenty miles high, or thereabouts, then it is not altogether improbable that someone or other may be successful in this attempt." How near we are to this success in the third centenary year of the Royal Society, the whole world knows. (UNESCO)

(*) Pope Gregory XIII's amendment of the Julian calendar, created by Julius Caesar, went into effect in England on 3rd Sept., 1752, which day was reckoned as the 14th to cancel the eleven days' difference between the old and new styles. The beginning of the New Year was transferred from 25th March to 1st January, beginning in 1753.

Stating A Position on Adult Education

(In Washington recently, the Adult Education Association of the U.S.A. held its annual conference. For the Conference a statement indicating the role and purpose of adult education in American life was prepared. The thoughts expressed in the paper, it is assumed, will serve as an aid to adult education people in helping them focus clearly on their specific responsibilities in continuously building and strengthening American life.

A sub-committee was appointed with Robert A. Luke as Chairman to draft the statement. After several initial drafts by the committee, it was twice given wide circulation throughout the nation. Many adult educators from every section of the field responded and helped the committee in making additions and revisions to the basic document.

The text of the statement given below is the result of the editing following the second circulation of the statement. It claims no status other than that of a working paper for the use of delegates attending the 1961 conference. We are giving this for the information of our readers in the hope that it will focus our attention to our own task in India and stimulate thinking on the role and purpose of adult education in Indian life.—Ed.)

THE case for continuing education beyond the years of formal schooling has been presented frequently and eloquently by many observers of the social scene. They point out not only that the explosive rate of change but that the fundamental character of social and technological change make mandatory a new concept of education as a continuous lifelong process.

Continuing Education

The rate and type of change have special implications for a democratic society. The decision by which people govern themselves need to be made at the broadest level of popular participation that is consistent with good information. The information required cannot be counted upon to have been acquired during the years of formal schooling.

But, mere information is not enough. With our vast resources for mass communication, the United States may well be the best informed nation in the world. But does this fact make our decisions wiser, our insights more mature, and our actions more responsible?

Information has meaning only when rooted in understanding. It must be leavened and enriched with all of the processes of interaction between people. Information must be tested, interpreted, and evaluated. Hypotheses and alternative forms of action

must be considered. Consequences must be explored. The accumulated learning, wisdom, and understanding of the past must be brought into focus. These are the processes of education.

As Adult Educators We Affirm :

First, that we are dedicated to finding the means whereby the goal of maintaining a currently educated citizenry throughout life in a changing democratic society can be fulfilled. We seek to establish practical and defensible programmes which will be a demonstrable part of the process of helping America grow and build for the future.

Second, that we are aware that the foundation for education in adult life is built within the structure of childhood education. As adult educators we agree with leaders in the field of elementary and secondary education that the basic purpose of formal schooling is that of providing the skills, the knowledge, and the awareness which will fulfill the lives of individuals in their early years and which will enable them to utilize educational processes throughout the remainder of their lives.

Third, that we reaffirm the importance to society of making available rich educational opportunities for adults in the following areas :

1. In vocational, technical, and professional education and training.

2. In education for the wholesome use of leisure time and the maintenance of mental and physical fitness.
3. In continuing education for adults having less than a high school education or its equivalent.
4. In a broadly based liberal education in the arts, sciences, and humanities.
5. In education for civic understanding and participation—communitywide, statewide, nationwide, and worldwide.
6. In education for the later ages of life.
7. In family life education and human relations.

We do not make value judgments concerning their relative worth other than to emphasize the need for a balanced programme of continuing education for all individuals after the years of formal schooling.

Fourth, that the advantages of continuing education should be made available to all vocational, regional, or cultural groups in our society.

Fifth, that education must be as practical and functional in the improvement of public and community life as it is in the improvement of personal and individual life. Educational processes must be brought to bear with no less force than those of persuasion and the use of authority in the resolution of both individual and community problems.

Sixth, we believe that, if our country is to achieve this essential application of educational processes to contemporary problems, the following factors will need continuing emphasis :

1. Adult educators should work increasingly with key officials of government and with leaders of political parties in stimulating the use of educational processes in the performance of legislative, administrative, and judicial responsibilities.

2. There should be increasing recognition of the inter-relationship of the programmes of the voluntary organizations engaged in adult education with those offered by educational institutions.

3. In every community and state increased effort should be made for representatives of organized adult education, public and

private, to meet together at regular intervals to give each other mutual help and to stimulate programme development.

4. In every community, voluntary coordinating groups such as a central labour council, educational federations, the ministerial alliance, the council of social agencies, federation of men's and women's clubs, trade associations, and similar groups must be helped to give more explicit recognition to the adult education methods and goals of their constituent groups.

5. Additional full-time administrators and leaders of adult education are needed to bring about further development of programmes at the local level.

6. The interdependence of full-time adult educators and the part-time volunteers should be encouraged and further developed.

7. Even as all else in society is undergoing constant change, so must concepts about and approaches to the education of adults be expected to undergo continuous change.

As Adult Educators We Acknowledge :

1. That these declarations are not new or radical. Rather, they reflect present trends and conditions. Implicit within them can be found the basic concepts to be recognized if education on the adult level is to have impact on public and private decision-making.

2. That adults attending the institutions of formal education are primarily motivated by individual, personal, and vocational needs rather than for assistance in meeting problems of community improvement and development.

3. That community action is developed most effectively within the voluntary associations (including the major political parties) and agencies of government.

4. That one of the major responsibilities of the institutions of education in contributing to education for civic participation and public responsibility may be through consultation, leadership training, and technical services to voluntary associations and governmental groups.

5. That as the services provided by educational institutions expand to include this wider range of educational services, a greatly increased infusion of public money will be required.

6. That the professional and the volunteer workers in adult education must join forces in becoming familiar with the real process of decision-making on public affairs in our society and in advancing the concept that citizens have not only the right and duty but the opportunity to be an effective part of this educational process.

7. That as adult education reaches forward, adult educators must seek a growth and development of new values. The nature and direction of changes in values must be determined by society itself in terms of its evolving needs. The task of the adult educator is to help adults examine values, test them against social needs, and to stimulate modifications which seem best to meet the needs of today's people in today's world.

8. That in a society of the size and complexity of our own, it is impossible for all

adults to be informed on all issues. A major responsibility of adult education is to help adults realize that, while many decisions must be delegated to specific groups, the basic decision must be that of determining criteria for selecting the decision makers.

Heretofore, adult education has made its greatest contribution in the areas of academic, vocational, avocational, and cultural education. At present, however, adult education is prepared to move ahead by providing Americans with many and varied educational opportunities and procedures through which our citizens may collectively make wise public and community decisions that will determine the direction in which American society will move in the years ahead.

—Adult Education—Vol. XI Number 4,
Summer 1961.

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THE ADULT LEARNER

(Continued from page 8)

are put down to the effects of age are simply the result of lack of exercise.

This distinction is not merely a formal or theoretical one. If we put the relative inefficiency of the adult down to age we must willy-nilly adopt a fatalistic attitude towards changes associated with the passage of time. On the other hand, if the loss of efficiency is due to disuse of the learning function there is nothing inevitable or irremediable about it.

Sward Experiments

One of the most brilliant studies of the decline of learning efficiency with later maturity is that of Sward. The major problem in experiments with older subjects is to involve them so that they are highly motivated for the task. Motivation in tests and laboratory tasks is usually in inverse proportion to the age of the subject. Sward seems to have successfully solved this problem. Another great advance lay in the fact that he studied a group of really old people, at least as measured by their chronological age. None of the subjects of Thorndike's experiments were over sixty years of age.

Sward had two groups of university professors, one group 60 to 80 (average 66.2 years) and a matched group aged 25 to 35 (average age 31.4 years). They were given an exacting and diversified mental test lasting three or four hours to do at their own pace. The test was given in their own homes, at their own convenience and in their own time. The groups were matched as regards their socio-economic status, scholarship, homogeneity and in academic rank at comparable ages. Much thought and energy were devoted to the problem of obtaining two groups exactly comparable in everything except age.

The results of this study forced Sward to the conclusion that there is no inevitable impairment of the higher mental functions after the age of sixty. It was a fact that the young group on the average scored higher on all the tests, except the verbal tests where the older group was superior. But the differences between the two groups were not nearly so impressive as the variability *within* the two groups. It was found that the 'losses' associated with increasing age were the result of

disuse rather than of age. The changes were all very gradual. Within the older group no general change could be detected between sixty and eighty years.

In other words, the decline in mental powers in this group of aged professors was specific rather than general. The process of degeneration acted selectively on these functions which were not being constantly exercised. In word knowledge and general vocabulary the older professors were uniformly superior to the younger: the reverse was true of arithmetical operations, unless the professor was a mathematician or physicist or engineer.

University of Chicago Studies

A similar result was obtained in a research on 153 elementary school teachers studying at the University of Chicago. When their hours of study and intelligence level were equalized by partial correlation it became clear that only in the group in which there had been a long 'lay-off' from academic work was there a significant decline of achievement with increasing age. In two other groups, the members of which had been doing continuous academic work before these courses were taken, there was no significant relation between age and achievement.

British Army Experience

On a much broader scale, the results obtained in testing recruits for the British army demonstrate the same phenomenon. It has been shown that the effects caused by disuse (illiteracy and semi-literacy) can be combatted very effectively by a programme of remedial education. That disuse is a specific factor is shown very clearly by the fact that declining average scores of older groups in intelligence test results and in tests of scholastic abilities are especially notable in the case of non-academic groups.

Intelligence Scores Increase

As against the results obtained in cross-sectional studies where normally a great decline in average score was obtained as the ages of the groups tested increased, there have been about a dozen reports of *increasing* intelligence test score as the same group is followed through life, being retested at intervals. For example, in Aberdeen, Scotland, 140 teachers were given the same intelligence

test as they had done 20 years previously whilst in training. The average score had increased by a highly significant amount. Five people had improved their score by 30 points of intelligence quotient. But as with all intelligence test data there remains considerable ambiguity in the interpretation of these results. What is conclusively demonstrated is that no reliance can be placed on the earlier cross-sectional studies from which the conclusion was drawn that there is an inevitable decline in intellectual powers with advancing years.

THE CREATIVE YEARS

It is characteristic of the over-valuation of early youth that this period is designated as 'the creative age'. Osler has already been quoted to this effect. Stanley Hall was of the same opinion :

"Gifted people seem to conserve their youth and to be all the more children, and perhaps all the more intensely adolescents, because of their gifts. It is certainly one of the marks of genius that the plasticity and spontaneity of adolescence persist into maturity".

It cannot be denied that youth is often unconventional and impulsive. These tendencies may be creative or they may be destructive. The older person is often dominated by habit and tends to be doubtful about new ways of thinking and doing. He is often repressive of new ideas.

It is also possible to catalogue a long list of geniuses whose qualities matured very early, some dying tragically before the flower of their genius had fully ripened. The poet Chatterton and the mathematician Galois spring to mind. Others who showed early precocity survived to maturity, sometimes to a great age. Some people consider that there is an undoubted superiority of their earlier over their later productions, for instance in the cases of Sir William Hamilton, John Ruskin, John Stuart Mill, David Garrick, George Berkeley.

But an objective technique for studying creativity in relation to age is required. Lehman has devised such a technique and

used it to establish the limits of the creative years in literature, science, philosophy, painting, politics and many other fields of endeavour. His method is to consult a large number of reference works in a particular field, say philosophy. He lists the agreed work of genius in this particular area and then ascertains the age at which these particular works were produced. It is possible by this means to calculate the average at which works of genius are produced in a particular field and to obtain a rough estimate of the duration of the productive period.

The results are surprisingly similar for most fields of human activity. There is a tendency for the peak performance in terms of quality to fall somewhere between the ages of twenty-five and forty. But in individual cases the best output may lie anywhere between twenty and eighty. In terms of *quantity* of output, there seems to be no well-defined peak of achievement. Instead there is a plateau which stretches from ages thirty to seventy-five.

Thus is revealed the half truth of Osler's views. There is a tendency, which is probably related to the pattern of living in industrial societies, for outstanding work to be produced in science and art between twenty-five and forty. But this is a tendency merely and not a general law.

In terms of the life span of the individual genius, creativity shows similar tendencies. But quality of performance does not tend to be limited to the years of early maturity to the same extent. There are phases in individual output rather than a single peak of performance. Thus creativity is not tied to age, nor is genius an extension of adolescence.

The data on ageing, on disuse and creativity converge to suggest the same conclusion. There is no mystical handicap associated with increasing age : men and women create unhappiness for themselves by imagining failing powers. Each age has its own weaknesses and its own compensations.

—from material supplied by
Unesco Educational Clearing House

BOOK REVIEW

Education For Leisure : Dr. S.R. Ranganathan : Published by Asia Publishing House, 1961, Price Rs. 9/- pp. 170.

THIS is a fourth edition of Dr. S.R. Ranganathan's book *Education for Leisure*. It contains lectures of Dr. S.R. Ranganathan delivered to the WARP Corps in 1944. These were published by the Indian Adult Education Association in 1948 and later in 1954. They still retain a freshness and originality of approach all their own.

The author expresses the view that adult education must be largely self-education with the aid of a network of public libraries within easy reach. Dr. Ranganathan also stresses that education is a life-long process and should help individuals and society to understand and solve their problems. He maintains that "Education is the process of one's becoming oneself," and this should not be denied to the millions of adults of our country.

Dr. Ranganathan clearly brings out the fact that literacy is an absolute necessity in the modern age. He also maintains that nothing can take the place of literacy in the mental evolution of the individual and that an adult can learn as well as a child, perhaps better.*

For meeting the need of literacy suitable reading literature is necessary. The author suggests that literature for artisans and workers should have no abstraction. Everything in them should be made to cohere about concrete situations with in their experience and should be instructive.

In the chapter "Methods of Adult Education," the author enumerates methods of teaching adult groups i.e., Workshop, lecture, Discussion, Forum, Radio, Audio-visual, study group and library to increase reading

habit. These methods are the real ways of imparting knowledge to adults.

The philosophy of adult education receives admirable treatment at the author's hand. The psychology, educability of the adult, and the methods of organising a Seminar are also dealt with comprehensively.

The book has two bibliographies, one on the syllabus of adult education and the other, on necessary books on adult education.

The author has followed his library science numbering technique in numbering the pages and paragraphs, which may confuse the readers.

The book is thought-provoking and makes stimulating reading. It needs to be read by all adult education workers including Community Development workers and administrators.

—Jagdish Sharma

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* For research evidence on this point, see page 5 ff

Uttar Pradesh AEA Resolutions

The following resolutions were unanimously passed by the First State Convention of the U.P. Adult Education Association held at Lucknow on December 23 and 24, 1961.

1. This first State Convention of the U.P. Adult Education Association considers that the programme of adult education has become more urgent in the Third Plan period due to the population increase as a result of which there are more illiterates in the country in spite of a slight increase in the literacy percentage and the setting up of Panchayati Raj placing new responsibilities on the people. This Convention recommends to the State Government to fix a target year of 1975 by which the total liquidation of illiteracy in the State may be planned.
2. This Convention considers that the programme of adult education should stress 'social literacy' and its contents should be broadbased for the preparation of the people for active citizenship and participation in building up the new economic and social order. The Convention recommends that the contents should be drawn up and systematized by Government in a wide and long range perspective and on a national basis in consultation with the U.P. Adult Education Association and other voluntary organisations in this field.
3. This Convention considers that in the programme of adult education it is essential to work through the primary groups such as the rural community, the neighbourhood and the family for transforming the outlook and the values of the people.
4. This convention considers that in the programme of adult education top priority should be given to the education of women.
5. This convention is of opinion that the Adult Schools that have been set up should aim at primary and junior high school standards keeping in view of course the wider and different contents of social literacy and training for citizenship. The Convention recommends that a special syllabus be framed for this purpose.
6. The Convention recommends that scientific and up-to-date methods of language

teaching should be adopted in order to minimise the time for teaching the three R's as well as for facilitating effective teaching. It further recommends that both indigenous and modern media of mass communication be used for education and for imparting practical knowledge and skill.

7. This Convention urges upon the U.P. Adult Education Association to take necessary steps to set up a State Board of Workers' Education on the lines of the "Central Board for Workers' Education" for studying the problems of workers' education in order to evolve suitable content, techniques and administrative organisation.
8. This Convention calls upon every member of the U.P. Adult Education Association to take up himself the obligation of making literate at least one person each year.

UP-AEA OFFICERS

At the General Body meeting of the Uttar Pradesh Adult Education Association held at Central Drug Research Institute on December 24, 1961 the following were elected Office Bearers of the Association for 1962 and 1963.

President : Dr. Radhakamal Mukerjee

Vice-President : Shri Bhagwant Singh
Shri Salig Ram Pathik
Dr. S.R. Jayaswal

General Secretary :
Dr. T.A. Koshy

Associate Secretaries :
Shri Mushtaq Ahmed
Shri Tulsi Bhatia 'Sara'
Shri G.D. Jauhari

Treasurer : Shri Prem Narayan Bhargava

Members of the Executive Committee :
Principal Madan Mohan
Dr. Ram Das
Shri B.M. Pande
Shri Hayatulla Ansari
Shri J.M. Misra
Shri B.D. Awasthi
Shri D.P. Maheshwari
Smt. Laxmi Devi
Shri A.R. Khan

INDIAN DELEGATION TO SECOND COMMONWEALTH EDUCATION CONFERENCE

Dr. K. L. Shrimali, Union Minister of Education, will lead the 45-member Indian Delegation to the Second Commonwealth Education Conference to be held in New Delhi from January 11 to 25, 1962.

Among the Members of the Delegation are a number of people who have been active in the Indian Adult Education Association including :

Shrimati Durgabai Deshmukh, Chairman, Central Social Welfare Board and Vice President. IAEA.

Dr. Mohan Sinha Mehta, Vice-Chancellor, Rajasthan University and President. IAEA ;

Shri J. C. Mathur, Jt. Secretary, Ministry of Information and Broadcasting and Member Editorial Board. IAEA ;

Shri J. P. Naik, Advisor (Primary Education), Ministry of Education.

Shri A.R. Deshpande, Adviser (Social Education), Ministry of Education and Vice-President, IAEA ;

Dr. G.R. Damodaran Principal, P.S.G.

College of Technology, Coimbatore, and Host to IAEA 1961 Annual Meeting.

Shri R.K. Kapur will be the Secretary-General and Shri J. P. Naik, the Joint Secretary-General of the Indian Delegation.

IAEA OFFICER CONSULTANT TO UNESCO CONFERENCE

The UNESCO Regional Conference on Adult Education for South Asia which was postponed will now be held in Saigon from the 16th to 24th April, 1962.

Shri S.C. Dutta has agreed to UNESCO's request to act as a Consultant to the Conference.

LIFE MEMBERS

The following people have enrolled as life members since last reported in this *Journal*.

1. Shri H.P. Saxena, Asstt. Director, National Fundamental Education Centre, New Delhi.
2. Dr. Heinz Kloppenburg, West Germany.
3. Prof. N.A. Nikam, Vice-Chancellor, Mysore University, Mysore.

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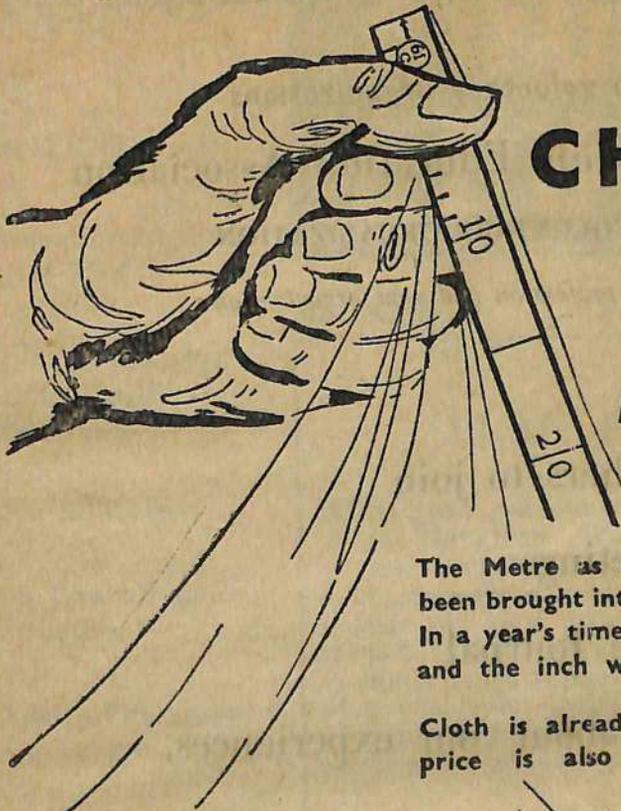
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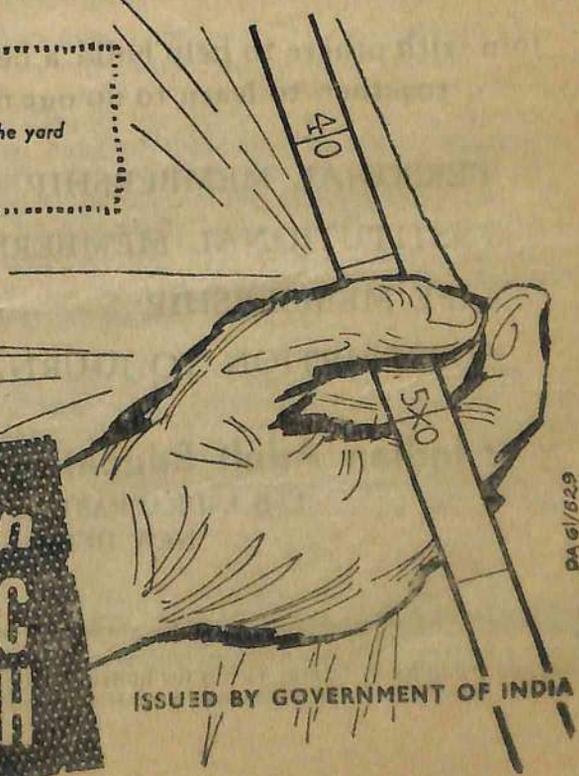


CHANGE TO METRE

The Metre as a length measure has been brought into use since October 1. In a year's time the yard and the foot and the inch will cease to be legal.

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Labour Shortages Amid
Unemployment

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No. 2

PLAN FALLS SHORT

THIS issue contains the chapter on Social Education in the Third Plan. We welcome the statement that "in the setting of democracy, the success of planned development...depends on the spread of social education." We also endorse the view that "the introduction of Panchayati Raj at the district and block levels...render it imperative that in as short a period as possible a substantial proportion of the adult population should become capable of reading and writing." So far as these sentiments are concerned, the Plan can be given any superlative adjective.

But a plan is not merely a conglomeration of worthwhile sentiments. It must be a statement of needs, resources and priorities. It must have a focus and a direction. It must indicate steps for the achievement of its objective. Judged from that standard, the chapter on Social Education falls far short of our basic requirements. It is a collection of platitudinous statements, nothing more, nothing less. It has left everything beautifully vague. It talks of a popular movement but does not say who will initiate guide and organise it. It talks of literacy, but does not indicate any organisational machinery for its promotion.

The Plan's greatest weakness is its failure to provide an adequate fund for the colossal task ahead of the country. The meagre sum of Rs. 25 crores for five years, stated in the Plan, has not been properly apportioned, nor is one sure whether this amount will at all be available for activities which come within the orbit of "Social Education" envisaged by the Plan.

On the question of administrative responsibility for Social Education, the Plan is silent. This silence is ominous. It indicates a mentality which avoids facing inconvenient

issues squarely. This is harmful to any planning, more so when one is planning for democracy.

If social education is to develop as a popular movement, it must have a popular base. The least that the Planners should do is to entrust this task to voluntary organisations and give them adequate financial assistance to mobilise public support and enthusiasm with a view to promote voluntary organisations. Promotional activity is a pre-condition for launching upon a popular movement. For this the Government should be willing to place adequate funds at the disposal of a voluntary agency. Once a proper atmosphere is created and voluntary organisations grow, the rest can follow. Once popular enthusiasm is whipped up, a popular movement will automatically develop, itself solving all the problems which come in its way. Once viewed in this perspective, India's problem will admit of solution. It will not be solved by expressing beautiful sentiments and pious wishes.

Unesco Symposium

A Symposium on Overall Educational Planning began in New Delhi on 29 January and will last up to 17 February. It was inaugurated by Shri P.N. Kirpal Education Secretary, Ministry of Education, India. Mr. Sundaravadivelu is the President of the Symposium. About 53 delegates and observers are attending.

The objectives of the Symposium is to identify the educational needs in Asia; to indicate priorities in educational planning; and to present a programme and plan of training for educational planners.

The Symposium is now working in two commissions.

Addressing a plenary session of the Symposium, Mr. J.P. Naik, Professor John Vaizey and Professor W. Spencer spoke on different aspects of educational planning in Asia. They emphasized that there would have to be compulsory education for the age group of 14 to 18, if the objective of higher literacy is to be achieved.

The need to give higher priority to adult education and education for literacy is the responsibility of the educational planner.

Canadian Adult Educator in India

Dr. John Friesen, Director of Extension, University of British Columbia, Vancouver, Canada is in India from February 1 to March 15.

He visited the office of the Indian Adult Education Association on 6 February and is planning to visit prominent adult education centres during his stay.

Professor Friesen has been in adult education work for twenty-five years. He is very active in the Canadian Association for Adult Education as well as in university extension activities in the U.S.A. and Canada.

One of Dr. Friesen's recent activities has been an attempt to establish some relationship between the large Sikh community in Canada and India.

The Canada Room in Shafiq Memorial Building was of special interest to Dr. Friesen, who had helped to raise funds for it in British Columbia.

Dr. Friesen has just concluded a visit to Africa where he and fourteen other Western adult educators met with 35 African adult educators in Ghana. The visit was sponsored by the Carnegie Corporation.

Not Enough Doctors in the House

With 1,500,000 physicians for a population of 3,000 million inhabitants—a ratio of one per 2,000—the world is facing a serious shortage of doctors.

The most favoured country in this respect is Israel with one physician for every 420 inhabitants. Next come the Soviet Union (one to every 550 inhabitants), Czechoslovakia (one to 590) and Austria (one to 620). In the United States, the average ratio is one to 790; in Scotland, one to 870; and, in France, one to 930. But, in India, there is only one doctor for every 5,000 people; in Afghanistan, one for 58,000; and, in Mali, one for 80,000 possible patients.

Recently, a group of specialists met at Geneva to study one aspect of the problem for the World Health Organization. The purpose of the meeting was to lay down minimum standards to be achieved in countries where medical schools are now being created and to set standards for medical students completing their training abroad.

(Unesco)

Social Education in the Third Plan

Here is the text of the Third Five Year Plan on Social Education (pp. 598-600). We present it for the benefit of those readers who may not have access to the full Plan.

The Plan stresses the need for cooperation and best utilization of available manpower and resources. It recognizes the need for involving village schools and teachers if any large scale effort is to be made. Certainly the local teachers constitute the nation's major source of trained educators. The plan recognizes the need for follow-up through adequate library services. The Plan does not, however lay sufficient stress on the development of reading materials suited to the needs, interests, and reading ability of the new literates. A man who can barely spell out words cannot be thrown immediately into a world of advanced reading matter. He needs material simply expressed, covering subjects of such importance to him that he is willing to exert himself and read. Library reading circles and good library service can help. But without suitable reading material and systematic follow-up, money spent on literacy may well be largely wasted.

55. As was stated in the First Plan, social education implies 'an all-comprehensive programme of community uplift through community action'. Social education, thus, comprises literacy, health, recreation and home life of adults, training in citizenship and guidance in improving economic efficiency. In the last analysis, in the setting of democracy, the success of planned development, which encompasses the needs of millions of people, depends on the spread of social education and a progressive outlook and the growth of a sense of shared citizenship. Yet, the educational aims of agriculture, community development, health and other welfare programmes are among the most difficult to realise. Over the past decade, in several directions there has been a measure of progress, as in the development of community centres, reading rooms in villages, organisa-

tion of youth groups and mahila mandals, and the revitalisation of village panchayats and the cooperative movement. One aspect of social education, and in some ways the most important, has, however, caused concern. Between 1951 and 1961, literacy has increased only from about 17 to about 24 per cent. The introduction of Panchayati Raj at the district and block levels and the important role assigned to village panchayats render it imperative that in as short a period as possible a substantial proportion of the adult population should become capable of reading and writing. This is essential in their own interest as in that of the community as a whole. As sufficient progress has not been achieved so far in this direction, the problem is now being studied afresh with a view to working out means for the rapid expansion of adult literacy.

56. Programmes of the Ministry of Education provide for the further development of the National Fundamental Education Centre as a part of the National Institute of Education, production of literature for neo-literates, assistance for voluntary organisations in the field of social education and expansion of library facilities. The educational plans of States provide for libraries and continuation classes and, to a limited extent, for adult schools and other schemes for promoting adult literacy. The main provisions for social education are made under the community development programme through the schematic budget. Altogether, in the Third Plan, about Rs. 25 crores are expected at present to be available for social education.

57. Any large-scale and effective programme for adult literacy must be based on the closest possible cooperation at every level of personnel engaged in education and in community development. It will call for a pooling of the available resources in men and money, mobilisation of voluntary workers and organisations and development of adult education and literacy work at the block and village levels, and in every city and town, so that it takes the character more and more of a popular movement. Social education and adult literacy have to be developed as exten-

sion activities undertaken by educational institutions, specially village schools, in collaboration with panchayats and co-operatives and voluntary organisations. The broad aim should be that wherever a group of persons sufficient to constitute a class desires to attain literacy, the requisite facilities by way of teachers and teaching materials should be made readily available. Every educational institution should be involved in this effort, and individual teachers participating in it should be given suitable honoraria. At the same time, the village panchayat and other agencies should make their due contribution towards the effort. While Social Education Organisers, Block Education Officers and individual educational institutions should work closely together to place the facilities needed at the service of local communities, it will be primarily for Panchayat Samitis, village panchayats and voluntary organisations to create and maintain popular enthusiasm and develop adult education and literacy on a continuing basis in a manner related organically to their own needs and conditions. At every step the local leadership, the teachers and the voluntary workers should be drawn into the movement for the expansion of literacy both among men and among women. Proposals for a large-scale programme of adult literacy on these lines are being drawn

up by the Ministry of Education in consultation with the Ministry of Community Development and Cooperation, and it is hoped that appreciable progress will be realised during the Third Plan.

58. Libraries—An adequate system of libraries is an essential part of any well-organised system of education. The Library Committee which reported in 1959, set up by the Government of India indicated the large gaps between the present position and the demands of an adequate system of libraries. These can, however, only be filled through a long term and properly phased programme. During the Third Plan, steps will be taken to set up or develop all the four National Libraries at Delhi, Calcutta, Bombay and Madras. There are provisions also for strengthening libraries at the State headquarters and for increasing the number of libraries at the district and taluka levels. Besides these, educational institutions have libraries of their own. These will be improved and strengthened during the Third Plan. An Institute of Library Science was set up during the Second Plan to train key library personnel. This will be further developed during the Third Plan. Other universities also have facilities for research in library science and facilities for training library personnel.

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RECOMMENDATIONS

of the Committee on Social Education

1. Social education should receive a much higher priority in education development programmes.
2. Social education should be included in the programme of Commonwealth cooperation in education.
3. Commonwealth cooperation in social education should be encouraged.
4. Mature persons experienced in social education work should be sent to other countries for training and wider experience in special courses not necessarily leading to a formal qualification.
5. There should be an expansion of courses and an increase in the number of people undertaking formal training in social education.
6. Provision should be made in existing schemes for scholarships and other financial assistance for those seeking experience or formal training in social education.
7. Experienced staff should be recruited for work in developing countries where they can give advice, training and instruction in social education.
8. Arrangements should be made between colleges and university departments to enable teachers engaged in social education work to undertake periods of service in other countries.
9. There should be development of short non-professional courses in social education for training voluntary workers in community leadership.
10. The principle of voluntary service at home and overseas should be encouraged. Projects for young people to give voluntary service in other countries should be expanded.
11. The informal method of temporary attachment of people from other countries to voluntary organisations doing social education work is supported. There should be posts of tutors and advisers in these organisations to assist overseas workers and students.
12. There should be exchanges of information about social education and exchanges of advice on techniques. Publications on social education should be made available within the Commonwealth and the Commonwealth Education Liaison Committee should take appropriate action to facilitate effective exchange.
13. The Commonwealth Education Liaison Committee should consider how to give effect, as a continuing activity, to the recommendations of the Committee on Social Education.



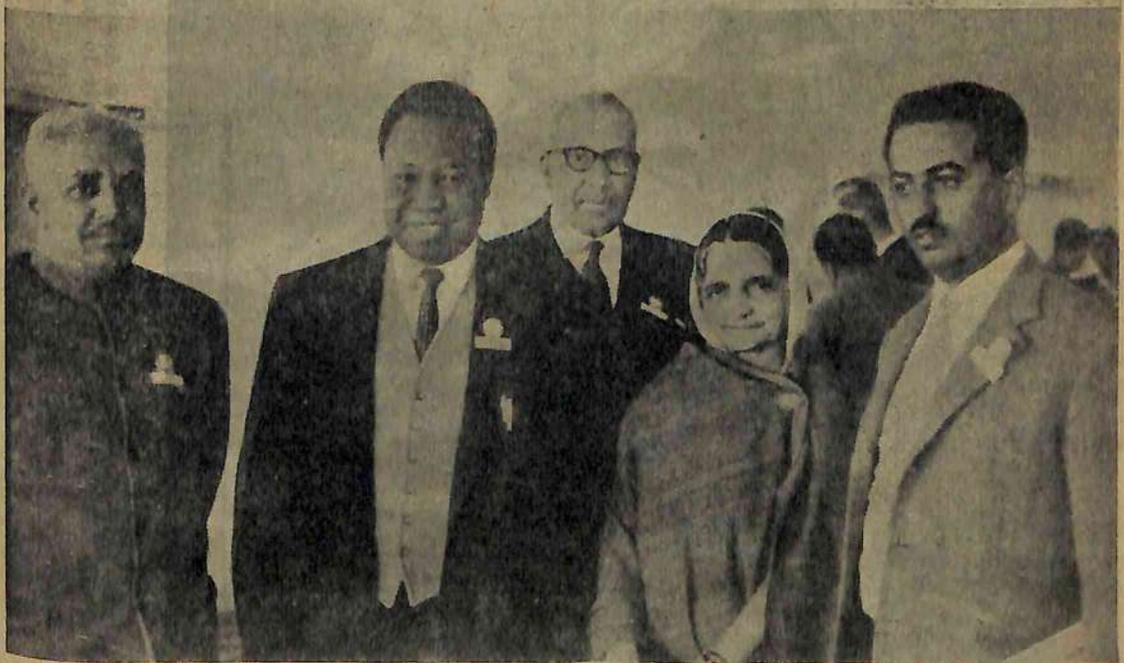
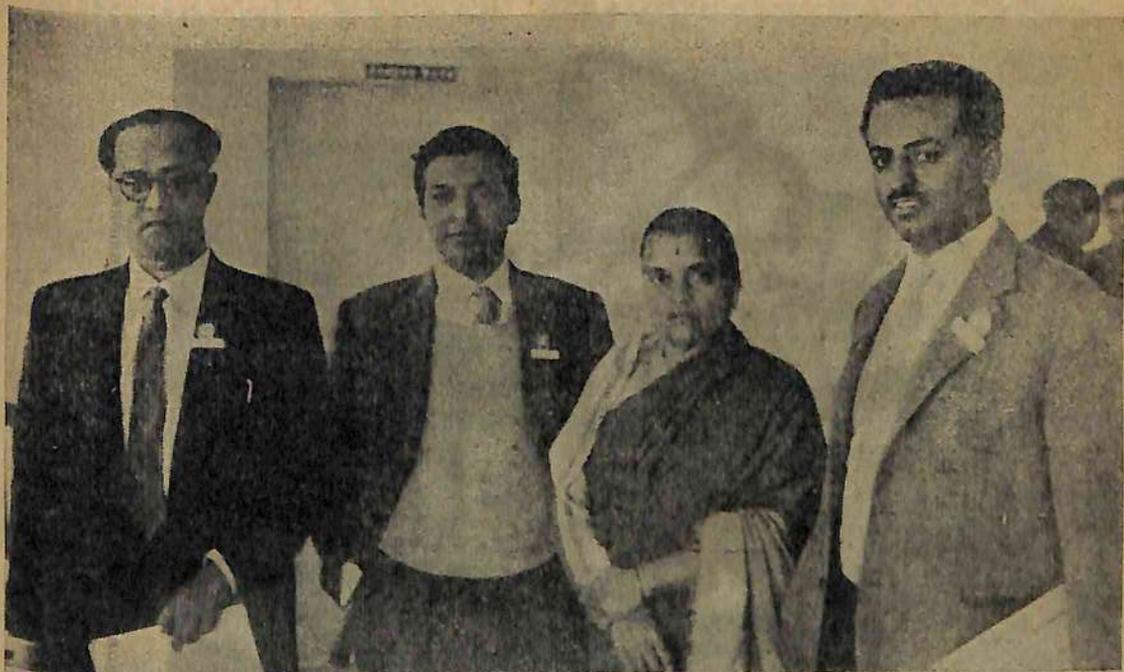
Candid Shots at Reception

During the Second Commonwealth Conference on Education held in New Delhi, the Indian Adult Education Association held a reception for delegates interested in Adult Education. The pictures above were taken during the reception on 16 January 1962. Ladies from the condensed matriculation programme served as hostesses.

Top left Dr. N.D.J. Rao and Smt. Durgabai Deshmukh of India converse with J. K. Cunningham, New Zealand.

Top right: Shri A. R. Deshpande, India, talks with W. H. Chinn, Great Britain and Dr. Homer Kempfer, U.S.A.

Bottom: Smt. Hansa Mehta, India; C. S. Davies, Rhodesia and Nyasaland; N. Bartlett, Australia; J.K. Cunningham, New Zealand; B. Thorsteinsson, Canada; and S. Hussain, Pakistan.



Guests at reception for delegates to Commonwealth Education Conference 16 January 1962.

Top : S. Hussain (Pakistan) ; Mr. N. D. J. Rao (India) ; Smt. Durgabai Deshmukh (India) ; Muhammad Hadi (Aden).

Bottom : Dr. N. H. Tagore (India) ; Dr. W. H. Fitzjohn (Sierra Leone) ; Dr. M. S. Mehta (India) ; Smt. Hansa Mehta (India) ; Muhammad Hadi (Aden).



Above : Some of the guests at the Indian Adult Education Association reception for delegates to the Commonwealth Education Conference 16 January 1962.

Role of Village Panchayat in Public Health Programme

Dr. A.K. Sen, Doctor-cum-Health Instructor, National Fundamental Education Centre

Now that democratic decentralisation has become a reality, thoughtful men are engaged in thinking through the many subsidiary relationships entailed.

Here a physician-turned-health-educator shows how the health programme should be made a village self-help activity through relating it to the Panchayat and new local organisations to give both greater vitality.

ANY public health programme is essentially a programme of the people. People are the best judges of their health needs. But for any community health programme to be successful, villagers at large need to be involved. Such large scale participation of villagers is possible through the village Panchayat. Thus the Panchayat is intimately concerned with the success of a community health programme.

Health Sub-Committee

Various functional sub-committees may be formed under a village Panchayat. A separate sub-committee should be formed to plan and execute each community's various health programmes. Being a separate Sub-Committee, the Health Sub-Committee will be able to devote full attention to improving village health, nutrition, and sanitary facilities. To secure wide participation of villagers in community health matters, this sub-committee will have need a member from the Panchayat as well as representatives from various other existing functional organisations such as the Mahila Mandal, Youth Club, etc. A woman member co-opted from Mahila Mandal, can be entrusted with the health programme for women and children. A school teacher on the Health Sub-Committee can help bring cooperation with the local school, which has

an important role in health programmes for school children as well as for the community.

The Health Sub-Committee thus formed should have some administrative and executive responsibility and should not be a purely advisory or deliberative body.

It is desirable that actual decisions, particularly those involving financial implications, should be taken by the Panchayat as a whole. The Health Sub-Committee thus helps the Panchayat by assessing needs, studying possible solutions and securing public interest at the stage of planning. Once the Panchayat has taken a decision, the Sub-Committee helps in implementation of the programmes, including coordinating activities of cooperating village groups.

Each member should have his own contribution to make to the Health Sub-Committee, either by virtue of special knowledge and skills or as a representative of some group which he can keep informed and whose cooperation he can solicit.

The primary function of the Sub-Committee is to keep in touch with village health needs and develop health plans for the village. The Sub-Committee should also be responsible for the execution of village health programmes, working insofar as possible through various existing functional organisations.

The Panchayat helps to coordinate the programmes of the Health Sub-Committee with the various other village programmes. This includes seeking the advice of the Health Sub-Committee as to health aspects of other programmes such as water supply and irrigation. The Panchayat must also decide priorities in the allocation of funds. Presence of a Health Sub-Committee, however, means that the health aspects of a village's various projects will not be overlooked. It often means simply greater foresight in planning

village projects rather than the actual expenditure of extra money.

Village Institutions and Associate Organisations

Health programmes must be carried out with the cooperation of the people for whom they are meant. Wide-scale participation of people and a rational approach to implementing programmes are possible if programmes are carried out through organised groups. To establish an organic relationship between these groups and the Panchayat, one representative from each of these groups should be co-opted as a member on the Health Sub-Committee. Working together on an all-village Panchayat Sub-Committee will help village organisations recognise their mutual dependence and help build functional interrelationships among them for mutual support.

These associations are often on a purely voluntary basis and utilize available spare time and energies of people. The wide involvement of people which they can achieve will be a real support to the Panchayat.

School

Of primary interest to the Health Sub-Committee should be the school. It can play an important role in imparting health education to the school children as well as to the community. Proper school environment has to be created before one can expect certain good health habits to be inculcated in the children.

The Panchayat should take responsibility for seeing that the school is maintained in good condition. Activities like introduction of mid-day meals for the children irrespective of their economic status out of contribution from the community, regular weighing and measuring, vaccination and inoculation, arrangement for pure drinking water, provision of latrines and urinals, soaking pits and compost pits, first aid relief and organising health exhibitions can be taken up in a school under the direct supervision of the school teacher. His interest is best assured if he is co-opted to the Health Sub-Committee. All the activities mentioned are appropriate to the school's sponsorship and some are absolutely essential.

Youth Club

Anyone more than 14 years of age may join a Youth Club. Even an old man can become a member provided he is active, enthusiastic, and imbued with a spirit of service and sacrifice. A Youth Club in each village is one of our national goals. It should be fed with new ideas of health. One member should represent it in the Health Sub-Committee of the village Panchayat.

Construction of roads and drinking wells through shramdan, introduction of community latrines and urinals, provision of ventilators in the houses, helping in the eradication of diseases like malaria, smallpox, and cholera are some of the programmes which can be entrusted to the Youth Club.

Mahila Mandal

The Mahila Mandal is the best organisation at the village level to work for the health programmes of women and children. A woman member co-opted to the Health Sub-Committee will be the link between this organisation and the Panchayat.

Such programmes as improved maternity services (by arranging for training of local dais and establishing Dai Centres), family planning for needy mothers, nutrition programmes for pregnant mothers and children, and introduction of smokeless chullha can appropriately be organised by a woman's club.

Whatever programmes are undertaken should, of course, be modified to suit the real needs for the community.

Relationship with Other Personnel

The Social Education Organiser is trained in the methods of working with people, groups and institutions. He is in a position to guide the village Panchayat in organising a Youth Club, Mahila Mandal and other informal groups, as well as the Health Sub-Committee of the village Panchayat itself. He often has a relationship also with the village school.

Health personnel in the Block can give technical guidance to the Panchayat and other organisations in implementing various public health programmes.

Exemplification of the Role

Discussed below is a concrete health problem suggesting the role to be played by a village Panchayat.

Improved maternity service is a need in most of the villages of our country. Deliveries are usually handled by local untrained dais. Our country's present high maternal and infant mortality rates can be lowered to a considerable degree if proper maternity services can be organised in the village.

Suppose a village has the problem of maternal and infant mortality. The woman member of the Panchayat's Health Sub-Committee can take initiative, with the help of the Woman Social Education Organiser. She can organise a meeting of the Mahila Mandal. She can pose the problem for discussion in the meeting. The Block Health Officer can be requested to speak on the necessity of such service.

The members of the Mahila Mandal will be conscious of the problem, and can be expected to discuss the matter with other women of the village. Each village will need

to work out its own solution. For example, the members of the Mahila Mandal may agree that a Dai Centre should be established for the village. The men folk of the village can be approached through the Youth Club. The villagers may be requested to contribute either in cash or in labour to establish a Dai Centre.

In the general meeting of the Panchayat, the woman member of the Health Sub-Committee may place the proposal and ask the Panchayat to finance the project. Thus the Panchayat can help in the establishment of a Dai Centre in the village with the help of the villagers. As the villagers are taken into confidence they will feel the Centre as their own and will utilize its services to the fullest extent possible.

To conclude, having health programmes introduced through the village Panchayat, acting in a democratic way, is the best way to make the people understand their own health problems, stimulate their interest and pave the way toward organising them to solve the problems.

For the guidance of those that love Social Education.....

At the outset let us congratulate you upon your love for the spread of Social Education !

At the same time let us remind you that general literacy is the bed rock of Social Education and without it no strong edifice of the same can ever be erected !!

And general literacy cannot be achieved without proper literacy aids which should be taken kindly to, by the illiterate public !!!

In this connection we have to point out that we have been working in this field of Teaching Aids for the last 37 years and have been manufacturing Slated Roll-up Black Boards, which have been blessed, recommended and patronised by eminent educationists at home and abroad for their Quality, Utility, Portability and durability.

Is it not high time that you had tried them ?

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Labour Shortages Amid Unemployment

Dr. R.P. Mehta, Assistant Director, Directorate General of Employment and Training, Ministry of Labour and Employment

"Water, water, everywhere and not a drop to drink."

This is India's situation in employment. Jobs, jobs, everywhere, and not a man to fill them. Paradoxically, everywhere there are men, men, and not a job to be had.

The void that separates the unemployed men from the unfilled jobs is lack of education. Training in the specific job skills is needed. But even greater is the need for basic background education without which there is no foundation for the job training.

We are laying heavy emphasis on broad general education for children. But if we are to see an end to this problem within our lifetimes, adult education will be the only solution.

An adult can be trained at one fourth the cost of training a child, and in about one fourth the time. (See "The Adult Learner: A Factual Survey" by John McLeish, Indian Journal of Adult Education, Jan. 1962, pp.5 ff.) Further, the investment in the adult pays immediate returns—in his new nation-building skills as well as in his new ability to be self-supporting. Thus he not only ceases to be a drag but becomes instead a positive force in society.

Some countries estimate that the cost of rehabilitation is paid back several times solely in taxes from the increased incomes of vocationally rehabilitated people. The value from having their increased skills in our development efforts cannot be measured. Equally incalculable is the effect on the man's self-respect and morale when he is able to support himself and his family.

The following factual article is presented both as background for your work in adult guidance, and as inspiration for your broader general education activities.

Unemployment in the Perspective

THE 1961 census of India has put down the population of the country at a colossal figure of 438 million. Of these about 38 percent, that is, 165 million, have been estimated to constitute the labour force which consists of those men and women who are working or seeking work. Among these, only 7 or 8 million are engaged in wage-paid employment in organised industries and

services such as factories, mines, plantations, railways, hospitals, schools, etc. The vast majority, viz., over 155 million, are self-employed being engaged in work on the land, in small industries and in tertiary services. With the programmes of economic and industrial development presently in operation, the volume of wage-paid employment is increasing.

At the beginning of the Second Plan

period, in April 1956, the backlog of unemployment was estimated at 5.3 million (2.8 million in the urban areas and 2.5 million in the rural areas). With the increase in population, the number of new entrants to the labour market also increased. The total addition to the labour force during the Second Plan period amounted to 11.7 million. The employment opportunities generated by the development in the Second Plan amounted to about 8 million, thus leaving a backlog of unemployment at the end of the Second Plan to the tune of 9 million.

In addition to unemployment, the country suffers from a good deal of under-employment, particularly in the rural areas. The assessment of under-employment is a very difficult task. As a rough measure, the Planning Commission has reckoned the extent of under-employment to be of the order of 15 to 18 million at the close of the Second Plan.

During the Third Plan, increase in the labour force has been at the rate of about 3 per cent. The total addition to the labour force during the Plan has been estimated to be 17 million (5.7 million in the urban areas and 11.3 million in the rural areas). When we add this figure to the backlog of unemployment at the end of Second Plan, we get 26 million as the number of new jobs or work opportunities required to be created during the Third Plan in order to wipe out unemployment.

This, however, is an impossible task. The development and expansion envisaged in the Third Plan is estimated to provide employment openings to 14 million persons—3.5 million in agriculture and 10.5 million outside agriculture. The aim of the Government is to keep the employment line at the level that was reached at the end of the Second Plan. To fulfil this aim, 3 million more employment opportunities will have to be created. This target is hoped to be achieved through programmes of rural industrialization and rural development, and by undertaking special rural work projects.

Registered Unemployment

The number of unemployed on the registers of Employment Exchanges also shows an increase. Although all the unemployed do not register at Employment Exchanges, registered unemployment is a fairly good

index of unemployment as a whole. It has been estimated that the total unemployment is about three times the registered unemployment. Nearly 1.9 million were seeking employment assistance at Exchanges, at the end of August 1961 as compared with 1.6 million at the beginning of 1961. Among these nearly 70 per cent were new entrants to the employment market without any professional or technical experience.

The number of vacancies notified to the Employment Exchanges in 1961 also showed a remarkable increase. It had more than doubled as compared with the vacancies notified in 1961. This was expected as under the Employment Exchanges (Compulsory Notification of Vacancies Act) all big size establishments are required to notify their vacancies. However, as recruitment through the Employment Exchanges is not compulsory, the increase in the number of persons placed in employment was not so spectacular. Nearly 2.7 lakh applicants were placed during the period in January-August 1961 as compared with 2 lakh placed during the corresponding period of 1960.

Expansion in Employment

Although the employment picture is not bright as a whole, the data on employment position collected by the Employment Market Information Programme of the National Employment Service shows that expansion is taking place in all sectors of industry and services. Figures obtained from 52, 151 establishments covering the entire public sectors and larger establishments in the private sector reflect the rising trend as shown in the table below :

Industry	No. of employers lakhs		Percentage of increase
	December 1960	March 1960	
Agriculture, Live Stock, Fishing etc.	6.85	7.16	4.5
Mining & quarrying	5.6	5.77	1.5
Manufacturing	26.44	27.16	2.7
Construction	6.71	7.00	4.3
Electricity, Gas, Water and Sanitary Services	2.34	2.39	2.1
Trade & Commerce	2.19	2.22	1.2
Transport & Communication	15.6	15.73	0.5
Services	36.34	36.78	1.2
TOTAL	102.21	104.21	2.0

The employment of women is also showing a rising trend. Women formed 9.7 percent of the employed as reported in the above figure. During the quarter January-March 1961, the employment of women increased by 6.8 per cent. Their increase was very marked in manufacturing and construction industries.

Manpower Shortages

The employment situation in the country is also marked by shortages of specialised personnel, such as, professional, technical and skilled workers. These shortages constitute a major source of bottleneck in the production of targets. Examination of relevant data available with the Employment Exchanges and collected through the Employment Market Information programme reveal the shortages as under. The shortages are presented zonally and indicated under two degrees, moderate and persistent.

Occupation	Zones				
	Northern	Central	Eastern	Western	Southern
(1)	(2)	(3)	(4)	(5)	(6)
Doctor		XX	X	X	
Nurse	X	XX	X	X	
Teacher	XX	XX	X		X
Electrical Engineer	X	X		X	
Mechanical Engineer	X	X		X	
Accountant	X	X			X
Craft Instructor		X			
Librarian	X	X			
P.T. Instructor		X			X
Compounder	X	X	X		
Midwife		XX	X	X	XX
Health Visitor		X			X
Draftsman		X	X	X	
Stenographer	XX	XX	X	XX	XX
Electrician	X	X	X	X	X
Fitter	XX	X	X	X	X
Moulder	XX	X	X	X	

Turner	X			
Welder	X		X	X
Compositor	X			X
Boiler Attendant		X	X	
Machinist	X	X		

X indicates moderate shortage

XX indicates persistent shortage

Educational and training facilities for these occupations have to be increased in order to meet these shortages and to provide for future manpower requirements. The Ministry of Labour and Employment is concerned with the training of craftsmen in various trades in many of which shortages have been experienced. Provision has been made in the Third Plan to increase the number of craftsmen training institutes from 167 at the end of Second Plan to 318 at the end of Third Plan raising the total seating capacity to a lakh. The increase in the training facilities for craftsmen also necessitates increase in the number of well trained craft instructors. Hence the number of institutes for training instructors will be increased from 3 at the end of Second Plan to 6 at the end of Third Plan.

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Women's Education

The role and content of adult education in the changing social pattern with special reference to women's education.

A paper presented by Miss J. Jumunabai, Central Social Welfare Board, at the Uttar Pradesh Adult Education Association State Convention, 23 December 1961.

THE EDUCATION of women is an essential factor for the healthy growth and proper training of children, who are the nation of tomorrow. Once a woman is educated, all-round improvement in the household, village and the country is depicted. A country can only progress if due importance is given to the education of women in the literary and social field, as they form nearly 50% of the adult population.

In India the percentage of literacy among females is very very low. All efforts are being made at the Central and State levels to overcome this drawback. A welfare State on Socialistic pattern cannot progress until its women folk are also educated.

After independence of the country, the State has launched several Community Development programmes for the uplift of the rural population, especially the women and children.

For the implementation of various schemes for women and children, a large number of women workers are required for employment as gram-sevikas, craft instructors, midwives, nurses, family planning workers, etc. Experience during the past years has shown that the women available for this type of training are few. The educated girls of lower age group, i.e., 14 to 17 years from urban areas only are available for training. Since they lack maturity of mind and age and rural background they have not proved suitable for working in the public field.

The alternative arrangement decided at is to educate the women of higher age group,

i.e., between 20 to 35 from rural areas, with an aptitude for social welfare work in the field.

It has been noticed that there are several such women, as destitutes, widows and deserted wives, who also need employment to maintain themselves and their children. It becomes difficult for such women to attend the school regularly for years to qualify for some job after training in a specialised or professional course.

To meet this need, the Central Social Welfare Board started the scheme of Condensed Course for adult women through various voluntary organizations in the country. So far, nearly 2000 such women have qualified through the condensed course of training, arrangements are being made for their absorption in various jobs as primary school teachers or for further training in different professions. At present 238 such courses are being conducted all over the country; 25 adult women per Course are being imparted education upto middle or matriculation standard.

It is necessary for any country with a democratic set up to educate its adult population, in order to enable them to exercise the power of vote in a right way to elect the proper persons who are to form the destiny of their country. It is only through education of the adults that the citizens could be made more disciplined and useful members of the Community.

If poverty, ill health and ignorance, the triple evil, which is still holding the masses in its grip is to be banished, serious attention has to be paid to the content of adult educa-

tion of new knowledge or its application has to be brought to bear in the content of adult education. In short, adult education becomes a continuous process from stage to stage as it has to prepare the common man for shouldering new responsibilities, which are distinct from traditional ones.

It, therefore, transpires that adult education has a very important role to play in the changing pattern of society and its content, as well, requires to be enlarged to suit the new approach. By and large the voluntary organizations working for the programme have an important part to play.

Only Ten Years Needed To Vanquish Illiteracy, Unesco Director-General Declares In Statement

"In ten years, mankind could practically wipe out illiteracy—which now stands at 45%, if it wished to do so" Mr. Rene Maheu, Acting Director-General of Unesco, has declared in a statement. This means that, by 1972, Unesco could accomplish one of its basic tasks if each of its 102 Member States were really to make the effort needed, on the national and on the international level.

Mr. Maheu's statement stressed that action by the Member States is indispensable. Unesco's primary function as an international organization is to stimulate and coordinate such action in the fields of education, science and culture. "Unesco could not by itself amass the resources needed for such a task; nor is it its role to substitute for governments in the exercise of their sovereignty or in the accomplishment of their duties," he said.

Fifteen years after the founding of Unesco, Mr. Maheu stated that its tasks are as urgent today as they were in 1946. He singled out the three principal aspects of these tasks:

"International cooperation among specialists which is a prerequisite for the unity of modern civilization, for the free flow of ideas and knowledge, and for the frank exchange of views in a spirit of mutual tolerance and in a common striving for objectivity;

"—Stimulation of intellectual advance in all fields of research and on the other hand, the preservation of mankind's cultural heritage acquired over the ages;

"—Aid by the international community to those of its members who, because of accidents of history or geographical circumstances have not been able to achieve the same degree of development as others."

Mr. Maheu added: "In these three directions, which remain the major perspectives of Unesco's work, the world needs more than ever that organized fraternity of minds which is the Organization's very reason for existence."

Then referring specifically to illiteracy he stated:

"I believe that the time has come when mankind could reduce this plague to a minimum in a relatively short time if it could mobilize sufficient goodwill and resources."

"When we think of the intolerable injustice created by the monstrous inequality in education available to human beings and of the fantastic waste of intellectual resources that this represents for economic and social progress, we must hope that all men of goodwill will soon take action to end it."

Africa's Educational Situation

AFRICA does not have Asia's teeming human masses. But Africa is today the world's most destitute continent. In considering Africa's problems, the General Conference of Unesco unanimously placed on record 'its conviction that the most urgent and vital need in Africa today is education; and that, in meeting this need, planned and balanced educational development must be both a part of the economic and social plans of the region and an essential element in fulfilment of the right to education embodied in the Universal Declaration of Human Rights'.

Conditions of Education in Africa

Over the last 15 years, considerable progress has been made in many African countries, particularly with respect to the extension of primary education. Nevertheless, in Tropical Africa there are still 17 million children who receive no schooling at all. It would need 345,000 teachers and an equal number of class rooms to cope satisfactorily with this situation.

The situation with respect to secondary education—general, vocational and technical—is perhaps even more acute. It is intensified by the pressure of an increasingly greater number of primary school candidates for secondary education. The world average for secondary school attendance is 20 per cent. Africa has less than 6 per cent. In the whole of Tropical Africa, there still does not exist a single institution for the training of technical and vocational school teachers; this indicates how acute the situation is, especially in view of the urgent need for skilled workers and technicians in all the countries of this region.

With respect to higher education the needs are even more urgent. The percentage of African students at this level is less than one-thirtieth of the world percentage. A more detailed survey of higher education of each branch of study gives an even darker picture, for the total number of students enrolled for certain essential subjects is extremely small.

The situation of adult education is just as alarming. Africa has probably the highest illiteracy rate in the world: from 80 to 85 per cent in 1960 against a world total of 43 to 45 per cent. The consumption of newsprint and paper is extremely low. In view of the great distances and lack of good communications, the educative function of the radio is particularly important; but in proportion to the population, the number of radio receivers is smaller than in any other region of the world.

The Unesco secretariat possesses the following information concerning educational expenditure in a certain number of African countries and territories. In three countries, the sums devoted to education (during the period 1956-59) exceeded \$ 4 per inhabitant per year—a figure which, for example, is comparable with that for Asian countries. In six other countries, the sums ranged between \$ 2 and \$ 4 per inhabitant per year. On the other hand, in nine other countries such expenditure was below \$ 2 per inhabitant per year. In five of these countries it was below \$ 1 per inhabitant per year. These figures are truly astounding.

Much of the progress during the last 15 years has been made possible by financial assistance from the Metropolitan States. With the coming of independence, the African countries may in many cases continue to receive this bilateral aid. But they must make the maximum use of their resources and speed up their economic development as much as possible. This means that they must give special attention to the development of education, particularly in technical matters and in agriculture and community development. The development of education, however, is itself dependent on economic and social development. It is essential to break this vicious circle and this can be done only by means of considerable foreign assistance.

Whatever conclusions, however, may be drawn from this quantitative analysis, only a qualitative analysis of Africa's educational needs can serve as a guide to the preparation

of programmes of collective action. This action must tackle the crucial problems raised by the development of Africa. It can be successful only if it is carried out in accordance with a coherent and organic plan, drawn up in such a way as to ensure that the development of education will be closely co-ordinated with the general development of African countries, for the latter is itself a condition for further educational progress.

Fundamental Problems

We must not underestimate the fundamental problems which arise and which are due to the characteristics of a national and cultural life long held in subjection and ill-adapted to the needs of modern life :

Education too frequently patterned on that provided in metropolitan countries and insufficiently adapted to the African environment and psychology;

Vast linguistic problems;

A tendency towards conservatism and excessive standardization;

An insufficient number of responsible citizens able to introduce a new style into education;

Inadequacy of the available information concerning the real needs of African communities;

The inadequacy of the basic historical and cultural knowledge necessary to enable education to integrate the individual more completely into the community; and

The necessity for a reawakening in all fields, through serious and detailed studies.

It was Unesco's task to take these moral considerations as guides for practical action. It has grouped Africa's educational needs under three broad headings :

1. *General organization.* There is an urgent need for educational planning and development in the context of the national plans and programmes of economic and social development. In this group is also included the need as regards education for devising, adapting and re-adjusting curricula and text-

books to present-day realities in each country, the region and the world.

2. *Personnel.* It is essential to ensure a smooth, speedy and regular transition from overseas directing and administrative staff to national teaching, directing and administration. It is necessary to educate and train nationals not only to replace overseas personnel but to staff the expanding educational and training establishments.

3. *Investment and finance.* All countries urgently need financial resources :

to build schools and institutions for the training of the staff they need so urgently;

to finance publishing houses for textbooks, public libraries and educational radio services, and

to finance a part of the cost of the overseas teachers for secondary and higher education that they will need for the immediate future.

Unesco Plans and Addis Ababa Conference

Unesco's aims during the coming years will be to help African countries to establish an inventory of their needs, build schools, procure teaching materials, train teachers and develop their national system of education. To carry out this programme, it has at its disposal, in addition to its regular budget, three sources of assistance : an emergency programme financed by voluntary contributions from Member States, the United Nations Expanded Programme of Technical Assistance, and the United Nations Special Fund. The total amount of funds from these sources will be \$12 million.

The Addis Ababa Conference in May 1961 constituted an important stage in the execution of this programme. It was attended by the Ministers and Directors of Education of the countries concerned, accompanied by high officials responsible for educational planning or for financial and economic services.

The Conference was under the joint auspices of Unesco and the United Nations Economic Commission for Africa. Its purpose

was to establish an inventory of the educational needs of African countries and a programme to meet these needs.

The provisional agenda included four main items for general discussion in plenary session and a number of subsidiary questions for discussion by four ad hoc commissions.

The following questions were discussed in plenary session :

1. Inventory of educational needs for economic and social development ;

2. Education as a basic factor in economic and social development ;

3. Patterns of international co-operation for the promotion and implementation of programmes of educational development ;

4. Development of education in relation to African cultural and socio-cultural factors.

In connection with these questions, various other matters were considered, e.g., the organization of the education system ; the relative roles of various types of education ; information, research and planning services ; administrative staff ; material needs, including schools ; supply of man power at all levels ; incentives to higher living standards ; strengthening of national economy ; co-ordination between national ministries for planning authorities and international and bilateral agencies, foundations and voluntary organization ; educational programmes specially adapted to African needs and aspirations.

The subsidiary questions discussed by the four commissions fell under the following heads :

1. *The financing of education.* This included educational expenditure as capital investments ; capital and recurrent expenditure ; the costing of educational development, calculated by inhabitant.

2. *The process of educational planning and the content and methods of school education.* Under this heading were included projections of school-age populations and projections of needs ; assignment of priorities ; adaption of curricula and textbooks ; teaching methods and aids (traditional and modern techniques, school broadcasts) ; training of teachers and other educational staff :

recruitment, qualifications for entry, seminars, study groups, expatriate staff.

3. *Prerequisites in general education for specialized, technical and vocational training.* Problems relating to general education and training in a basically agricultural society ; methods of ensuring that school courses will not divert pupils' interest from agriculture and other manual occupations.

4. *Adult Education.* This comprised, in particular, community development, adult illiteracy, the production of reading materials for those leaving school and newly literate adults, the training of leaders for adult education.

Aid from Abroad

The Addis Ababa, Ethiopia, Conference was the culmination of previous conferences and surveys laying the groundwork for planning.

To meet the need for foreign aid, Unesco appealed to member States. By May 1961, the Federal Republic of Germany had offered \$100,000 to Unesco's African programme, and the United States of America had placed at the Organization's disposal a sum of up to \$1 million. Numerous other countries had announced their intention of contributing to Unesco's efforts by granting fellowships for nationals of African States.

Unesco's programme of activities in favour of these countries shows that a total of \$12 million will be devoted to them during the financial period 1961-62. Unesco's programme, as adopted by the General Conference, constitutes a very flexible plan in which there is room for numerous activities. It includes general and special surveys and the start of certain projects which will make it possible to meet in their early stages urgent needs as regards general organization, trained personnel, investments and finance.

Although it is true that education, understood in its broad sense, is an essential condition to independence, responsibility, progress and stability, the strictly cultural aspect of the African revival has not been neglected.

On entering the world community, Africa takes the place which is its due by virtue of its past, its traditions and its history. Unesco has endeavoured at all times to promote a

greater awareness of the cultures of the world and ensure respect for their originality and considers that the contribution of African cultures will strengthen the Organization's universal character.

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Educational Clearing House

Radio Schools in Honduras

Thirty-five classes averaging 15 pupils, most of whom are adults—peasants, workers, housewives, etc.—are now following courses broadcast regularly by the 'Suyapa' radio school in Honduras. The programmes were started early last year by the Honduras transmitter "La Voz de Snyapa".

(*Unesco*)

20% of Mexican Budget for Education

Mexico will spend 2,400 million pesos—that is, \$200,000,000—on education this year. This sum represents 20% of the national budget and is the highest which the country has ever allotted to education. The investment is being made so that education can keep step with Mexican economic development.

(*Unesco*)

Women to Sit in Pakistani Assembly

Women will now be able to serve as members of Pakistan's Legislative Assembly. This decision, taken under the country's new constitution, was announced by General Mohammad Ayub Khan, President of Pakistan, when he inaugurated a recent conference at Karachi on the role of women in national economic development. (*Unesco*)

One out of Seven go to School in Gaboon

Gaboon can now boast Africa's highest percentage of school-age children in school: it amounts to 80 per cent. Since the beginning of the school year, one out of every seven inhabitants of Gaboon is taking some course of study.

One hundred and forty new schools or classrooms have been opened, bringing the total number of schools to 470 with 1,400 classrooms accommodating 60,000 pupils. Meanwhile, the number of secondary school pupils has risen from 1,200 to 3,000. (*Unesco*)

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BOOK REVIEWS

Study Abroad/Etudes a l'Etranger/Estudios en el Extranjero. Vol. XIII 1962. Unesco, Paris. Price : \$ 3.00 ; 15/. (stg.) ; 10,50 NF.

FIFTEEN thousand more students will be able to benefit from foreign fellowships, scholarships and travel grants in 1962-63 than were able to do so as recently as 1959-60. The 1962 edition of *Study Abroad*, Unesco's international handbook on educational exchange, lists more than 115,000 opportunities for international study and travel in 1962-63.

The 722-page book, in English, French and Spanish, also includes the 9th annual Unesco survey showing the distribution of students studying abroad. The figures show that the percentage of students enrolled in higher education in countries other than their own is remaining stable at about 2%. But, in line with the general increase in student enrollment, their number has increased from 180,000 in the 1957-58 academic year to 200,000 last year.

About one-quarter of foreign students attended institutions in the United States, although the proportion of foreign students there was below the world average. After the U.S. came the Federal Republic of Germany, France, the United Kingdom and the USSR, each with more than 10,000 foreign students, then Argentina, with close to 10,000. Other countries with sizeable enrollments were Austria, where nearly one-third of all students came from abroad, India, Italy, Japan, Poland and Switzerland.

One table shows that foreign students in 18 countries came from nations which are either geographically or politically close to the host country. More unexpectedly, the table also shows that in eight of these countries over half the foreign students came from only two or three countries. For example, 59% of foreign students in Japan came from Korea ; in Italy 43% came from Greece and 17% from the USA.

The most important group of studies specified for the next academic year by almost 1800 awarding agencies—international and

national, governmental and non-governmental—is applied science, including medicine. This is followed by the social sciences (including education), natural sciences, mathematics and humanities, in that order.

The handbook describes fellowship programmes and includes a list of 291 organizations offering advisory services and practical help to persons wishing to study abroad.

Teaching About the Film, by J.M.L. Peters, Unesco 1961, Place de Fontenoy, Paris 7. \$ 3 ; 15/- (stg.) ; 10.50 N.F.

FILM-TEACHING has been recognized as an important educational function in a number of countries. Frequently, its compelling motive has been to immunize young people against the moral dangers of films or, more positively, to deal primarily with the esthetic aspects of films while ignoring social, ethical and cultural values.

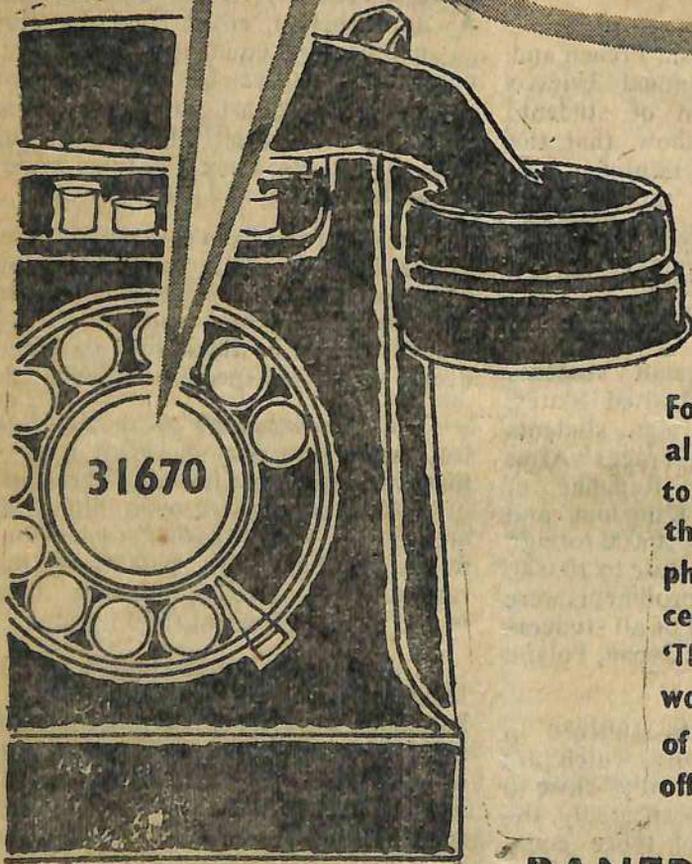
Veering away from this point of view, Mr. Peters believes that "one may develop a critical attitude toward the cinema without at the same time becoming so detached that a film experience in which one participates as a deeply engrossed spectator is forfeited."

The "new language" of the film medium is, for Mr. Peters, one of great importance in film-teaching—what he calls "the opportunity of understanding (through films) the world around us with another dimension of our minds...Without first passing through the rational sieve of verbal language...films offers us the faculty of visual thinking."

The volume examines in detail the problems of film-teaching and will be a helpful handbook for teachers, educational authorities and interested parents. But, in the opinion of Mr. Peters, a former teacher and presently Director of the Netherland's Film Institute, school is the place for film-education—particularly if we believe that schools should concern themselves with the general cultural development and character building of their students. Film-teaching, Mr. Peters contends, should begin at the earliest primary level and continue through all levels of instruction.

For review copies apply to : Press Relations, Unesco, Place de Fontenoy, Paris.

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New Education Policy

THE recent UNESCO Symposium on Overall Educational Planning, held in New Delhi has pinpoint the major needs of the Asian Countries. In order that education is geared to the social and economic objectives of the State, it was agreed that radical changes in the present educational system should be initiated. The basic change indicated was that we should cease to believe that education means the education of children only, instead we must think education to be all pervasive, and all inclusive, taking in its sweep the children, youth and adults. Adults must be educated for responsibility, for increasing production, for increasing efficiency, for abolishing poverty. Similarly youth will also have to be imparted basic knowledge, skills and attitudes for the achievement of the above mentioned objectives. The child will also have to be given education which will prepare him for life, and train his head, hand and heart, for the same purpose.

It was therefore in the fitness of things that the Symposium gave priority to the education and training of adults for the implementation of plans in all sectors of life. The Symposium called for the highest priority to the provision of scientific and technical education and training of personnel to prepare and implement plans in all sectors of life. It should however be clear that science and technology are making rapid progress. Therefore whatever one may learn today is likely to become outdated tomorrow. Therefore to keep abreast of times one must continue one's education throughout life. This clearly underlines the need and necessity of recognising Adult Education as "an essential and integral part of the total educational system of the country". It is our hope that the decision of the UNESCO Symposium will be given due weight in our country and the new National Government will incorporate it in their national policy on Education.

Mr. B. Ramkrishna Rao, Governor, U.P. said in Lucknow on the 16th February that people entrusted with the task of spreading literacy among the rural population should approach the masses in a spirit of humility and not as superiors.

Mr. Rao was presiding over the ninth anniversary of the foundation of the Literacy House. While he appreciated the idea and the method of approaching the rural people with a cultural programme of songs, dances, puppet shows and other similar activities through which the village people could be made conscious of the importance of literacy, the Governor stressed the need for teaching them how to read and write.

The Governor emphasized the need for the drive for literacy among women, first, because they were tied down by superstitions and fears. It was only when women were freed from the bondage of ignorance and superstition that India might hope for the enlightenment of the succeeding generations.

Speaking at the function Dr. Radhakamal Mukerji, who is chairman of the India Literacy Board, stressed that India's new values, ambitions and ways of living would have to be focussed in her essential primary groups—the family, the neighbourhood and the village community. It was in these groups that the programme of adult education for citizenship in the emerging social democracy would have to be concentrated.

Dr. Mukerji stressed that the drive for social literacy should start with women who were now bound hand and foot by superstition, fears and prejudices of a by-gone age

Dr. Fisher, speaking said that she has realised that the women of India are to be enlightened, if life is to be made beautiful in the country. Women in India are the last bastion of conservatism, and should be educated.

In the annual meeting of the Board, Dr. Radhakamal Mukerji was re-elected Chairman, Smt. Hansa Mehta was elected Vice-Chairman, Shri J. C. Mathur and Shri S. C. Dutta were elected members of the Executive Committee.

Dr. M. S. Mehta, President, Indian Adult Education Association and Vice-Chancellor, Rajasthan University left India on the 1st March on a two-month tour of Canada, United States Europe, Japan, Laos and Thailand. He is to take part in the Education Conference in Montreal from the 3rd to 8th March. At Paris, he will attend the UNESCO meeting of Experts on Methods of Education from 11 to 20 March. Later he will be the guest of the President of the University of British Columbia, Vancouver, from April 7 to 10. In California, he is likely to meet Dr. Paul Sheats Dean, University Extension, University of California, Los Angeles. In Tokyo, he is expected to meet leaders of Adult Education and University Extension.

Prof. Mohd. Mujeeb, Treasurer Indian Adult Education Association and Vice-Chancellor, Jamia University has returned to Delhi after a six month lecture tour of Canada and the United States.

Helen Kempfer, our Editor had to undergo an emergency operation on the 1st of this month. She is now convalescing.

Women in Germany

Dr. Helge Pross, Professor of Sociology, Frankfurt University and a Member of the Board of German Adult Education Association addressed the members of I.A.E.A. on 3rd March, 1962 at 3.30 p.m. She spoke about "Women in Modern Germany" and later replied to questions asked by the audience. Her talk was very informative.

Seminar on Puppetry

A seminar on the art of Puppetry will be held at Literary House, Lucknow from March 19 to 28, this year. Mr. and Mrs. Bil Baird have agreed to guide the Seminar.

The Seminar will be of a Workshop type in which a theme will be selected and carried to the end (play writing, puppet making and manipulation).

Literacy House will provide boarding and lodging free of cost.

STUDIES ON THE SOCIAL INADAPTA- TION OF YOUTH

Unesco's project on the social inadaptation of youth has a number of activities underway and others in the planning stage ; the project is sponsored by the Division of Adult Education and Youth Activities. The division is consulting a selected group of research institutes of psychology and pedagogy in different countries, and will be studying research programmes in the field of adolescence, in particular those relating to social inadaptation.

A group of experts from approximately ten institutes representing different geographical regions will be convened in April to review and appraise current research work. The focus of this conference will be on the nature and content of the research being done, the factors which help or impede it, the problems of publishing and disseminating research findings, the development of co-operative research projects, the priority listing of topics and areas for needed research, and the placement of contract research.

A number of school and youth centres in different countries are being invited to participate in the establishment of experimental programmes and in action research projects. In co-operation with various international agencies, the division is planning to initiate research and other programmes in areas where these are needed ; the results of this work will then be collated and published. Contacts have already been made with a number of international organizations representing schools, youth centres and youth research institutes. A Unesco programme specialist has attended a number of international meetings including the WCOTP in New Delhi, August 1-8 ; the 9th session of the International Union for Child Welfare held at Freiburg-in-Breisgau, August 28 to September 3 ; and an ad hoc inter-agency meeting including UN, WHO, and ILO in Geneva on October 24. Two research centres, the Testing and Research Bureau in Ankara and the Henrietta Szold Institute in Israel, have also been visited.

PROMOTION OF READING MATERIALS IN SOUTH ASIA

Since 1956 Unesco has been operating a project in South Asia concerned with the provision of reading materials ; the original plan covered Burma, Ceylon, India and Pakistan, and has now been extended to include Iran. At first the project concentrated on the production of suitable follow-up materials for new literates, but its scope has since been considerably widened. Unesco's Department of Cultural Activities is responsible for the co-ordination of the project, and the Regional Centre set up in Karachi in August 1958 is responsible for the carrying out of the programme. The project is succeeding in stimulating action in both official and non-official organizations, and is helping to supply reading materials to an immense region with a population of approximately 600 millions, where 18 major languages are used.

Since 1956 Unesco has organized four regional seminar workshops ; in Murree, (1936), Rangoon (1958), Madras (1959) and one which will have been held in Colombo by the time this issue of the journal appears. It has also given financial and technical assistance to fourteen national seminar workshops in the five countries of the project area. Other Unesco activities in this field have included the arranging of book exhibitions in the project countries, the awarding of grants and scholarships, the supply of experts to the project areas, assistance to publishers, and the establishment of National Book Centres in Ceylon, Pakistan and Iran. The Karachi Regional Centre publishes a quarterly bulletin in English on the projects activities.

AUDIO-VISUAL SERVICES

With the assistance of the Government of the Federation of Malaya, Unesco organized a meeting at Kuala Lumpur at the beginning of August, among directors of national audio-visual services and documentary film units in South and East Asia. This meeting brought to a focal point ideas for the development of mass communication in Asia which had been canvassed at three previous Unesco-sponsored regional conferences.

Among the important steps taken at Kuala Lumpur was the agreement of the representatives of countries already producing films--

about one third of the countries in the region—that, subject to their governments' approval, they would undertake the co-operative production of two series of films designed for secondary school pupils and for adults, one series being on the human geography of the countries of the region, the other for the teaching of science. It is likely that at the outset there will be concentration on the human geography films.

Participants also agreed, subject to their governments' approval, to exchange freely, on a cost price basis, audio-visual materials and teaching kits produced in the region, particularly for use in schools. To help carry out these and other measures, Unesco agreed, at the meeting's request, to establish an information unit, attached to the Unesco Regional Education Centre at Bangkok, which will carry out clearing-house functions in the audio-visual field.

A report on the meeting is available on request to Unesco in Paris.

GHANA'S PEOPLE'S EDUCATION ASSOCIATION

The People's Education Association of Ghana (PEA) has just published its annual report for the year 1960-1961. A voluntary, independent, non-party organization, its aims are to, 'stimulate and satisfy the demand of the people for education through systematic courses of study (university extra-mural classes) and other informal activities, and to work for a system of education in Ghana which provides opportunities for complete individual development'. Its activities during the past year have included the arranging with the Institute of Extra-Mural Studies of the University of Ghana for some 130 lecture courses in towns and villages throughout the country, the awarding of scholarships for study abroad, and the sponsoring of a three months' residential course for young workers at the Awudome Residential Adult College.

Conference on Education and Economic and Social Development in Latin America

A Conference on Education and Social Development in Latin America is being held from 5 to 19 March 1962 in Santiago de Chile.

The conference is sponsored jointly by Unesco within the framework of its Latin American Major Project on the Extension and Improvement of Primary Education, by the United Nations Economic Commission for Latin America (ECLA), and by the Organization of American States (OAS). Various United Nations Agencies such as FAO, ILO, UNICEF, and WHO are collaborating in its preparation.

The aim of the conference is to examine the different relations existing between education on the one hand, and economic and social development on the other, especially in the Latin American countries. Another objective is to study the ways and means by which educational planning can be integrated with general development plans.

The agenda includes the following items: the economic and social problems affecting education; the extension and improvement of education in relation to economic and social development; the integration of educational planning with economic and social planning; and international cooperation for the promotion and implementation of educational planning related to economic and social development.

Participating in the conference will be experts appointed by Governments of Member States belonging to the Economic Commission for Latin America, and representatives of international agencies. It is hoped that the conclusions reached will serve as a guide for educational policy in the Latin American countries.

Overall Educational Planning in Asia

Adult Education to Get Priority Next to Primary Education

THE Unesco Regional Symposium on Overall Educational Planning in Asia was inaugurated by the Education Secretary Shri Prem Kirpal in New Delhi on the 29th January this year. Delegates from 16 Asian Member States, U.N. Agencies and International non-governmental organisations like the IFWEA, ICFTU, ICA, WCOTP attended the Symposium. The Indian delegation was led by Shri N.D. Sundravadivelu, DPI Madras and included Shri D.P. Nayyar, Director, Education, Planning Commission. Shri J.P. Naik, Vice-President of the Indian Adult Education Association assisted the Unesco Secretariat. Shri V.S. Mathur and Shri S.C. Dutta attended as observers. Dr. Homer Kempfer attended on behalf of the USA. Shri Sundravadivelu presided over the Symposium.

The first phase of the Symposium was held from the 29th January to 14th February. Most of the delegations made statement outlining recent developments in their respective countries and also indicated some major problems facing them. Shri V.S. Mathur made a statement on behalf of the ICFTU, IFWEA and ICA. The symposium also heard statements by Shri J.P. Naik and by the consultants Prof. Vaizey and Prof. Spencer. In the light of these statements and the discussions which followed, the Symposium identified the major issues involved in overall educational planning in Asia and appointed two Commissions to examine them in detail. The Commissions met separately and also jointly and later the recommendations and findings were adopted by the Symposium.

The Symposium suggested a radical change in the content and character of education for building up a new social order and recommended that Governments should attempt a practical and pragmatic compromise between the demands of economic development and those of social services including education, which should get a much higher priority than now. There should be a rapid increase in Governmental expenditure on development of education and other social services and this expenditure should be treated as 'investment'.

The Symposium called for the highest priority to the provision of scientific and technical education and training of personnel to prepare and implement plans in all sectors of life. Primary education should have high priority, followed by programmes of adult education. At the primary stage, expansion should take precedence over qualitative improvement but at the secondary and higher stages, qualitative improvement should have priority over expansion. The Symposium also suggested that planning should aim at reducing imbalances in regional development, providing equality of education opportunity for all, especially for the under-privileged groups, and development of education of girls.

Another decision taken at the Symposium was that the Regional Centre being set up in New Delhi for the training of educational planners, administrators and supervisors should have a curriculum which would cater to the common needs and requirements of all Asian countries. Shri A.V. Pai has been appointed Director and Shri R.S. Chitkara Deputy Director of the Regional Centre.

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Integrated Education Needed For Asia

(A Joint Statement by representatives of International Confederation of Free Trade Unions (ICFTU) International Federation of Workers Educational Associations (IFWEA) and International Cooperative Alliance (ICA), at the UNESCO Regional Symposium on Overall Educational Planning, New Delhi.)

WE welcome this opportunity provided by UNESCO to the educationists and educational administrators of Asia to come together for comparing their experiences and ideas on educational programmes and planning. Asia covers nearly two-thirds of our globe. Over fifty five per cent of the people of the world live in Asia. When we talk therefore of problems of Asia we hope it is realised that we are referring to the problems of more than half of the human race. This at once gives significance to this meeting as the resulting conclusions may have some impact on the future of human civilization as a whole.

Many countries of Asia, though they have been seats of ancient culture and civilization in the past, are in a political sense, new and emergent nations. Most of the countries of Asia have gained their freedom only in the recent past. They are making heroic efforts to wake up from the slumber of centuries and are planning energetically for their economic and social progress to make for the leeway of the past. A lot needs to be done in these countries in nearly every field of development. This has become all the more urgent as during the freedom struggle in many countries great hopes and expectations have been aroused among the people. There has almost been an explosion of expectation in Asia and the governments of the countries are now engaged in the stupendous task of developing their economies at a fast enough pace to meet some of the aspiration of their peoples for better economic condition. Every well wisher of Asia would obviously wish good luck to the Asian governments in the fulfilment of their economic development plans. However, this depends on two sets of circumstances: availability of physical resources, including capital resources and secondly the human resources. Unless the two are available in the required proportion planning is hampered. The peculiarity about the later viz., human resources, is that they are both means as well as the end of planning. In a democratic set

up the people have the ultimate power and authority to determine the scope and extent as well as the nature of planning. People being sovereign they have the right to choose their rulers and thus appoint the planners themselves. An explosion of expectations without a counter balancing educational effort can indeed be risky both for planning as well as for the country as a whole. In the absence of sufficient educational effort they may give rise to frustrations, discontent and apathy with all their political implications.

Human resources in the sense of technically trained personnel are obviously essential for industrial development. Higher skills with consequent increased productivity could make a significant saving in the requirements of capital resources for development. There is therefore, obviously great need for expanding facilities for technical and vocational training of various kinds to fulfil the needs of industrial development. However in planning such education it must be remembered that no divorce between technical and liberal education should be permitted. The UNESCO World Conference on Adult Education rightly emphasised the danger that the education may get out of balance by stressing too much vocational needs and technical skills. The Conference correctly pointed out that healthy societies were composed of men and women and not of animated robots. An effort therefore should always be made to bring technical education, and liberal education closer and that humanities should always find an appropriate place in the curriculum of technical education. As has been well said: "To give a narrow and specialized education for a particular function and to neglect general education is to make production the master and not the servant and to risk its misdirection."

Quite rightly the educational plans of various governments of Asia have laid great

(Continued on page 11)

Educational Planning in Asia

Speech of Shri J.P. Naik, Adviser (Primary Education), Ministry of Education, Government of India, at the Unesco Regional Symposium on Overall Educational Planning

WE must first identify significant problems of educational planning in Asia. For several years in the past, I have been mainly concerned with problems of Indian Education and many of them are similar to the problems of Asian Education. I will try to place some of them before you. It may be pointed out that I have no solutions to offer; I am only trying to describe the problems which we have to tackle.

Educational planning in Asia is subject to a number of very serious limitations. The first is that we have a large population which is growing at a very rapid rate. In India, we find that every morning when the sun goes up, we have 35 thousand more mouths to feed. In Pakistan, the population had gone up by 2.1 percent per year; in Ceylon by 2.3 percent; in Malaya by 3.3 percent; and in Singapore by 4.7 percent. All the gain in the national income that we build up is undone by such rapid increases of population. This is a very serious situation. Besides, the child population in Asia is proportionately much larger, owing mainly to the comparatively shorter span of life; and, for every 100 people, there are more children in Asia than in the West. We have thus a large and rapidly increasing child-load to carry and that makes our task more difficult.

Another limiting factor is the high hopes that have been aroused in Asia during the last 15 years as a result of political independence. One of the speakers yesterday spoke of the explosion of expectations in Asia. I think it was very good expression to remember. Our hopes have now been rocketed right up to the moon and even beyond. I do not see anything wrong about it. It is a very natural phenomenon. The world has now become a small place. We see life in other countries and the people of Asia rightly feel that they should also have a life and a standard of living which is comparable to that of the West. This natural process is intensified because of the politician who goes on fanning the hopes higher still.

A third limiting factor is the complexity and difficulty of problems we have to face. For instance, most countries of Asia have a large number of cultures, a large number of communities and a multiplicity of languages. This is a typical Asian situation. In England, for instance, the children have to study just one language. A study of another language is purely a matter of choice and not a question of necessity. The same is the case in the United States. But what about Asia? In most countries, children have to study their mother-tongue, the national language (which is often different from the mother-tongue), and an international language—may be English or French. It comes to a minimum of three languages. The phrase 'bilingual' is outdated in Asia; we are really a multilingual area and the learning of languages takes away so much of time of the Asian child. Then we have large rural populations, nomadic people, tribals, social prejudices like that against girls' education, and educated unemployment. I do not think any people in the world were ever faced with such difficult problems as we have. It is no wonder that people from the West cannot advise us properly because they were never faced with such problems.

The complexity and the immensity of our problems are equalled only by two other difficulties—the paucity of resources and the absence of trained personnel. Our resources are very limited. The average per capita income in Asia, barring Japan or Ceylon where it is comparatively high but still low as compared by Western standards, is very inadequate. In India, it is about Rs 300 per head per year. If it is so low, how much education or any social service or anything that is good in life can we provide? In Asia, the per capita income is poor; the level of taxation is low; and hence the Government resources available are limited. Even on these limited resources, there are many competing demands. It is not always a choice between good and bad; it is more often a choice between two good things and as such, it is very

difficult to make. For instance, the choice very often is whether you open a school or a dispensary, whether you appoint a professor or take some action to prevent malaria, whether you provide housing to people or open research centres. It is thus a question between two equally desirable and good things in life. Moreover, productive departments are also competing and in this competition for the little that is available, education does not get very much. In India, it is about Rs 6 or a little more than a dollar per head of population whereas in US it would be about 50 dollars per head.

We also need trained personnel. We are young and growing democracies and have no long traditions of civil service. Until recently, most of the senior posts in our Education or other Departments were held by foreigners. We never had a chance to think or plan for ourselves and our only job, until very recently, was to obey and carry out orders given by others. This idea of thinking for one-self, planning for one-self, has not, therefore, taken adequate roots as yet.

These are the limiting factors. I have coined some short phrases, very easy to remember, to sum up the situation in Asia. They are: too many children; too high hopes; too complex and difficult a problem; too little money and too few men.

How are we trying to solve this problem? I am afraid I cannot call our educational plans as 'plans' in the proper sense of the term. They are simply 'programmes' or a 'bundle of schemes'. An Educational Plan usually contains proposals for opening so many schools, appointing so many teachers, having so many training institutions, providing so many building or so much equipment, etc. These are good things in their own way; but they are not enough to meet the situation. The usual policy is to take some model from the West—England or Russia—and to mix it up suitably with slogans like preservation of Asian culture and tradition and to produce a Plan of Education. Then the costs are worked out and they generally lead to fantastic astronomical figures. But we also refuse to face the issue and generally escape by observing that finance is no concern of the Educator. This approach, however, will not take us far.

There is another approach possible but this is not often taken. Assuming that the money we need is not available, let us find out what is available and then ask the question: what is the type of education I can provide in this amount? How much? and to whom? It is a difficult question and it brings you right down to the problem of priorities. But we have never tried to face the problem squarely.

Actually, we have to try both approaches. We will have to start with what we have and think of the best that we may do with it; and at the same time, also ask what is best for us and try to calculate what it will cost. Probably, a reasonable compromise between these two will give a solution. I am, however, afraid that we are occupying too much of our time with one or the other of these two issues while a simultaneous approach on both the fronts is needed.

Now I come to the last part of my statement where I desire to pinpoint some significant issues that arise in planning. There can be no plan of education in Asia unless we face these issues and take some decisions.

The first problem refers to resources. Every country should ask itself how much it can afford to spend on education. This is a very important study. Taking the countries of Asia, we find that approximately 2 to 2.5 percent of the national income is being spent on education in most countries, while a few of them spend upto 5 or 6 percent. What should be the standard? My own feeling is that, in developing countries like ours, we ought to be able to spend about 4 or 5 percent of the national income on education. This is a matter for each country to decide and in deciding it, one has to make a choice between a number of competing demands. It is easy to ask for additional funds for social services. Education is like *Oliver Twist*, always asking for more and education can put forward an infinity of demands. So can health, housing and every other social service. But social services cannot be maintained unless production is improved and this needs investment. So the available funds have to be apportioned properly between productive enterprises and social services, and within the social service themselves, between education and other needs. In India, we have had an experience

of three plans and we found that, with the best will in the world and with the best influence in favour of education, we have not been able to provide more than 7 percent of the total developmental expenditure for education. Social services got about 17 percent. I do not know the experience of other countries. But it is obvious that there is a limit to what we can afford to spend on education. Let us, therefore, try to decide a reasonable limit for this important service.

Having raised the maximum possible resources for education, our next job is to decide to spend it to the best advantage possible. But this is not done and we are often adopting costly and wasteful methods of reaching our goals. For instance, take the question of literacy. I agree that literacy is of value, of a limited value, but still a value. Now, I will raise a very important issue in this context and talk like a revolutionary because, at this moment, I do not want to be bound by the pedagogic conventions of the West. Let us assume that literacy is our aim. Having agreed on that, I am afraid that we are adopting the costliest and the most wasteful method of producing literacy. I shall refer to my own country so that nobody need take offence. What are we doing in order to produce literacy? We want to give primary education to children, we want to keep children in the schools for five years, from 6 to 11 years of age, in order to make them literate. In the 6 to 11 age-group, we have about 7 million children. It is not a small number. The cost of primary education comes to Rs. 30 per child per year or Rs 150 per child for the entire course which would make him literate. What happens at the end? Out of every 100 children that enter class I, only about 20 reach class V and become literate. We, therefore, spend about Rs 750 per child to make him literate at the age of 11. When we examine these children when they have grown up to the age of 30, many of them have already forgotten what they had learnt when they were young. If you work out the costs, therefore, we are spending Rs 800 to Rs 1000 per person to make him literate. My simple alternative proposal is this: *Let us pass a law that every person in the age-group of 14 to 18 shall compulsorily attend school for one year.* I am not asking for more. I have taught boys and if I am given grown up boys

of age of 14 to 18, I can make them very literate, very good at reading, in one year and it would cost only Rs 30 per head. I want to emphasise this simpler and a less costly method; but we are adopting the longer and the costlier method to produce the desired result. In most sectors of education, we find a good deal of wastage and ineffectiveness. We will not spend more money to pay the teachers a better salary or to provide better buildings. But it will not matter to us if 50 percent of the boys fail in the examination. We lose a lot of money through such forms of wastage as drop outs, maintenance of low standard, etc. Is this right?

Let me take another example, say of extension education in general or agricultural extension in particular. We appoint officers who go round to the villages and tell the people how to use better manures, better seeds, better implements etc., so that more agriculture produce come in. This agricultural extension is something which give immediate results. But we do not even regard this activity as education. To us, education always means the education of children; it means four walls, curricula and examinations. A programme of extension education amongst the adult population which can give immediate results, which can increase the wealth of the country, which can drive away poverty and which can help us to provide better education for the children is generally ignored. When we talk of educational priorities, we always begin with compulsory primary education; but what about agricultural extension or health education amongst adults? *In the present circumstances, I would prefer to spend the limited money available on agricultural, health, or housing extension amongst adults, rather than on education of children in the age group of 3 to 5 or even 6 to 11. This is the sort of choice that we have to make.*

There are other very important priorities. For instance, shall we have poor and indifferent education for many or all or good education for a few? Somebody would choose good education for the few while others would prefer to ration out education as one rations out sugar or kerosene oil and let every body have 'some' education, however poor.

Similarly, Education has two aspects—

productive and consumer aspects. Engineering education, technological education, agricultural education—these are directly helpful to production and fall within the productive aspect of education. Reading Mathew Arnold or Robert Browning has mainly a consumer aspect. We have to distinguish between the productive aspect of education and the consumer aspect of education. Given limited resources, shall we emphasise the productive aspect of education or its consumer aspect ?

I have mentioned only a few priorities. But at every point, priorities of this type will arise and we will have to take decisions.

Another point that I would like to raise here refers to the character of education. I shall again refer to India. The British people who provided us with education were gentlemen, from Eton and Harrow and from the higher classes. They were a very fine group of people and they wanted to educate us and make us also gentlemen. They, therefore, created a system of 'gentlemen's education': I do not know how you define 'gentlemen's education'; but Goldsmith has defined it as an education which teaches the art of spending thousands without teaching the more useful art of earning a penny. I think that this is quite right. We have had liberal education whose main objective was to liberate the Indian mind from the thralldom of the old-world ideas. We were bound by a medieval culture and we had to break loose from it to get into modern ideas. This liberation, this renaissance in Indian life, came as a result of the system of liberal education that was established here. But even liberal education has its own limitations and unless it is combined and balanced with a good deal of education which is directly concerned with production, with the programme for the abolition of poverty or increasing the national dividend, the country cannot make progress. We are very fond of quoting Omar Khayyam and praising the desire to read a Book of Verse. But a Book of Verse can be enjoyed only if there is a loaf of bread, a glass of wine and 'thou beside me' singing. One may omit the singing; but even an unmusical 'thou' costs a lot of money. There is a very fine Chinese writer, Dr. Tao, who has written a poem on Education in China. This was written in 1930 but it is

probably true of every country in Asia today. Dr. Tao said that the whole population of China was divided into two groups: the educated and uneducated. The educated man, he says, has a big head and no hands or legs. The uneducated man, according to him, has strong hands and legs, but no head. This is a sort of dichotomy into which the Chinese society was then divided: the worker in the field did not know how to read and write and the learned man who sat in his house did not know how to use his hands. This is the type of society which we have created everywhere in Asia. Dr. Tao describes the products of this liberal education, as 'scholar ghosts' who live along the Pacific coast, eat delicious food and make the half-starved farmers their hosts. He also says that, when jobless, they teach children and create still more scholar ghosts. Is this right ?

Yesterday, there was a good deal of talk about providing schools in villages and developing rural education. We hope that this provision of education in rural areas will make rural life better. But what is happening actually ? The more schools you open in rural areas, the greater is the drift of the intelligentsia from the rural areas to the cities. This migration which we desire to prevent, has been accentuated by our programmes of rural education. Not only that; the net result of rural education is to convert the 'rural unemployed and underemployed' into 'urban unemployed'. This is a situation we have to face and which is far from happy.

It appears that we will not be able to make satisfactory progress unless we radically alter the content and character of education.

I have raised a number of questions. I do not know the answers. I find that anyone who goes on worrying about the problems of education in Asia finds himself in the position of a person who asks questions about life and death—very difficult questions, questions which are always asked but to which there has never been an answer.

Tennyson said that such a man is
An infant crying in the night,
An infant crying for the light,
and with no language but a cry.

Can anybody understand this cry of mine and tell me what I want and how to get it ?

INTEGRATED EDUCATION NEEDED

(Continued from page 6)

emphasis on the development of primary and secondary education. Many countries of Asia do not yet have even compulsory primary education for all its children of school going age. Many primary schools are often one teacher schools with poor facilities and equipments. Much obviously needs to be done in this field. Those countries which neglect their children obviously neglect their future as they are the hopes and aspiration of the coming decades. It may however be considered if merely provision of opportunity for schooling for children without creating healthy cultural and moral atmosphere in which they could live and grow would meet the objective. The most impressionable period of a child's life are often spent almost exclusively at home in the given atmosphere of the family and the community. Even those attending schools spend three-fourth of their waking hours at home. Will the atmosphere of the family and the community not have its inevitable effect on the morals, character and attitudes of children and make such formal educational effort somewhat self-defeating?

There is a further question: even if we are able to achieve the goals of universal primary education will it have much meaning unless opportunities are simultaneously made available for the necessary follow-up? Without such facilities will not an appreciable percentage of children relapse back into illiteracy after completing their compulsory period of education? A great educator of India, Dr. Mohan Sinha Mehta has asked a further question: what does a child learn at the age of 11 even if he completes his primary schooling? To quote Dr. Mehta "He would barely be able to read and write and do a little arithmetic. He would hardly have made even a beginning in many subjects affecting his civic life such as history, political science and economics. Of the forces which would mould the destiny or the policy of his country, and the problems which as a voter he will be called upon to judge and understand, he would learn nothing. Economics, historical trends, political theories and cultural traditions would remain a closed mystery to him. He would have just picked up the great book of literature, but would not have had the chance of turning its pages. Similarly he would be completely ignorant of the natural

sciences which are of menacing importance for our age."

It is now generally recognised that children are really too young to have proper appetite for all subjects of learning and that intellectual interest does not normally awaken in early life. Moreover since science and technology are making rapid progress advancing thereby the frontiers of knowledge, whatever the youth may learn at school may soon become outdated. As has been rightly pointed out by the Education Minister of India: "The old conceptions of life and the world are undergoing changes and unless people continue their education throughout life they would find themselves in the backwaters. Adult education therefore can no longer remain the poor relation of Elementary, Secondary, and University Education but must occupy an important place in the national system of education. It must become an essential and integral part of the total educational system of the country." The problem of education therefore, as Livingstone rightly observes, ultimately resolves itself into the problem of adult education.

A reference has already been made to the explosion of expectations among the people of Asia. The effects of primary and secondary education obviously cannot be immediate to cope with it. If the aroused expectations and aspirations have to be channelled into constructive directions general education of the people becomes imperative. The need for general education for all peoples in a democratic community are indeed too obvious to need any emphasis. The heavy responsibilities and the ultimate power for good or evil which the masses of the people in a democratic set-up shoulder, could be discharged adequately and effectively only if the citizens have a sufficient understanding of the problems facing them as well as a sufficient knowledge of the alternative choices upon which wise decisions could be based.

For the healthy development of a democratic society the growth of democratic institution like trade unions, cooperatives and other voluntary organisations for the promotion and protection of their respective group interests are essential. Such organisations are considered to be the real bulwark of democracy. Their proper functioning contributes to the health of democracy and does indeed give it some meaning for the common people. However one of the important conditions for their proper

(Continued on page 20)

A New Approach In Developing Countries

Smt. Durgabai Deshmukh, A paper presented before the Second Commonwealth Education Conference, New Delhi.

WHILE adult education or social education to people in the more advanced countries is a sort of further education which mainly stems from individual interests, economic, cultural, social etc., the problem is different in the under-developed countries. Most of them have to deal with a very large mass of people which is not only illiterate and uneducated, but also extremely poor and the problem, therefore, is two-fold. How to spread some sort of education which will make them socially responsible citizens and which at the same time will be of practical value to them as individuals raising their productivity, their income and improving their general cultural level. However desirable and immediate may be the need to make an approach from the point of view of social advantage, it would appear that in an under-developed economy the best means of rousing and retaining the interest of the people would be possible only if the approach is made through individual economic interest.

Experience of India

A country like India with an illiterate population of 330 million people (87% of women and 66% of men were illiterate in 1961) has attempted a planned approach to this baffling problem. Its social education programme under the successive Five-Year Plans envisages an all comprehensive programme of community uplift through community action; this programme comprising literacy, health, recreation, home life of adults, training in citizenship and improving economic efficiency.

Under this programme at field level, literacy classes, community centres, libraries, youth and farmers' clubs and women's associations are organised. All these different activities are covered in the movement of community development which is meant to be the most comprehensive programme of social education. This programme now serves 3,7 lakhs of villages. By October 1963, it will

extend over the entire rural area of the country.

The introduction of Panchayat Raj at the district, block and village levels and the important role assigned to democratic bodies and co-operative movement make it urgent that in as short a period as possible a substantial portion of the people should become literate.

An evaluation of these programmes taken up in India has shown that such of these programmes as have an emphasis on literacy have not led to any sustained interest among the adults. This is largely due to inadequate motivation.

If it is to be achieved, it has to be through part of a programme which helps to raise the standard of living of the people and this can be done only by linking this programme with the occupational interests of the people so covered by the programme.

Extent of the Problem

In India, the adults in the age group 15-40 number about 200 million today out of her 436 millions of people. The working force among them may be broadly classified under agriculture, mining, manufacturing, trade and commerce, transport and communications and services. The majority of them are under agriculture and the traditional farmers have to be educated to make use of the best extension methods available to raise their standards of living and to contribute their best to national wealth.

The same problem arises for the people in a vast number of organised and unorganised industries. They too must be enabled to raise their productivity in order to improve their living standards. They have, therefore, to be given better training apart from other facilities needed. There are also millions of workers working in a number of undertakings who have to be given training in improved techniques of workmanship.

Again there are millions of people who have to rush to get jobs for earning a livelihood much before they have had time to educate themselves adequately and improve their potentialities and they need all facilities to learn even after they have come out of formal educational institutions. Besides, in the changing economy of the country, women are also required to work in larger numbers to supplement the family income. Many of the people would thus need part-time job-related classes or education at adult level for trades industries. Since the people working at lower levels in industries/services need all encouragement to improve their qualifications or to acquire better training the employers will also have to be closely associated with these activities.

The programme of social education has, therefore, to take into account such individual needs of the people and include necessary facilities to meet such needs.

A New Line of Development in India

A valuable line of development has already made a beginning in India in this direction. This can be seen in the starting of adult schools, condensed courses of education (for adult women only) continuation classes, industrial training centres, training-cum-production centres, in-service training programmes in industrial enterprises, training for co-operative personnel for all levels and types of workers etc.

In the adult schools, opportunities are provided to persons beyond the school going age for school and higher education. Under condensed courses, adult women are privately prepared for acquiring basic educational qualifications prescribed for women personnel such as gramsevikas, dais, midwives, teachers, etc., to work in rural areas, as women with such qualifications, are not available due to their extreme backwardness.

Under continuation classes, part-time education is given to those grown up children, who, for one reason or other are unable to go to school.

In the industrial training centres, people are given training in useful trades for which there is an employment potential.

The Government have also started socio-economic programmes specially for women of the lower income group, enabling them to

supplement their family income through work in their leisure hours mostly at home.

The need is to organise these programmes in a big way thereby ensuring for them a better and complete living.

Voluntary Agencies

The effective part that non-official agencies can play in this and the reasons thereof is recognised everywhere and needs no reiteration. Yet such agencies are not regarded as equal partners with Government institutions in all matters regarding status, privileges and financial assistance. After all, voluntary organisations are doing something which it is the duty of the State to do and which the Government itself would have had to do if these organisations had not been there.

It is, therefore, vitally important that there should not be any discrimination between Government and non-Government agencies engaged in such similar activities. The activities of a voluntary organisation like the Workers' Education Association with its hundred of branches throughout England testify to their effectiveness and usefulness to take up similar programmes. What is, therefore, necessary for the State is to encourage the steady extension of the areas of voluntary effort in this field under the leadership of national voluntary organisations.

Funds.

The problem of finding finances is the most important one as social education is accorded a low priority in the budgets of all countries, though, at the same time a high priority has been given for providing primary education. These two programmes are really complementary and the best results can be obtained when the two programmes are worked out together. If this is not possible due to organisational and other difficulties, there is a strong case to give a better priority to social education in the national budgets. With the position as it obtains today there is urgent need to create a Commonwealth Education Fund to be utilised for this purpose in terms of approved activities—other types of assistance in the form of training facilities for key personnel, experts on different aspects of adult education, equipments, reading material and fellowships have also to be taken up as schemes for "Commonwealth Education Co-operation".

Dedicated People Needed to Train Educators

Social Education Committee's Report

The Commonwealth Education Conference held in New Delhi, in January this year considered for the first time the subject of social education. A Committee was appointed to set out in detail the aims and purpose of social education. The subject was introduced by India whose background paper, supported by papers submitted by Britain and Canada, was of invaluable help to the work of the Committee. In its report to the Conference the Committee on Social Education made the statement which follows.

SOcial Education is informal, as against formal, education for men and women both as individuals and as members of their communities expressed through ideas and methods which are used to ensure for them a fuller, more useful and productive life. The main emphasis in social education is directed towards adults and their places, functions and responsibilities in their community settings with particular reference to common effort and mutual aid.

There is an urgent need to consider social education as an important aspect of education particularly in those countries in which a large section of the population has had little or no formal schooling. Quite apart from the opportunities provided for formal education, there is a continuing need in all countries for adult education. Rapid social, economic and political change is affecting the social structure, traditions and customs in many countries and in order to avoid under social disruption people should become aware of these changes and so be prepared to meet the problems arising from them.

Social Education is of the closest concern to governments but it cannot be carried out by governments alone without losing its identity and force. Although governments may and should foster social education as a matter of policy, and although they may pro-

vide funds and facilities and trained workers, the demand for such education must derive from the people themselves. Hence the importance of the principle of voluntary service and the vital role of voluntary organisations in social education.

The Practice of Social Education

The way in which social education is practised in countries within the Commonwealth differs according to the stages of development of the communities and the techniques and methods adopted by governments. Therefore, although a common term is used, it does not necessarily mean that there is common practice. The techniques of social education differ not only between countries but also in accordance with the needs and nature of the particular group or society with which they are concerned. These techniques and methods are evident in group work with communities, in youth work, in women's activities and the use of mass media and extension services for imparting knowledge.

Many of these activities are fostered best by voluntary organisations with the support of local and central governmental authorities. Social Education encourages the emergence of local leaders who inspire voluntary effort. Social Education plays an important part in working groups, in trade unions and co-operative movements and in other special interest groups.

An integral part of social education is the eradication of illiteracy. With the increase in primary education, adult literacy campaign assume added importance not only to improve individual knowledge but to avoid the conflict which frequently arises between literate children and illiterate parents. However, literacy is not an end in itself but is a means to the end to which social education is directed.

In many countries there is concern about the need for fuller participation by women in the life of the home, the local community and of the country through an expansion of facilities for education and training, both formal

and informal. The importance of this in a rapidly developing community cannot be over-emphasized. The need for training at all levels in home economics has been recognised in many countries but the opportunities for such training are far too limited.

The Priority of Social Education

There was complete agreement in the Committee about the need for social education and it was generally considered that social education should receive a much higher priority in educational development programmes. Unless special attention is paid to social education, economic and social development programmes will continue in a state of imbalance. Social Education needs not only government's financials and administrative support but also the active participation and co-operation of the people. Countries will find different ways of administering these services but there must be strong central direction and support.

The Committee recommends that social education should be included in the programme of commonwealth co-operation in education.

Co-operation in Social Education

The task of social education in helping people to meet the demands and solve the problems of rapid change is a formidable one. It cannot be undertaken solely through assistance under a commonwealth education scheme. All countries are making efforts to a greater or lesser degree to introduce programmes of social education. Some bilateral assistance has been made available under other schemes. The Committee agrees however that Commonwealth co-operation in this field should be encouraged.

Training in Institutions

Social education is still a developing field in which there is a shortage of people who have both training and experience and who can plan and direct programmes particularly in less developed parts of the Commonwealth. It is felt that experienced and mature persons should be sent from these countries, where they would already be in positions of leadership in the communities to which they belong, to gain overseas training and wider experience specially suited to the needs of the communi-

ties in which they work. The training that they undertake ought to be of one or two years duration and take the form of special courses without necessarily leading to a formal qualification. Such training could be undertaken in institutions offering formal qualifications.

A great amount of useful work can be done in the field of social education by community leaders working through official agencies and or with voluntary organisations. It is felt that training and experience for such people would offer the necessary background and experience to broaden their outlook and understanding. Such training is available in various Commonwealth countries but there is a need to increase the number of available courses and places. Simultaneously there must be scholarships or other assistance available so that advantage may be taken of them.

There is also a need for formal training in university departments of social study and in colleges and institutions providing courses in adult education and home economics. Such courses might be one, two or, in some cases, three years duration. Men and women who are preparing for social education work in their own countries and have already given evidence of their suitability for it could be sent to these courses. The Committee proposes that provisions be made through existing schemes of scholarships and assistance for teacher training for those seeking formal training in social education.

The spread of the work of social education would be helped by recruitment from the more developed countries of staff able to give advice, training and instruction in various aspects of social education, such as women's activities, youth work and adult education. It is particularly important to recruit dedicated people of the highest calibre to train and inspire youth leaders and teachers in the field of social education. If possible, arrangements should also be made between colleges and university departments to enable teachers engaged in social education work to undertake periods of service in countries other than their own.

Voluntary Workers

A full programme of social education can only be successfully introduced and carried

out if there is full co-operation and co-ordination between governments, voluntary organisations and voluntary community leaders. In many countries voluntary organisations have been pioneers in this field and governments, recognising the significance of their role, should give them adequate facilities to undertake their proper functions effectively in this important field. Apart from the need for better organisation of voluntary bodies, there is an urgent need for trained staff. It is therefore proposed that short introductory non-professional courses in social education including community development, social welfare and adult education be developed and expanded.

Some Commonwealth countries already have projects for voluntary service at home and overseas for young people within the field of social education. The Committee feels that since this principle of voluntary service is important in such projects it should be officially encouraged and such projects should be expanded. It is felt that much more publicity and recognition must be given to the work that is already being done.

Another form of training which should be expanded is the informal temporary attachment of people from overseas to organisation doing social education work which is capable of application overseas and visits of experts from overseas territories to study their particular field in other countries. With better facilities for financing and supervision, this work could well be expanded. By co-operation between voluntary organisations operating at the national level, posts for tutors and advisers could be created to assist overseas students and workers who desire visits or attachments to voluntary bodies.

Teaching Materials and Equipment

Assistance is possible through co-operation in respect of teaching material and equipment. There is a need in some countries for advice on the techniques of producing teaching materials and for instruction in the use of specialised equipment, such as audio visual aids. In some Commonwealth countries training facilities in this field are already available.

Exchange of information and advice on techniques is possible and would be most useful. Some of the information required is contained within official and other technical publications, departmental reports, surveys and the like. The Committee recommends that these publications be made available within the Commonwealth and that the Commonwealth Education Liaison Committee should take appropriate action to facilitate effective exchange. It will be a matter for individual countries to determine whether this material can be made available free of cost. The most important thing is knowledge of the existence of such materials and their availability.

The Committee did not feel that any separate machinery for the supply of teaching materials was necessary or practicable at this stage. Under existing aid schemes some Commonwealth countries are supplying material for the production of textbooks and other teaching equipment. It is hoped that this will continue because it is a useful and practical contribution in all aspects of education including social education.

The Need for Continuing Machinery

The Committee has not considered separately the need for continuation of the Commonwealth Education Liaison Committee and the Commonwealth Education Liaison Unit in London, but it is aware that some of the recommendations it has made presuppose exchanges of information between Commonwealth countries. In particular, information is necessary about scholarships and other financial assistance intended for training people in social education. Information is also required about courses and opportunities for study tours and the supply of experts.

While the Committee envisages the continuation of these administrative bodies, it recommends that the Commonwealth Education Liaison Committee should consider how best to give effect to this Committee's proposals as a continuing activity.

A Literature Production Training Centre

Bruce Roberts, Director South Pacific Commission Literature Bureau

OF all media of communication the printed word is still the most generally useful and the most widely used; and illiteracy is still one of the major problems in a number of countries. While universal literacy is not the solution to all problems, little progress can take place in the modern world without it.

Eradicating illiteracy has many aspects. Much has been written about special methods and materials for literacy campaigns; there has been much examination of the question of the language of instruction. We have read a great deal about the necessity for pre-testing material before it is used; and we are constantly reminded of the importance of ensuring a good feed-back of information about its shortcomings or successes so as to ensure proper revision when necessary.

There has been continuous emphasis on the fact that materials used in promoting adult literacy must be closely related to the interests and experiences of the people concerned, and this applies both to the text and to the illustrations used in such materials.

It is worth adding that the material should be fresh and up-to-date and topical; people do not willingly devote time to the hard work of learning to read if the material they are given is dry and academic in content.

In all this work there has been great emphasis on the necessity for an adequate flow of literacy materials—adequate in quantity and variety; the materials must be ready when and where they are wanted and a continuous flow of follow-up materials is absolutely essential if our efforts to combat illiteracy are to be successful. This is a matter which probably cannot be too strongly emphasised. The most refined methods of teaching and the most energetic and efficient organisation will fail unless there is a steady supply of adequate materials; and if the initial break-through is to be consolidated and developed appropriate reading materials in *considerable quantity* will be required.

Tying all these requirements together we reach a number of conclusions.

Many of the materials we use will tend to be ephemeral; they must not be printed in such large editions that they become stale and outlive their usefulness.

They should be printed in such a way that they can be fairly easily revised here and there without the necessity for complete recasting and reprinting.

Obviously they should be as inexpensive as possible consistent with inviting appearance.

And liaison between those who prepare and revise the materials and those who print them must be such that they can be produced fairly quickly, avoiding those long unfortunate delays which can throw programmes of work right out of gear. Unless this last factor is absolutely assured programmes for combating illiteracy are undermined. You cannot eradicate illiteracy unless you have the materials you require at the time when you require them and enough of them.

Too often it has been the case that the link between those who prepare the materials and those who produce them (including the printers) is too weak. When one wants a small trial edition of something to test out in the field it is not economical to have a small edition prepared through normal commercial channels; and government printing offices have a habit of being overloaded. Or one may want to make small revisions here and there in a particular book, but one finds that the format of the book or the requirements of commercial printing makes such revision very difficult and expensive.

Then again, in some countries there simply are not enough printing establishments to meet the requirements of the situation.

In the Pacific Islands area we have another problem superimposed on these which may be encountered in other countries where the literacy problem is an important one. This is the problem of the small edition. The small edition problem may be stated thus: to be effective, reading material, whether of an in-

structional or general kind, must be set within a context familiar or acceptable to its readers. This context includes language, cultural background, factual content and illustration. But printing is a form of mass-production; when providing literature for large populations, reasonably homogeneous in language and cultural and material background, there is no great technical problem in providing reading matter; but the further we depart from such conditions, the greater the contradiction between the needs of the situation and the mass-production nature of the printing process. The small edition has in the past been uneconomical.

In the Pacific this contradiction reaches almost the maximum one can imagine. The total population of the area is little over three million, yet there are a great number of different languages and the population is spread through hundreds of separate islands. Health, social, and economic problems vary quite considerably from island to island, as do cultural patterns and the physical appearance of the inhabitants, their dress, their houses, etc. We also find in the region different ideas about approaches to administrative and educational problems. As a consequence of all this the possibilities for the provision of literature having common value to the whole area, or even large parts of it, are very limited, and the necessities for local production are correspondingly great.

Where illiteracy is widespread one often finds the same 'fragmentation' effect; there may be many different languages—and many people feel the new literate should start in his own language; and illiteracy, for one reason or another, is often accompanied by a rather restricted knowledge of the world and affairs outside the local community. These factors restrict the choice of content for suitable literacy materials and result once more in the small edition problem.

For this reason the South Pacific Commission Literature Bureau has spent much time investigating methods by which a wide variety of printed material, from books to posters, can be produced in small quantities, but still be attractive in appearance, well illustrated, and inexpensive. It can confidently be said that post-war developments in the graphic arts fields, especially those concerned with

the small offset press, the use of 'cold type', and various mechanical lettering devices, have now largely solved the problem.

In order to investigate these possibilities under practical field conditions, and to assist territories which wish to adopt these methods, the South Pacific Commission, Unesco, and the British Solomon Islands Protectorate Government jointly established a Literature Production Training Centre in Honiara, British Solomon Islands Protectorate in 1960. This Centre receives students sponsored by territories within the Commission region, and provides a series of one-year training courses. It is necessary to emphasise that the Literature Production Training Centre is not primarily concerned with literacy problems though what it is doing has considerable relevancy for this work.

In obtaining various kinds of educational materials, including those required for literacy work, there are four major steps:

- Step (1) Identification of what is required
- Step (2) The editorial preparation of the text and illustrations for materials called for as a result of Step (1);
- Step (3) Copy lay-out; i.e. putting the material prepared in Step (2) in a form where it is ready for the printer;
- Step (4) The actual printing.

It may be added that failure to provide for Step (3) and an attempt to proceed straight from Step (2) to Step (4) is a common cause of difficulty in many places.

The Literature Production Training Centre is mainly, though not solely, concerned with steps (3) and (4) because that was the major bottle-neck which we faced; and although steps (1) and (2) must of course come first, unless adequate means of carrying out steps (3) and (4) exist, operations under steps (1) and (2) become meaningless. Moreover giving training in the work involved in steps (3) and (4) contributes to the development of the general economic life of territories as well as assisting progress in the literacy and educational fields. The main object of the Centre, then, is to provide means of strengthening

the weak link between those who prepare and those who produce the materials, and to find solutions for the problems arising from the wide diversity in the social, cultural, ethnic and linguistic backgrounds of the peoples of the Pacific.

The Centre's equipment consists of various kinds of electric typewriters for setting up material ready for printing (as opposed to more elaborate mechanical methods of typesetting, or the use of the very slow process of hand-setting type); an inexpensive process camera for preparing plates for small offset printed and for illustrations; a small offset press; a hand-operated rotary guillotine for trimming etc., and sundry small pieces of ancillary equipment such as mechanical lettering devices, stapling machines, etc. The entire plant cost under LStg. 4000, including initial stock of paper, photographic chemicals, inks, and plates, etc., but exclusive of special buildings.

One of the problems in establishing a training course of this type is "What will the trainees point?" If they are simply engaged on academic printing exercises the work may become divorced from reality, both as regards the cost of producing it and time taken. A 'real' printing office must watch costs carefully and usually has to work under fairly tight time schedules.

For these reasons it was decided that the Centre should undertake actual printing work for the Government and other organisations in the Solomon Islands, provided such work was paid for by the people requesting it. In this way the trainees have been able to have first hand experience of the day to day operations of a genuine printing office, and their work has been completely realistic.

In the first year more than 600 printing jobs were undertaken involving over a million impressions; many of these items were single sheet forms—which is no harm as such forms provide an excellent and inexpensive kind of training material for beginners; but school books, periodicals, general reading material, maps and brochures were also produced in considerable quantity.

The Centre has now been operating for two years. At the Centre a student has the opportunity to compose type, correct proofs, practice layout and copy preparation, prepare

illustrations and make line and half-tone plates on the process camera, operate the printing machines, learn something about paper and its economic cutting on the guillotine, and to use various mechanical devices for display lettering and so on. As has been said, each course lasts for one year. Inevitably there is a considerable variation in the ability and previous experience (if any) of trainees coming to the Centre from different territories.

A really able student who is already able to use a typewriter when he enters a course can become proficient in all aspects of the work within the year, (except preparation of drawings unless he is gifted that way). But a year is not really enough for less able students or for those who know nothing of the typewriter when they come to the course; for these students 18 months to 2 years would be better. However, it is not usual in the printing industry for one person to attempt to become skilled in so many different aspects of it, so we are asking rather a lot of our students.

On the whole we find that the qualities, skills, and aptitudes required for the work in Steps (1) and (2) above, are so different from those required in Steps (3) and (4) that it is not practicable to think of giving training in all four steps to the same group of students—though there is considerable advantage to be gained in providing training in all four steps within the framework of one single organization.

Anyone else contemplating setting up a similar Centre may be interested in some of the conclusions we are reaching on the basis of our own experience so far. In an interim report to Unesco these have been set down as follows:

- (i) *Staff.* The Centre has two staff members and twelve trainees. If a similar course were being set up elsewhere I would recommend at least a third staff member. The purpose of this is not to increase the staff/pupil ratio—indeed, with a third member this could even be lowered slightly. But the fact is that it is convenient to divide the work into four main aspects; setting up of texts and proof reading; illustrating, layout and paste up; camera

work and platemaking; and printing and assembling. In addition more training should be given in aspects of costing and stock control.

Even though two staff members may combine between them all the skills required, they cannot be in two places at one time; they can really only deal with two aspects of the work at any one time; three staff members would permit a better arrangement of the training programme, so that all aspects could be given more continuous attention, to the benefit of the trainees.

(ii) *Organization.* At present the Centre provides a one-year course for twelve trainees. All twelve trainees enter the course at the same time and complete it at the same time. Anyone setting up a similar course elsewhere would be wise to examine the possibility of staggering the intake of new trainees so that at any one time there would be a nucleus of experienced trainees working alongside the newcomers. This would not only improve the effectiveness of training but would also permit a more even pace of work to be maintained.

(iii) *Length of Course.* We have referred to the fact that some of the trainees are unable, within the space of one year, to master all aspects of the work. (Of course there are considerable individual differences). However, we have subsequently been interested to note that one or two of the 'middle grade' trainees whose homes happen to be near the Centre, and for whom, in consequence, it has been possible to provide an extra six months 'improvement' have improved out of all recognition.

The staff at the Centre feel that 18 months is a desirable minimum period to train a general all-rounder of average initial aptitude. Basically, the process used is a rather simple one, which as indicated above can be divided in several separate aspects.

If a course were being set up elsewhere, 'the ideal' arrangement, if it were possible to organize it, would be

to stagger the intake, as already explained, and also to allow each student to remain at the Centre for as long a time or for as short a time as his personal progress requires (within reason). This would have several advantages; allowance could be made for the different initial aptitudes, abilities, and previous experience with which a trainee enters the course (and it is very helpful to developing territories to be able to meet their needs in this way); and it would also be possible to meet the differing requirements of those who wish to specialize in only one or two aspects of the work, or those who wish to become proficient in all aspects.

Finally, there would undoubtedly be value in providing more advanced short term specialist courses for ex-trainees who have had a few years experience in the field, and wish either to bring themselves up to date or to specialize in a particular aspect.

—*From material supplied by UNESCO
Educational Clearing House*

INTEGRATED EDUCATION NEEDED FOR ASIA

(Continued from page 11)

functioning, as indeed for democracy itself, is the levelling up of the standards of education and consciousness of the common people—workers, peasants and other poorer sections of the community.

We would therefore, submit that educational planning should fully take into account its comprehensive and integrated nature. Education can never be conceived as being confined to meet the needs of only a particular period of an individual's life. It should indeed meet a permanent need for harmonious development in every individual and every group. In the words of the Montreal declaration "Those powers of mind and those qualities of spirit which have given to mankind an abiding heritage of values and judgment must continue everywhere to find in our changing patterns of day-to-day living, full scope for maturing and flowering in an enriched culture." This indeed should be the goal of all educational planning.

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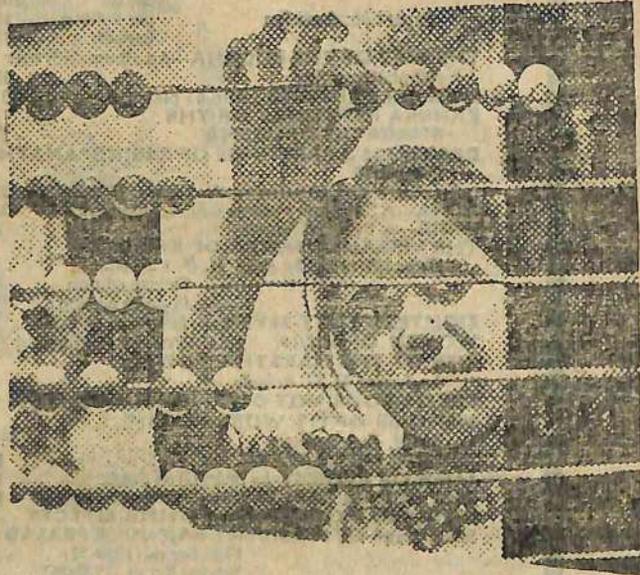
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Misconception

MANY in our country still look upon Adult Education as remedial. In the public mind, it is still thought of as running "night school" for adults who were denied the opportunity of formal schooling in their young age. Another misconception is that education is to be imparted only in childhood or at best in young age; therefore, adult education means providing for missed education. People of this way of thinking do not realize that an adult, whether he has missed his education in childhood or not, requires education for preparing him for his role in society. The complexities of modern civilization, the rapid increase in scientific and technological knowledge, the shrinking world, make the education of ones youth, no longer sufficient and points towards accepting education as a life long process.

Another fundamental truth which needs to be dinned into the ears of our planners is that the problems of our time can be solved by adults alone and at the time they occur; they cannot wait for wiser, better informed future generations. Therefore we have to prepare our adults for responsibility. They must learn to harness science to improve the quality of their life. They must have knowledge and intellectual power coupled with human values, to enable them to decide for themselves what they are to do, and what type of life they wish to lead in freedom and democracy. Yes, democracy, which means government by discussion, shared responsibility and collective decision making. All this means that we have to prepare adults to enable them to perform these major tasks. If that be so, our concern for democracy must be reflected in the financial allocations that we make in our central and state Budgets, for adult education.

In this regards, we wish to suggest that all funds for the education of adults, in rural and urban areas, at the disposal

of various Ministeries at the Centre & the States, should be pooled and administered by an autonomous Board for Social Education. This will avoid duplication and overlapping and ensure coordinated and massive campaign against ignorance. The Board will draw up an integrated plan and mobilise people's resources for the success of the same.

VISITORS

Professor W.E. Styler of the Hull University visited IAEA on the 20th March and had discussions with Shri S.C. Dutta on problems of Workers' Education, and Adult Education, in Urban areas. He was happy to find Britain Room in the Building of the Association.

On the 26th March Miss Sigrid Edge, Professor of Library Science, Simmons College, Boston had a meeting with the General Secretary. She was very much interested in the Condensed Course for adult women and spoke to the class.

NEW BOOK ON MASS EDUCATION CAMPAIGNS

Prof. John McLeish of the Adult Education Department of Leeds University, has very kindly agreed to write a book on Mass education. In addition to a comparative study of compaigns for mass enlightenment in Wales, England, Poland and Russia, the book will contain chapters on philosophy of Adult Education and on methods appropriate in teaching adults.

LIFE MEMBERS

Dr. John K. Friesen, Director of Extension Department, University of British Columbia, Vancouver, Canada, has become a life member of the Association. He is one of the outstanding leaders of Adult Education in Canada. Kumari S. Vishalakshi, D.S.E.O. Mangalore, has also become a life member.

Twenty-eight Social Education workers from Ambala (Punjab) have joined the Association as Associate members. They are working under the Circle Social Education Officer, Ambala.

FISHER BEGINS TOUR

Mrs. Welthy H. Fisher, president of World Education and founder of Literacy Village in Lucknow, began a two-month lecture tour of the United States in the last week of March.

Her lecture tour, represents a fund-raising campaign. She herself has donated a \$1,000 award she received for distinguished achievement in adult education, to the World Education Fund. She has also authorized that all royalties from her autobiography *To Light a Candle* published this month be turned over to the fund.

Mrs. Fisher, widow of Bishop Frederick Fisher of India and Burma, said World Education had the support of the Central Social Welfare Board of the Government of India, the Ford Foundation, the U.P. Planning and Development Department and various private agencies. The U.S. Government has made a grant of \$151,000, recently.

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DEMONSTRATION-CENTRE

TWENTY-TWO experts from 15 countries, including India have recommended the establishment of centres in various parts of the world to demonstrate the effectiveness of modern techniques for the rapid spread of literacy. The new techniques include radio, television, films, electronic computers and teaching machines and, in the foreseeable future, the use of satellites.

The experts who met for ten days from March 11 to 21 under the auspices of the UNESCO, in Paris, felt that these demonstration centres were needed before such new techniques could revolutionize education to any large extent. But although they foresaw pupils in the future learning physics or algebra by machine, receiving their marks from computers, watching lectures on television and tuning in on a language course broadcast from a satellite in outer space, the experts emphasised that these changes were not just around the corner.

The demand for education, the meeting stressed, was so enormous, specially in Asia, Africa and Latin America that all traditional methods must still be employed as well. Nevertheless, it recognised that new techniques in education must be studied and employed to help some of the existing educational ills.

The meeting recommended a wide exchange of information and materials concerning all aspects of technology in education and stressed the need for training specialists, administrators and teachers in the new techniques.

The meeting recommended that frequencies and facilities for educational, radio and television services should be universally available. It also asked that efforts should be made to develop and mass-produce as rapidly as possible low-cost battery-powered radio, television and recording equipment.

The experts' recommendations are expected to be incorporated in the UNESCO's annual report to be submitted to the general meetings of the organisation later this year when representatives of the 104 member-nations might be called upon to allocate

adequate funds for the new technique demonstration centres to help eliminate illiteracy from the world as fast as possible.

The President of the Indian Adult Education Association, Dr. Mohan Sinha Mehta represented India at the meeting.

IMPROVEMENT OF EDUCATION OF WOMEN IN ASIA

Steps to give women and girls in rural Asia better access to education were laid down by a Unesco meeting which has just ended in Bangkok.

The meeting brought together twenty-five experts in all fields of women's education from sixteen countries. Amphorn Meesook of Thailand served as chairman with Shrimati Raksha Saran of India and Miguela Solis of the Philippines as Vice-chairman and Zahir Daftari of Iran as rapporteur.

This was one of a series of Unesco meetings designed to promote equal educational opportunities for women and its findings will be considered by a meeting of ministers of education of Asian Countries now being held in Tokyo.

The meeting underlined the fact that it was referring to 'out-of-school' education as well as school education. Adult education is needed as badly as formal schooling by woman in rural areas.

The experts stressed the need to make Asian public aware of the requirements of rural areas. Urban women should know the problems of these areas so that conditions could be bettered and women in rural areas themselves should be taught to use their own initiative and capabilities.

Experts at Bangkok drew up a short list of priorities for Asian educational authorities so that rural women could have the same opportunities for schooling now enjoyed by women in towns and cities.

The first priority named was careful planning. The meeting recommended that education for girls and women should be included in overall education planning and that financial provisions should be made to enable

them to receive full advantages of schooling. Sufficient teachers and adequate teacher training must be provided. In addition supervisors must be trained to help teachers in their day-to-day problems. Administrative machinery, should be simplified and strengthened.

UNESCO REGIONAL CONFERENCE

Shri S.C. Dutta, General Secretary, IAEA is leaving New Delhi on the 13th April for Saigon to attend the UNESCO Regional Conference on Adult Education, beginning from the 16th April. Shri Dutta has been invited by UNESCO to act as consultant to the Conference.

Shri V.S. Mathur, a former General Secretary of the Association, is also attending the Conference.

EXPERTS COMMITTEE ON LITERACY

The UNESCO Experts Committee on Literacy will meet in Paris from June 18 to 28. Our Vice-President, Shri A.R. Deshpande has been appointed a member of the Committee by the Director General, UNESCO. Shri A.R. Deshpande, who is the Honorary Adviser to the Government on Social Education will attend the Paris meeting of Experts, which will consider the national reports on Literacy efforts made all over the world and will formulate proposals for the liquidation of illiteracy in the shortest possible time throughout the world. It is likely that the proposal to set-up U.N. Literacy Fund will be discussed at this meeting.

INTERNATIONAL CONFERENCE ON ADULT EDUCATION

Third International Conference on Adult Education will be held on July 26-27 this year in the Folkets Hus, Stockholm, Sweden. It is being organised by the Adult Education Committee of the WCOPP. Our Vice-President Shri R.M. Chetsingh is a member of the Committee.

The Conference will discuss the role of adult education in the age of technological and cultural change, and attempt to suggest measures to cope with the educational problems created of such changes.

ADULT EDUCATION COURSES FOR PAPUANS AND NEW GUINEANS

Adult education courses for Papuans and New Guineans are being conducted in a number of centres throughout the territory. Their purpose is to provide informal education facilities for adults and enable parents to share in the general advancement which will result from the intensified formal education programme now being carried out in the territory. These courses are designed for married couples so that they can help the women as well as the men.

The subjects dealt with range from the functions and scope of local government councils and talks on the coming legislative Council elections to domestic science topics, village agriculture and lessons in simple carpentry for the making of home furniture and fixtures. Each course lasts for approximately two weeks and the students come from all parts. In some areas the courses are attended by local government councillors and their wives, while in others, village leaders are chosen by their people to represent the village groups.

The courses were started in January 1961 and are expected to cover the whole Papuan and New Guinean population.

W.C.O.T.P. REPORT

The Annual Report of the World Confederation of Organisations of the Teaching Profession has been published. It contains a summary of the proceedings of the Assembly of Delegates held in New Delhi in 1961. It also contains a report on the World Adult Education Conference, submitted by Dr. Roby Kidd to the Assembly of delegates.

This year the Annual Conference will be held in Stockholm. The theme of it is "Education in a technical Age". The report contains an introduction to the theme by the Secretary-General Dr. William G. Car (Published in this issue separately).

The report can be had from 1227 Sixteenth Street, N.W. Washington 6, D.C.

Crusade Against Illiteracy

R. N. Gupta, Editor, Kurukshetra, New Delhi

LAHSURNE was an unknown village in the Koregaon Block of Satara District in Maharashtra State till about two years ago. This same village is today the symbol of a new social education movement which is sweeping the State from one end to another. The reason is that today the people of Lahsurne, waged a successful war against the demon of illiteracy.

Here is in brief the story of this unique endeavour :

Adult Literacy classes were being conducted in village Lahsurne by the Education Department for quite some years. The Primary school teachers collected a few villagers in the evening and taught them the three R's. They received a payment of Rs. 4 for every adult they made literate. However, the campaign did not make much headway for two reasons. Firstly, the villagers thought that the teachers worked from a mercenary motive. Secondly, they were not convinced that the elementary knowledge they gained was worth the sacrifice of their time and leisure.

Turning Point :

In June 60, it occurred to Shri B.R. Patil, District Inspector of Education, Satara, that unless the adult education campaign was freed from its mercenary moorings and developed into a mass movement, it could not succeed in its cherished mission. The latter objective, he thought, could be achieved by convincing the people that the new battle they were being asked to wage was in no way less important than their struggle for political liberation. In fact, it was even more important, for, on its success, depended their social, cultural and economic emancipation.

On the 10th day of the month, Shri Patil convened a meeting of the villagers of Lahsurne in the Navalai Devi Temple, a place held in high esteem by the local people. This meeting was also attended by all the teachers, social workers and officers of the Koregaon Block. In this meeting, Shri Patil, after dwelling on the importance of social educa-

tion, announced that the money which was so far being paid to the teachers and which in future would have gone to them for making the rest of the village literate, would hence forth be given to the village for its developmental work. The teachers had agreed to make this sacrifice provided the whole village took a vow before the village deity to achieve cent per cent literacy within a fixed period.

Oath Taking :

Shri Patil was followed by Shri R.D. Kadam, the Headmaster of the Primary School in the village and the winner of the Presidential Award in teaching. He announced at this meeting that in future not only he and his other colleagues would perform their social education work in a missionary spirit but would go further to donate to the village their entire past earnings from adult education. These two announcements sent a thrill of excitement down the whole village populace. It was deeply moved by the spirit of sacrifice shown by the poor village teachers. All the people stood up in their seats and pledged in the name of Navalai Devi that within 3 months they will try to attain cent per cent literacy.

Lahsurne was a changed village after this oath-taking ceremony. It was sparked by a new spirit of dedication to a cause. In a total population of 1,400, the illiterates, in June 1960, numbered about 400. About 15 adult education classes were started for educating these people. Almost every nook and corner of the village became a centre of learning. The village panchayat managed to provide lanterns and kerosene oil. The slates and the pencils were provided by the Social Education Department. The books were purchased by the neo-literates or donated by philanthropic individuals. The total cost on education worked to less than Re. 1 per head for the entire period of 3 months during which the first phase of the campaign lasted.

By the 10th of September 1960, Lahsurne had fulfilled its vow by attaining cent per cent literacy. This day was a great day in

the history of the village. It was the day of rejoicing and festivity. Something of a miracle had happened in the village. Its whole populace could boast of reading and writing.

A unique ceremony, known as the *Gram Gaurav Samarambh*: symbolising the achievement of cent per cent literacy, was held on this day. The whole village was cleaned, lighted and tastefully decorated. A public meeting was held in the evening preceded by a procession. Over 5,000 villagers including officers, teachers and social workers attended. The village *Sarpanch* read out the report of the education campaign. His speech was followed by those of neo-literates who explained the benefits they have derived from their education. Two big earthen lamps, the symbol of knowledge, were then lighted on the stage. About 15 other lamps, representing the number of classes conducted in the village, were then lighted, by the teachers and the social workers. Songs and poems by neo-literates were then recited. The President awarded a flag and revolving shield to the village. He asked the neo-literates to undertake an oath as follows :

“We shall maintain our literacy.....We shall send our sons and daughters to schools regularly.....We shall maintain our unity... We shall increase our production...We shall bring out all-sided development of the village.....”

The lamp of learning lighted at Lahsurne is now lighting thousands of other lamps in villages all over the Maharashtra State. The *Gram Gaurav Samarambh* first held at Lahsurne on September 10, 1960, has since been held at over 40 other places. The campaign has now taken the form of a state-wide movement known as *Gram Shikshan Mohim*.

Eye Witness Account :

I visited Lahsurne towards the end of July last year. I reached Lahsurne from Koregaon in a bullock cart as the way was all slushy and it was raining and drizzling. This did not, however, dampen the villagers' enthusiasm who conducted their social education classes in the normal manner and arranged a well attended public meeting towards midnight to explain to their guest what the *Mohim* meant to them.

The first thing that greets the eye of an

outsider on entering Lahsurne are the attractive slogans painted on village walls all over. They announce, as perhaps nothing else can, the measure of enthusiasm with which the villagers have taken to the new education movement. A few typical slogans are :

“Knowledge is the third eye”...Literacy is the ornament of the village’.....“Keep the torch of knowledge burning”.....“Only the literate voter can truly serve his motherland”.....“It is a shame to put thumb impression”.....

I was anxious to find out how the adult education movement in Lahsurne had attained such a popular character. I was told that the main reason for the success of the experiment was that the whole scheme was worked on a psychological plane entrusting the entire responsibility for its success to the local people who themselves devised its mechanism.

Improvement :

Has the movement also succeeded in bringing about emotional integration among the villagers and improving their economic condition? I was given the following instances by way of reply to this question :

The villagers of Ambeghar, in Jawali Taluka of Satara district, came so close to each other after attaining cent per cent literacy that they collectively transplanted their paddy fields by the Japanese method, removed the weeds, and helped each other in many ways.

The villagers of Phule Nagar, a part of Wai came so close to each other through the *Mohim* that they decided to increase their farm produce by helping each other and working in co-operation. They also decided to celebrate marriages collectively to minimise expenses.

In Lahsurne, all the villagers jointly constructed approach roads, water channels and small irrigation dams. They thus added to their individual and Panchayat income. This example was followed by many villages.

What has happened in Lahsurne is certainly epoch making. This little village has shown the way as to how the problem of appalling illiteracy in rural India can be solved without much expenditure and through people's own efforts..... What is, however, needed is the 'spirit of Lahsurne'.

Adult Education in Africa

We give the Report of the Commission on Adult Education of the Conference of African States on the Development of Education in Africa held in Addis Ababa from 15 to 25 May, 1961. The report is of great value to us in India.—Editor.

THE African States, as they expand their educational systems, will find it essential to give an important place to adult education and youth activities in order to find a solution to such immediate problems as the high rate of illiteracy and the still incomplete development of the school system; the number of pupils failing to complete their schooling (primary and secondary) and therefore receiving an insufficient preparation for their working life; the number of young people who return from their primary schooling to largely illiterate communities where they are deprived of the possibility of expanding or even of maintaining the knowledge they have acquired; the rapidity of economic and social change, which means that the education received today is already inadequate for tomorrow.

In such a situation, it is clear that every effort for the education of adults will have an immediate effect on the economic and social development of the community. A wide range of activities must be undertaken; they may be grouped for convenience in five broad categories:

Mass Education: Often provided within the framework of community development programmes, especially in areas with a high rate of illiteracy generally imparted orally and designed to introduce new knowledge and skills in such fields as civics, cooperative organisation, health, farming, animal husbandry and handicrafts.

Adult Literacy: The teaching of reading, writing and simple arithmetic; often combined with mass education.

Further Education: For those who have had some education at whatever level (complete or incomplete) and are engaged in active life; generally imparted by lectures, seminars, discussions, correspondence courses, printed matter, sound broadcasting, television

or films, adult schools and exchange programmes.

Vocational training: Various forms of practical training, outside the school system, to enable adults and young people, both illiterate, and craftsmen and workers to improve already acquired skill or to acquire new skills.

Activities for youth. Including the services and activities provided for young people outside the school, irrespective of their educational level.

Within these broad categories different forms of adult education will have to be especially designed for a wide variety of recipients. There will have to be special programmes for particular groups, based on studies of their environments and needs. In the planning of these programmes, account must be taken of such variations as those between rural and urban areas, sedentary and nomadic populations, age groups, sexes, vocational specialization which are often traditional, degrees of literacy and education, linguistic and cultural backgrounds.

Recommendations:

The Commission makes the following recommendations with a view to the expansion and improvement of adult education activities for youth:

That education and cultural programmes for women should be accelerated, so that both men and women can make their full contribution to the welfare of the community:

That, as the choice of languages for adult education rests with governments and depends on linguistic, social and economic considerations which vary from country to country and may differ from the choice made for school education, the necessary linguistic and pedagogical studies be carried out and, once the choice is made, such studies be further

developed to assist the effective use of the chosen language or languages and their adjustment to changing conditions.

That, where adult literacy campaigns are to be launched, financial support must be assured ; and organisation to manage the overall programme and its supporting services must be established ; the language or languages to be used for literacy must be determined ; the teaching method must be chosen ; teaching materials must be prepared and provided where they do not already exist ; and a decision must be taken on the types of teachers to be employed, their remuneration and their training ;

That governments subsidize the production of basic teaching and follow-up reading materials and sell them to learners at a low price.

That adult literacy campaign should not be launched until there is an adequate and continuous output of reading matter available for those who have attained various levels of literacy.

That new literacy campaigns should generally start with a number of local projects or courses for special groups or for special zones.

That, where visual media are used, the simpler ones be locally produced and tested ; that the more expensive ones be carefully selected and adapted and that in all cases field workers be trained to use them effectively.

That museums and travelling exhibitions be established, where appropriate, and be used for adult education.

That in view of the physical, financial and technical problem which handicap the use of radio and television for adult education in Africa, Unesco continue to explore the possibilities by means of meetings of experts and that the governments of Africa be kept informed of all possibilities discovered.

That governments take all possible steps to improve and expand their educational radio services and to introduce, when and where it becomes appropriate, educational television services for adults.

That the press be encouraged to fulfil its potentialities as an instrument of adult education and literacy.

That governments should consider, where appropriate, the desirability of introducing some form of legislation, or of issuing a declaration of policy, to give impetus to adult education.

That primary responsibility for the promotion and development of adult education in each country should belong to the government and that within the government, primary responsibility for adult literacy teaching and the further education of those who have passed through the school system should rest with the Ministry of Education, in which a Department of Adult Education will generally be desirable.

That, wherever adult education activities are carried out by different department and ministries, some form of co-ordinating arrangement, such as an inter-departmental commission, be set up.

That, in the development and expansion of adult education in Africa, the resources of voluntary and non-governmental organisations be fully and effectively used, and that, where appropriate, new organisations for adult education be established.

That the Secretariat of Unesco, in preparing its draft programme for the twelfth session and budget for 1963-64, recognize the need for an increased allocation of Unesco's funds for adult education and youth activities, and that African countries in framing their national budgets equally recognize this need and draw upon every suitable source of finance for the expansion and improvement of adult education.

That mass education be given by field workers who share the living conditions of the people (accommodation for them being provided on the spot) and who are trained to study local problems and needs, to work with the community and to use adult education techniques.

That, where school teachers are used for this purpose or for adult literacy work, they should be given additional remuneration and a brief period of training in the very different approaches and methods needed for working with adults.

That for vocational education, instructors fully skilled in the craft or work to be taught

(Continued on page 20)

Liquidation of Illiteracy in USSR

By S. Titarenko

FORTY-three years ago three-fourths of Russia's population were illiterate.

The population of Central Asia (now Soviet Republics of Uzbekistan, Turkmenia, Tajikistan, and Kirghizia), then an out-of-the-way colony of the Russian empire, was almost completely illiterate. Many nationalities had no written language of their own.

The present ten-year Soviet programme to make the general and 11-year polytechnic education compulsory for school-age children, became feasible on account of the drive to wipe out illiteracy conducted with such vigour in the early years of Soviet power.

How to do away with illiteracy is still a problem with most of the African and Asian countries already developing as independent states.

Soviet Experience

Now, what is the Soviet experience in solving this problem?

The October Socialist Revolution of 1917 made the toiler his own master. He was able to build a new life. It was no use trying it without specialists and literate personnel. The wiping out of illiteracy was therefore a matter of top priority since an illiterate person naturally stands aloof from social life. So the Soviets, despite all the hardships of war and ruined economy, appealed to the masses with a slogan of "down with illiteracy!"

The Soviet Government issued a Decree on Liquidation of Illiteracy in the country, making it obligatory for all citizens, from 8 to 50 who could not read or write, to learn reading and writing in Russian or any of the national languages of their own choice. The decree triggered off a vast nationwide literacy campaign; illiteracy was regarded as the main enemy of the Soviet State, and all the resources of the young Republic were mobilised against it.

Cultural centres, clubs, reading halls and

other suitable facilities were placed at the disposal of the working people and societies for liquidation of illiteracy. The illiterates were instructed on a compulsory basis. Apart from conventional schools, the *Likbez*s or elementary schools for liquidation of illiteracy were established. Both the state organisations and public societies had to go a long way to convince the illiterate millions to learn. An illiterate was often slow in understanding all the benefits education could offer to the toiling masses.

The Down-with-Illiteracy Society established at that time played a conspicuous part in the drive. Its motto was—"literacy or bust!" This militant mass organisation was headed by Mikhail Kalinin, the Republic's President. The Society published a newspaper called *Third Front*, a name which shows how urgent it was to wipe out illiteracy. Indeed, it was a front. The Society helped to produce text-books, visual aids, and hand-books on teaching methods, train literacy teachers* and organise public opinion.

* The national education authorities paid special attention to the training of literacy teachers, very few of whom had had any pedagogical training, particularly in the early twenties, when literacy work was often done by public-spirited people, trade unionists, young Communists, students and literate housewives. Short courses were held for them, and conferences organised where they learned the principles of mass literacy work, and methods of instruction based on special textbooks prepared for literates and semi-literates. Self-instruction courses were organized at which the most expert and educated shared their practical experience with others. One type of institution of tremendous help to these teachers was the practical instruction school often set up in certain towns and areas with a compact population. Small methodological 'workshops' were organized at these schools; they had stocks of teaching materials and literature on teaching methods, and methodological and practical instruction was given with demonstration lessons. Another way of providing mass instruction for literacy teachers was to hold special 'likbez' meetings and conferences. These were coupled with exhibitions of methodological literature, synopses of lessons by individual teachers, instructional literature, and displays of the standard equipment for literacy centres.

—G. P. Serdynchenko

The endeavour of the Soviet people was crowned with success. In the first three years of Soviet power alone, 7,000,000 people learned to read and write. But these were only the first steps. Later, further measures were undertaken to reform and improve the schools so that all workers' and peasants' children could learn. Socialist construction was launched to mark the beginning of a cultural revolution: new school buildings sprang up *en masse*, general compulsory education was introduced, first on an elementary and then on a 7-year basis. Only from 1933 to 1938 as many as 20, 607 school buildings were put up.

At present, over 38,000,000 people attend general-education, special, and graduate schools, the total student body running to 54,000,000. Thus, every fourth Soviet citizen is studying!

Transition to Communism

The transition to communism calls for the upbringing of conscious, well-educated man trained in manual and mental labour, highly efficient in social and public life, science and culture. But how can this be best arranged? Above all, through a system of education of the young to be closely connected with everyday and life, productive labour, so that the adult population could combine work with study and personal vocations with social interests. This system is being successfully practised in the USSR on an ever greater scale: The elimination of the gap between mental and physical labour will mean the final triumph of this system.

INSTRUCTIVE AND INTERESTING !!

In the case of Social and Adult Education, the two main things that are quite necessary are :

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Plan for Eradicating Illiteracy in UAR

REALIZING that the campaign to eradicate illiteracy in Egypt, which started in 1944, had proved less successful than anticipated, the Government of the United Arab Republic towards the end of 1960 decided to set up a committee to examine the existing problems and to formulate a new plan of action. This committee included prominent civil servants from the Ministries of Social Affairs, Education, Planning, and representatives from the universities, the National Union, and the Documentation and Research Centre for Education. Its findings were published in March 1961 and contained an expose of the main reasons for the existing campaign.

The committee found that the financial allocations for the original campaign had been insufficient; in 1944 its annual budget was L.E. 200,000 for 23,841 literacy students, and by 1961 the budget had dwindled to L.E. 46,000 while the number of students had increased.

To overcome this problem the committee recommended that funds be raised for a national literacy campaign from the following sources :

- (a) 1 per cent of the whole municipal revenue ;
- (b) 66 per cent from the subsidiary revenue derived from land taxes (this revenue was originally devoted to the extension of primary education) ;
- (c) 3 per cent of the taxes imposed on joint-stock companies ;
- (d) A sum of L E. 1 million to be allocated by the government from the national budget for the initial launching of the campaign.

It was fully realized that in order to raise national income and to improve production in general, it was essential that literacy be given first priority. The proposed campaign should not, however, limit itself to literacy training alone, but it should include all facets of adult education, religion, civics, social studies, health education and vocational guidance.

1971 was the date set to complete the proposed campaign. To achieve this ten-year plan it was proposed that literacy classes be compulsory for all persons between the ages of eight and forty who are not enrolled in some educational establishment and who cannot prove their ability to read and write. Staff would be recruited from among competent teachers, doctors, social workers, agricultural workers, and students at higher institutes of learning, who would be given a brief training course for their additional tasks. Commercial firms would be expected to help the campaign by providing facilities for the organization of classes and allowing their employees time off to attend classes. In order to ensure the success of such a campaign, it was recommended that a central authority be established with branch executive committees in the various provinces. In due course a certificate of literacy would be a prerequisite for obtaining a work permit or employment in the civil service, a factory or business firm.

It was proposed that illiterates be divided into two groups : (a) those between the ages of 15 and 40 ; and (b) those between the ages of 8 and 15. The campaign should aim at a level of education equivalent to that attained by a pupil who has successfully completed the fourth elementary school grade. For the adults (group (a)) the courses would cover at least six hundred hours, to be divided as follows : three hundred hours for reading and writing, two hundred hours for arithmetic, one hundred hours for general education. For illiterate children (group (b)) the minimum number of hours required would be 1,200.

In order to ensure a steady rate of progress, the adults should complete their courses within twelve months while the children should finish theirs within two years. In either case the students would attend classes for five days a week. It was recommended that at the end of this time there be a voluntary follow-up training period. This would be of an unspecified length of time, and might be spent in work camps, etc.

(Continued on page 20)

Score-Card for Assessing the Literacy Programme in a Community Development Block

By

(1) N.K. Sinha, Divisional Social Education Organizer, Bihar

(2) J.Y. Hongakar, D.S.E.O., Maharashtra

(3) M.A. Mulla, D.S.E.O., Mysore

In assessing the literacy and literacy follow-up programme in a community development block, the Block Development Officer, Social Education Organizers, Extension Officers, and any evaluation committee can work best if a systematic procedure is followed, and scientific and objective tool is used. The tool should focus on all the important elements. This will give deeper insight than casual inspection. It should be useful in assessing the programmes as well as in making a comparative evaluation of different community development blocks.

This score-card has been prepared keeping in view the standard expected from the community development blocks of Tirhut Division (Bihar), and the norms proposed in National Fundamental Education Centre. However, the score-card is new, and extended use should result in its improvement or in creation of a better instrument.

This score-card is based on theoretical and practical field experience and can be used in any community development block with some modification. Points and weights assigned to the 61 scales are the combined judgment of three persons having experience in social education.

A perfect score is 200 points.

SCORE—CARD

Direction : The Block Development Officer or S.E.O. should ask himself "to what extent" the questions satisfy his answer. The number in the appropriate column should be encircled. The number in each column then be added and the net total should be combined into a total score.

TO WHAT EXTENT		Not at all	Poorly	Well	Very much so
A. Planning, Survey and Budget Provision					
1.	Is a detailed village-wise literacy survey available for the whole block ?	0	2	4	6
2.	Is there any systematic plan to make the adult population literate within a limited time ?	0	2	3	4
3.	Has an adequate amount been earmarked in the schematic programme of the community development block for running the literacy programmes ?	0	3	4	5
B. Selection and Training of Teachers					
4.	Is the teacher of a literacy class selected by a board ?	0	1	2	3

	Not at all	Poorly	Well	Very much so
5. Are the teachers generally at least Middle pass ?	0	2	3	4
6. Is a training programme of 15 days organized at the block at least once a year ?	0	3	4	5
7. Is the training programme prepared systematically well in advance ?	0	1	1	2
8. Are literacy experts involved in the training ?	0	1	2	3
9. Are written examinations held at the end of training ?	0	1	1	2
10. Are certificates distributed to the trained teachers ?	0	1	1	1

C. Number of Literacy Classes and Literacy Programmes

11. Is there an adequate number of literacy classes functioning in the block ?	0	2	5	7
No. of literacy classes from 5 to 10			Poor	
No. of literacy classes from 11 to 19			Well	
No. of literacy classes above 19			Very much so	
12. Are at least 50% of the literacy classes for women ?	0	1	3	5
(a) 10 to 30%			Poor	
(b) 31 to 49%			Well	
(c) 50% or above			Very much so	
13. Are there comparatively more classes for Harijans according to population ratio ?	0	1	1	2
14. Are 20 to 25 adults enrolled in each class on an average ?	0	1	2	3
15. Is the average attendance in the average class at least 15 ?	0	1	2	3
16. Do the literacy classes provide at least 12 hours of instruction in a week ?	0	1	1	2
17. Are regular periodic literacy tests conducted ?	0	1	2	3
18. Do, on average, 50% of those enrolled in literacy classes pass the literacy tests ?	0	2	4	6
19. Are literacy tests conducted by a board ?	0	1	1	1
20. Are literacy certificates awarded to the adults made literate ?	0	1	1	2
21. Are prizes awarded to the first and second topmost adults ?	0	1	1	1
22. Are prizes awarded to the best teacher doing literacy work ?	1	1	1	1
23. Are complete lists of adults made literate maintained in the block office ?	0	1	1	2
24. Is there any exhaustive syllabus for the literacy course ?	0	1	2	3

D. Supervision, Guidance, and Instructional Materials

25. Does the S.E.O. visit at least 10 literacy classes in a month ?	0	1	2	3
26. Does the V.L.W. visit all the literacy classes in his circle once a week ?	0	1	1	2

	Not at all	Poorly	Well	Very much so
27. Is each literacy class visited by the S.E.O. at least once in a quarter ?	0	1	2	3
28. Are demonstration lessons organized frequently to help the teachers raise the standard of teaching ?	0	1	1	2
29. Are monthly meetings of teachers of literacy classes organized to discuss their problems ?	0	1	2	3
30. Is there adequate lighting arrangement in all the literacy classes ?	0	1	2	3
31. Are primers and slates available in all literacy classes in adequate numbers ?	0	1	2	3
32. Are blackboards available in all the literacy classes ?	0	1	2	3
33. Have charts been supplied ?	0	1	1	2
34. Have any guide or handbooks been supplied to the teachers conducting literacy classes ?	0	2	3	4
35. Are good sitting facilities provided to adults in literacy classes ?	0	1	1	2

E. Organization and Administration

36. Are Panchayats associated with the organization and administration of the literacy classes ?	0	2	3	4
37. Have local committees been formed to assist the literacy classes ?	0	1	2	3
38. Are regular monthly payments of remuneration and contingencies made to the teachers ?	0	2	4	6
39. Are literacy classes also organized on voluntary basis by different institutions ?	0	1	2	3
40. Are literacy drives and signature campaigns organized from time to time ?	0	1	1	2
41. Have literacy slogans been written on walls and other places of common interest ?	0	1	1	2
42. Are cultural programmes organized to motivate people to become literate ?	0	1	1	2
43. Are talks on importance of literacy organized ?	0	1	1	2
44. Are at least 50% of the literacy classes located at public places ?	0	1	2	3
45. Are at least an attendance register, a stock register, and a log book maintained in all classes ?	0	2	3	5

F. Literacy Follow-up Activities

46. Have small booklets been supplied to the adult made literate ?	0	1	2	3
47. Is there an adequate number of post-literacy classes in the block ?	0	3	5	8
3 to 5 Poor				
6 to 9 Well				
Above 9 Very much so.				

	Not at all	Poorly	Well	Very much so
48. Are there adequate number of libraries for the neo-literates ? 3 to 5 Poor 6 to 9 Well Above 9 Very much so.	0	3	5	8
49. Have at least 50% of the adults made literate become members of any libraries ?	0	1	2	3
50. Do at least 50% of the adults made literate read at least four books in a month ?	0	2	3	4
51. Do at least 50% of the neo-literates attend reading rooms regularly ?	0	1	2	3
52. Are wall news bulletins hung on places of common interest ?	0	1	2	3
53. Have follow-up literacy groups been organized ?	0	1	2	3
54. Do these groups meet at least once in a week ?	0	2	3	4
55. Do the neo-literates write letters to their friends and relatives ?	0	1	2	3
56. Do the S.E.O.'s write individual or circular letters to the adults made literate ?	0	2	3	4
57. Are the adults made literate able to do their daily arithmetical calculations by themselves ?	0	1	2	3
58. Can the neo-literates handle everyday writing business, such as filling in Money Order forms, writing applications, keeping daily expense records or diary by themselves ?	0	1	2	3
59. Has any adult school for further education been organized in the block ?	0	1	2	3
60. Is the demand for post-literacy activities increasing ?	0	2	3	4
61. Is a complete record of all follow-up activities maintained in the block office ?	0	2	3	4

Sub-Total

Total Score _____

Perfect Score 200

Score of Community Development Block _____ Dist. _____

in the year _____.

Education For Humanism

Rabindranath Tagore

IN this article, written in 1923 for the first issue of *Visva Bharti Quarterly*, Poet Tagore analyses his conception of a new education based, not on nationalism as in the past but on a wider relationship of humanity. Passage of time has not weakened in the slightest the universality of its appeal.—Ed.

All civilizations are creations. They do not merely offer us information about themselves; but give outer expression to some inner ideal which are creative. Therefore, we judge each civilization not by how much it has produced, but by what idea it expresses in its activities. When, in things which are a creation, the structure gets the better of the spirit, then it is condemned. When a civilization merely gives a large stock of facts about its own productions, its mechanical parts, its outward successes, then we know that there must be anarchy in its world of idea, that some living part is lacking, that it will be torn with conflicts and will not be able to hold together human society in the spirit of Truth.

In the ebb of the tide the river bed becomes too evident, its mud and sand and debris stand out in prominence, with the loss of its depth the current loses its strength. In the history of every civilization, there comes a period when the store of vitality, which it has accumulated in the distant ages, is exhausted at last. The manifestation of the creative delight, which is life's ultimate object, becomes smothered by the intricate over-growth of appliances—the means thwarting the end itself.

A New Faith

Senility becomes apparent when the mind cannot create new ideas, or have the courage and faith to believe in its own ideal world; when individuals merely repeat mechanical movements endlessly, and the habits of life become fixed. This is sure to happen when utility occupies the principal place in our endeavours. For life is not utilitarian in its spirit, its inmost desire being for truth and fulness of its own expression. Men have

sometimes thought, in their career of prosperity, that the repetition of the methods whereby they achieved success, the multiplication of material, could go on for ever; until they were suddenly startled by the warning touch of death.

The time has now come when humanity can only be saved by the awakening of a new faith. For this, the one thing that is needed, most of all, is to make a place in our education for some great idealism. The principle of material self-seeking, which pervades the atmosphere today, can never give us new life. It carries with it unchecked passion which as it burns itself out, exhausts vitality and brings its own doom.

It is a fact of unique importance in the history of the world today that the human races have come together as they have never done before. In the olden days, the geographical barriers kept them apart. At that time of physical separation, each people in its separate area, had to evolve a moral idea of its own. Only those groups of men, who had the mutual sympathy and trust which could lead to unity, developed great civilizations, because they alone were able to transform the external fact of their close neighbourhood into a spiritual truth. So were the peoples of the earth developed. Some survived with marked characteristics of their own. Some perished owing to strife and conflict. Now, in our own days, through the advance of modern science, the rapid transport of modern times had altered the past situation irrevocably. The physical barriers between man and man are overcome; only the barriers of habit remain. But man go on living as though the old limitations were still real. In place of the natural obstacles of the past, they put up their own artificial modes of exclusion,—their armaments, their prohibitive tariffs, their passport regulations, their national politics and diplomacies. These new obstructions, being artificial, are a burden that crush the people under the weight of their dead material and create deformities in their moral nature.

Needs of Modern Age

The mentality of the world has to be changed in order to meet the new environment of the modern age. Otherwise we shall never attain that peace which is the infinite atmosphere of Truth.

But to accept this truth of our own age demands a new education. Just as, hitherto, the collective egoism of the nation has been cultivated in our schools, and has given rise to nationalism which is vain glorious and exclusive, even so will it be necessary now to establish a new education on the basis, not of nationalism, but of a wider relationship of humanity.

The aim of Visva-Bharati is to acknowledge the best ideal of the present age in the centre of her educational mission. The question therefore arises, what is the immediate step that she should take in order to fulfil her object. The first thing which must occupy our attention is to concentrate in this institution the different cultures of the East and West especially those that have taken their birth in India, or found shelter in her house. India must fully know herself in order to make herself known to others.

Love hungers for perfect knowledge. The first step, therefore, must be to secure a true

understanding of all the real wealth that has been produced and cherished by every section of those who compose the varied life of India. With the realization of the ancestral wealth of our own culture comes our responsibility to offer to share it with the rest of the world.

We have educational establishments where we are brought up in the idea that we can only borrow, but not give. Have we absolutely settled down into this state of destitution? We must not say so. Our wealth is truly proved by our ability to give, and Visva-Bharati is to prove this on behalf of India. Our mission is to show that we also have a place in the heart of the great world; that we fully acknowledge our obligation of offering it our hospitality.

It has been said in our scriptures 'Atithi deva bhava' asking us to realize that the Divine comes to us as our guest, claiming our homage. All that is great and true in humanity is ever waiting at our gate to be invited. It is not for us to question it about the country to which it belongs, but to receive it in our home and bring before it the best that we have. Visva Bharati is India's invitation to the world, to offer sacrifice to the highest truth of man.

Proudh Shiksha

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Education In A Technical Age

Dr. William G. Carr

"Education in a technical age" is the theme for the next WCOTP World Assembly to be held in Stockholm. The following is a summary of the speech by Dr. Carr, Secretary General, WCOTP, introducing the theme, at the New Delhi Conference held in August last year—Ed.

I would like to point out that the topic is not always accurately quoted. I have made this mistake and many others make it. We are asked, "What is the meeting in Stockholm to be about?" And we answer, "Oh, it's about vocational education," or "It's about technical education." This is not quite right. It is not a full and accurate reflection, I think, of what the Delegate Assembly last year had in mind in approving the theme. The theme for Stockholm is broader than technical and vocational education. Those who are most expert in technical and vocational education would, I think, be the first to agree with this general premise. The topic is not merely "technical education," but rather "education in a technical age". It is not exclusively concerned with the training of people to perform the vocational and technical operations necessary to earn a living in modern society. It is concerned with preparing people to live in a modern society where technology has become one of the great forces modifying human life. I hope, therefore, that as you think about the theme for next year, as you make your replies to the questionnaire which will be forthcoming, you will think of the totality of education, and not merely in narrow terms of vocational or technical training.

Having said that, I hasten to add that technical and vocational training are an important part, a very important part, of education in a technical age. My point is only that the two are not synonymous. One is broader than the other.

I would call your attention next to a few of the realities of today, which I believe are created in considerable part by technology and to which in some measure education is the key.

The Shrinking World

The first of these great problems is the reality of the shrinking world, a world in

which for all practical purposes travel and communication are or can be instantaneous. When you pick up the telephone to call someone on the next floor in the same hotel, it may not seem to you as you wait with that instrument to your ear that communication is exactly instantaneous. Whether you are in New York or London or Delhi, there is still a human element in this supposed "instantaneous" communication. And that human element sometimes breaks down. But brushing aside the trivia, the fact remains that it is technically possible to communicate with almost any spot on the surface of the earth almost instantaneously and with surprising accuracy. It will be possible before long to be seen as well as to be heard. It is also a fact that while aeroplane tickets still cost money, as you may have noticed when you bought yours to come to Delhi, it is no longer a matter of any great consequence in what particular part of the world you wish to be, because except for a few extremely isolated parts, you can be anywhere within a time that makes scarcely any difference at all. I need not elaborate this point; it's a familiar theme to us all. Many of those who have come here from Americas will proceed on around the world because it is almost as rapid to go all the way around as to go back over the Atlantic; this will take for the round-trip, if we are in a hurry, about three days of actual travelling time. When the time is reduced to a day or half a day it really won't make much difference. For all practical purposes, distance is gone.

And now, mankind reaches out beyond the earth that has been all but conquered in terms of space and time, reaches out to other worlds and to what is between them, or perhaps even on them.

What is the educational implication of this aspect of the technical age? It is, I think,

that the world has become a neighbourhood. While the earth has grown little, the potentialities of mankind have grown greater.

Suppose I had on this stage a globe, corresponding roughly to the shape of the earth. Suppose the globe represents the size of the earth in terms of time to travel when Magellan made his circumnavigation. And suppose such a globe were about the size of this stage. Now if we make a proportionate reduction in terms of the size of the earth after the first airplanes began to fly, we would reduce the size of the sphere to about the size of a basketball or a soccer football which I could easily hold in my hand. But if we next reduce the size of the earth in terms of the most rapid jets available, the globe would diminish to a volume considerably smaller than the end of my little finger. The earth is shrinking, but the powers of man are expanding. To make these powers useful and worthy of the human race is one of the challenges of education in a technical age.

Defense of Freedom and Peace

The second great reality is the fact that the entire future of mankind is involved in the defense of institutions of freedom and of peace. The potential destruction of modern war has become so frightful that we sometimes speak of a balance of terror rather than of a balance of power. Surely all human and humane people will do all they can to minimize the possibility of such destruction being rained upon mankind. But along with the desire for peace there is also the desire for freedom. If these two come in conflict, no one knows for sure which will be the deciding force, though in the past on many occasions the desire for freedom has been given priority over the desire to live in peace. What is the educational implication of this reality of the technical age? I think it is not a mawkish sentimentality which assumes that if we only knew everyone on earth we would not quarrel with anyone. I think it rather a clear understanding of the nature of the dilemma in which the world is placed, of the probable dangers and advantages of various courses of action. Education in a technical age includes the preparation of people who not only know scientific facts but who also are able to

think clearly about the implications of those facts for human behavior. This means I believe, as we shall see at Stockholm, that education in a technical age requires the development of instruction in many areas other than science.

The Expansion of Science

A third great reality to which I think our theme next year must respond is the expansion of science itself. We used to say, you know, that the great need of education was to "preserve the human heritage". Much of our talk about the purposes of education had to do with the "conserving" and "preserving" aspects of the process of education. Science now presents us with a new heritage and a new world almost every morning. What the educational programme should be to acquaint mankind with this aspect of the technical age is a problem that requires consideration by the educators of the world. To me, one of the most remarkable facts about the recent developments in the space exploration has been the public assumption that because one country has a satellite and another doesn't, or because one country has a satellite that talks and another has a satellite that only acts like a mirror, the schools of the second country are defective, its teachers ought to be scolded, and its children should be made to study harder. This, it seems to me, is a very superficial analysis of the impact of science on our age. Science can only tell us what the facts are. It takes a long time to discover and test these facts and the facts themselves are often very complicated. However, pursued to its ultimate objective, science can hope to tell us what is, but it can never tell us what ought to be. The ought-to-be comes from somewhere else than from test tubes and careful experiments. There are different opinions about its origin, but I suggest that education for a technical age requires some consideration of the development of those human characteristics which can make science a blessing instead of a curse, which can enable men to utilize the tremendous resources of our modern technology for the development of conditions of life which will be truly human.

In my nine years as Secretary General of WCOTP, we have discussed many themes. Some themes have been extremely practical.

The theme for next year is, I believe, of all the themes that the WCOTP has selected, the theme that carries within it the greatest challenge to the profession to move out on the frontier of human thought and to develop a programme of education which will include technical competence for a technical age but will also include some other kinds of competence as well. I look forward, as I am sure you do, to a very profitable, very difficult, and a very demanding investigation of the WCOTP theme for 1962.

PLAN FOR ERADICATING ILLITERACY IN UAR

(Continued from page 11)

The detailed plans of the courses would be as follows :

Reading and writing.— This would be organized in three stages : the first would enable students to recognize words and to pronounce them without necessarily distinguishing their component parts, but understanding the meaning of the various sounds and sentences. The second stage would concentrate on teaching the students spelling, reading on their own the sentences already learned and determining new words. The third stage would have as its purpose the development of the ability to read and write to a stage which would ensure that the student would not revert to illiteracy.

Detailed plans were also given for the teaching of arithmetic and general subjects (these would include the utilization of leisure time).

Examinations would be organized on a regular basis in order to assess the progress of the students and in order to award the literacy certificate on completion of the course.

—From material supplied by Unesco
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ADULT EDUCATION IN AFRICA

(Continued from page 8)

be trained by active teaching and demonstration to communicate their skills.

That a variety of youth organisers and leaders be trained for different types of youth activities.

That, where governments intend to carry out full scale national campaigns against illiteracy and are handicapped by a shortage of teachers, they consider the possibility of enrolling and training young people in a national Literacy Service, this being a possible alternative to military service wherever such is in force.

That, in the designing of new school buildings, every effort should be made to plan them with a view to their use for adult education and out-of-school activities for young people.

That governments should provide special institutions and supporting services for research, evaluation and planning ; training of staff in appropriate regional and national centres ; production and publication of literacy teaching and reading matter ; library and book distribution services ; production and distribution of audio-visual aids.

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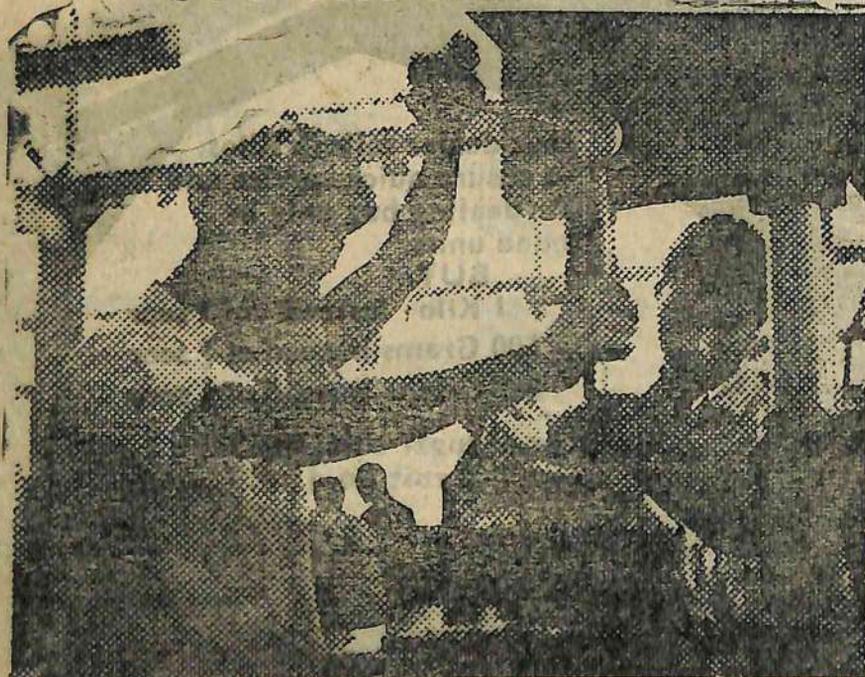
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Twenty Year Plan
for Adult Education

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Welcome Trend

WE welcome the upgrading of the Education Ministry. We had all along been of the view that Education should be accorded an important place if India is to grow and move ahead socially, economically and culturally. By making the Education Minister a Cabinet colleague, Prime Minister Nehru has given an indication of his intention to accord Education its due place for our social and economic development. It is now upto us, the educational workers, to help the Nehru government to achieve its goal of raising the standard of living of the people by expanding educational facilities at all levels.

Our joy is all the greater because Dr. K. L. Shrimali has been appointed the Cabinet Minister incharge of Education. Dr. Shrimali is one of those who believe that Adult Education should be an integral part of our development schemes. No plan for social and economic development will succeed unless adequate provision is made for Adult Education. We still remember his inaugural speech at the World Conference on Adult Education held in Vigyan Bhawan, New Delhi on July 28, 1961. Dr. Shrimali said, "Modern civilization is changing at such a rapid pace and the frontiers of scientific knowledge are advancing so fast that whatever the youth learn at the school and the University soon becomes outdated. The old conception of life and the world are undergoing changes and unless people continue their education throughout life they would find themselves in the backwaters. Adult Education therefore can no longer remain the poor relation of Elementary, Secondary, and University Education but must occupy an important place in the national system of education. It must become an essential and integral part of the total educational system of the country."

We earnestly hope that under the leadership of Dr. Shrimali, Adult Education will become an integral part of our educational system and that adequate financial provision commensurate with the country's needs, will be made in the yearly budgets and plans.

Asian Conference on Adult Education

THE Asian Regional Conference on Adult Education was held in Saigon from April 16 to 24, 1962. It was inaugurated by the President of Vietnam Republic, Mr. Ngo Dinh Diem at Dien, Hong Hall on the 16th April. In his address President Diem said, one of the most decisive results of civilisation is to have made of man—no longer an object, but a subject with rights and duties—an autonomous conscience, a human being, who fulfills himself with a life dedicated to the service of universal and transcendent values—justice, love and truth.

President Diem declared that economic development and social progress of Asian countries depend not only on material factors but also and mainly on the cultural level and technical know-how of our people. The literacy campaign must be supplemented with a broad and intensive adult education programme. This is not only necessary for technical progress but also to meet the needs of the ideal of democracy and personal freedom.

The meeting was also addressed by the Vietnamese Secretary of State for National Education, Professor Nguyen Quang Trinh and the Deputy Director, UNESCO Department of Education, Mr. Jean Guiton, who was representing the Director General of UNESCO.

The Education Minister said that for the greater public, education stops at the end of adolescence. Actually 12 or 15 year of persevering studies do not suffice to equip the individual for 50 years of life as an adult. "What we, the adults of today, have learnt at school is partially out-of-date but must nevertheless be completed." Prof. Trinh said, that education has become less and less "a specific activity necessary to a certain age, but rather a continual effort to associate all the citizens freely and fully to the society's future, the constant goal being the practice of responsibility".

The Minister insisted on the need to provide an ever-increasing number of individuals

with "further knowledge, new techniques and new abilities. These skills and techniques are going to be factors that will change the world". He said that education must help the individual to assert himself in the society of today and in the world we are preparing.

Mr. Guiton, in his address praised the efforts made by the Vietnamese authorities in the development of national education. He referred to the document prepared by Shri S.C. Dutta, and said Adult Education must be other than a mere palliative and must provide those receiving it with tools for social and material progress.

At the first plenary session, the Conference elected the leader of the Vietnamese delegation Dr. Nguyen Dinh Hoa as Chairman of the Conference. Mr. Bong Souvannavong of Laos and Dr. Fan Hou of China were elected Vice-Chairmen. Mr. J.L.J. Wilson of Australia was elected Rapporteur-General. Mr. Jumsai, Deputy Director, UNESCO Regional Centre of Bangkok was appointed Secretary.

The Conference had before it two documents prepared by the UNESCO Consultants Messrs Dutta and Nelson and circulated to the delegates before the Conference. The documents dealt with problems in Urban areas by Shri S.C. Dutta and the other on Rural Adult Education by Mr. A.J.A. Nelson, (Australia).

The Conference which was organised to study the role of Adult Education in relation to Social and Economic development of Asia, was divided into two Commissions. Mr. Artemio Visconde was Chairman of the Rural Commission and Mr. Ang Gee Bah was Chairman of the Urban Commission. The two UNESCO consultants Messrs Nelson and Dutta acted as Rapporteur of their respective Commissions and were members of the Drafting Committee. (*The recommendations of the Conference are on Page 9.*)

Expenditure on Literacy an Investment

A Seminar on Literacy was held in New Delhi from April 19 to 26, 1962. It was organised by the National Fundamental Education Centre and was attended by State level officers incharge of Social Education. Shri Sohan Singh, Director, National Fundamental Education Centre acted as the Director of the Seminar.

The Seminar discussed the problem of literacy from various points of view and expressed the view that the expenditure on expanding literacy is an investment. The State Governments were urged to give a much higher priority to the abolition of illiteracy and its necessary corollary, establishment of public library systems than they have done hitherto.

The Seminar recommended that if a mass movement for literary has to be built up every State Government must have at least two social education organisers, one man and one woman at the block level; one district social education officer at the district level; and one joint or deputy director of education at the state level. Their main job will be to stimulate, guide, supervise and plan literacy work in their area.

The Seminar also prepared a list of action points for the state level officer incharge of social education to take action. The list among others included, setting up of a popular Society for the Abolition of Illiteracy, preparation of Literacy Guide giving the programme of the State Government concerning literacy; bringing out and distributing pamphlets containing factual and interpretative material on literacy work done in India and foreign countries, particularly accounts of good work done in different states and the contribution of literacy to economic development; preparing a programme for utilizing funds available for literacy in Block budgets and State Education Departments and mobilizing mass media for literacy.

About organisation of literacy programmes, the Seminar indicated that the

following points should be taken note of:—

1. Literacy instruction should never be started unless (a) a continuing programme of follow-up education is planned and instructional material available in quality and quantity;

(b) functional literacy can be achieved;

2. Literacy instruction should be offered first to those:

(a) who most seriously want to learn;

(b) who can learn most readily;

(a) who can return greatest social dividend. In this category, the Seminar decided to include members of panchayats, panchayat samitis, cooperatives, mahila samitis, occupational organisations, informal leaders of various groups and Gram Sahayaks.

About functional literacy, the Seminar was of the opinion that it should mean acquiring a mastery of a vocabulary of about three thousand words of high frequency. According to experts, this would take 250 to 400 hours of class work. This period, for the sake of convenience, be divided into two stages and grades—the first stage which would give a mastery of the mechanics of reading and the second stage which would make an adult functionally literate.

The Seminar also considered the question of equipment necessary for a literacy class to do its work satisfactorily. It drew up a list, which among others, included one lantern for every four adults and a lantern for the teacher—(For a class of 20 there would be six lanterns); approximately ten bottles of Kerosene oil per lantern per month; one black board; one set of text book material for each adult; a slate & a copy book for each adult, and a set of four maps—world map, map of the states & a local village map.

The Seminar also suggested that adults in a literacy class should be assigned specific roles. This would help to retain them in the class.

The Seminar urged the need to recognise the outstanding work of literacy teachers and suggested that they be honoured and their names put on rolls of honour at various levels.

The Seminar discussed the problem of teachers of literacy and their training. It felt that if literacy has to assume proportions of a mass movement, school teachers, students, educated village youth, village librarian and other officials in rural areas, should be mobilised. But whosoever teaches adults, must be trained.

It recommended a syllabus for the training of literacy teachers, which includes use of literacy in every day life ; how adults learn ; how to organise an adult class ; how to create reading readiness ; method of teaching literacy ; use of instructional material and preparation of simple instructional aids. It was also suggested that the training of school teachers should include such a syllabus compulsorily. The Seminar was of the opinion that this syllabus shall be taught in a course lasting not less than four weeks, and recommended that it should be the responsibility of teacher training institutions to give the months' training to literacy teachers.

The Seminar recommended that every state should have a society for abolition of illiteracy with a mass membership.

Proudh Shiksha

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Adult Education Problems in Malagasy

Jean-Pierre Maillard, Chief, Post & Pre-School Service, Ministry of Education, Malagasy Republic

INDEPENDENCE is a heavy legacy for the people of a newly independent country.

Not only have they their own problems to cope with, but they must also be prepared to meet the calls upon them for the building up of the new national life. They must be ready to adapt themselves to new forms of organization, to take their place in them, and to become part of a new machine which they may not fully understand.

In Madagascar, as in many other countries, independence was the result of the efforts of an older generation of politicians, a generation which had known many struggles. Most of the young people, and especially the young intellectuals, were always in opposition to the ruling system, both during the colonial period and later in the transitional phase. Some of them now have to make a real effort if they are to play a positive, constructive part in the new life of the country.

In many respects independence has something of adventure about it; its success depends on the furnishing of an extraordinary effort required to raise the country to an economic level high enough to enable it to do without foreign aid. If we consider that over half the population of this large island is under twenty-one years of age and that, of its 5,400,000 inhabitants, 90 per cent live in rural areas, we can understand the anxieties and confusion of these millions of young people. If we consider also their thirst for knowledge, their determination to learn and their sometimes violent desire to break away from traditional patterns of life, we shall have some idea of the difficulties that the young people of Madagascar are facing at the beginning of the third year of independence.

A point which strikes the foreign visitor is the importance of the Malagasy youth movements. More than 100,000 boys and girls between the ages of 8 and 20 belong to these highly organized associations. The Scout movement in particular, with newly 20,000

members, has supplied a large number of trained young people who have given useful service in the economic, social and political affairs of the country. Girls, too, are closely involved in this effort after collective responsibility, and their movements are lively and organized with an eye to the improvement of women's position.

Finally, we should mention the real desire on the part of the administrative and political authorities to find new solutions to fit new needs breaking, where necessary, with outworn traditionalism. There is a marked trend in education towards reforming curricula by establishing a special type of rural school. The Army is setting up a Civic Service, which is sponsoring a literacy campaign; it is also settling young people in cooperative villages, with the object of bringing new land into use. Systematic planning and the choice of a cooperative basis for the economy—marked by the establishment of a Commissariat General for Cooperation—are two of the important factors that are helping to make Madagascar a new country.

A general will to cooperate and coordinate efforts on all levels is helping to dispose of problems which bureaucratic compartmentalization would have rendered almost insoluble a few years ago. Public services dealing with farming, education, public information, health and nutrition often cut across one another and their common denominator is the National Development Plan. No one would claim that the system works perfectly, and here and there are refusals to cooperate. But what really is important is the sound foundation laid in those areas where young teachers, the farming administration and the departments of education are working together in an effort to speed up rural development. The young people in the country are very sympathetic to those projects and eager to take part in them; one reason for this is that they help to break the

isolation of rural districts by furnishing an active focus of development.

Alongside with these positive facts, however, there is also a definite distrust of 'experiments'. Madagascar has always seen government officials and experts come and go; often French career officials for whom an active period of overseas service meant rapid promotion. People in Madagascar remember many an expensive and short-lived experiment and leaders have told me that they have had enough of serving as guinea-pigs in experiments which were of doubtful value and not invariably disinterested. Unsuccessful projects and experiments are a luxury, and a young republic cannot afford such extravagance. Once a choice is made and an economic policy mapped out, people must feel a sense of security for the future and be able to work towards it without constant questioning and review of its general line of development.

Before we discuss the problems of adult education in Madagascar, we should consider what the term implies here. Adult education means quite different things, depending on whether it is used in connexion with rich countries, with universal education and elaborately-structured economic and social systems, or with developing countries with practically no structural framework at all. Without going into the Western definition of adult education, we shall simply say that it would not suit a country like Madagascar where 'fundamental' education (although the term itself has been abandoned) still means all it did. In a country with a substantial number of illiterates (nearly 2,000,000 adults in Madagascar can neither read nor write), where the school attendance rate is only 20 to 40 per cent in the country districts, literacy teaching is a task of the first importance, and one which call for the help of all the educated people. When the country first became independent, the young people themselves spontaneously felt the need for action, for sharing their knowledge with those who needed it. Youth movements all over the country started literacy courses for adults, both men and women. These practical courses, in which the Malagasy and French languages were taught together, were and still are very popular. Besides their elementary [courses in general subjects, women and girls are given some

instruction in child-care, diet and nutrition, and enough home economics to equip them to manage a small household budget properly.

The Malagasy peasant, who at present works only 100 days a year, needs to bring new land into cultivation and increase his production. New crops will enable him to improve both his own standard of living and the economic balance of his country. He needs to learn to look further than his traditional institutions, to become conscious of the new idea of nationhood and to realise that he himself belongs to the Malagasy nation. This is what adult education must teach him. The methods it will use are still to be devised, but the purpose is clear: to give the remotest villages that foundation for civic life which consists in an understanding of the citizen's rights and duties.

In a new country everything comes back to education, and those aspects of traditional life which inhibit progress must be countered by education. It is easy to understand the cruel predicament of a younger generation, anxious to assert itself and move ahead, faced with a modern civilization that it has not yet completely assimilated, and struggling against a past that it often rejects, and against an older generation whose moral authority it no longer recognizes. The disparity in what has been done for the rural and the urban populations is another problem, and one which accounts for the drift to the towns and the death of many villages.

Education has to meet the needs of life, and the modern media of mass communication are of great help in Madagascar especially since they make possible a considerable degree of decentralization. Sponsored by the government, the Malagasy broadcasting has launched an 'Operation Transistor', which will cover the whole country with a radio network that can be used for the mass education programmes now being developed.

Another factor in the situation is the feeling of nationalism which is even stronger amongst the young than amongst the old. The young people want to travel and to see things and to get to know their country; they no longer think of themselves as Merina, Sakalava or Antakarana; they are Malagasy,

In the same spirit and as a means of affirming their identity in relation to the outside world, they are anxious to establish contacts with other countries. The new Malagasy international school correspondents' service has already answered thousands of requests. This attitude is wide-spread and healthy; it is breaking down the isolation that is vaguely felt as a menace by all the inhabitants of the big island in the Indian Ocean.

The newly independent countries cannot afford the waste which was a feature of the past. What it took the older nations centuries to attain at enormous cost in terms of human life and suffering, they must build up from day to day in an atmosphere of peace and reason. Towards this end it is particularly necessary to educate the rural population, and the young people of the country are helping to carry out this task. Each year the teacher-training schools take in hundreds of future teachers who are well aware of what their principal job will be. The young people are also taking part in the peaceful revolution which will take shape in a few months' time, in the Malagasy rural schools. Under this new scheme a young person of 20, a native of the village or the region, takes 100 children each day. In the morning, they are taught reading, writing, arithmetic and elementary general knowledge—all in Malagasy—up to the level of the first-year elementary course. In the afternoon they do outside work; this includes work in the rice field and the school garden, instruction in the use of fertilisers, activities in connexion with the village youth centre and the scout troupe, sports, etc. All teaching aids, especially the radio, are available to the monitor.

This is a fascinating challenge for these young missionaries, and the education authorities think that in this way it will be possible to provide at least some practical training for the whole school-age population within the next ten years.

Parallel to this effort and in close connexion with it, the Ministry of Farming, through its Leadership Service, has stationed young 'rural leaders' in country communities in certain pilot areas. Their task is to encourage and help the peasant farmer to solve his problems for himself. The Ministry of Public Health has also devised a community service

scheme for young male nurses. The Nutrition Service, led by young doctors, is working out schemes which, through school meals and the introduction of new crops, will eliminate malnutrition within the space of a few years.

This type of adult education is very different from what we are accustomed to read about in the specialised journals. And yet surely it is going in the right direction.

'To train enlightened citizens, conscious of the problems of their society and anxious to solve them'; this is the idea-inspiring the Malagasy young peoples' Civil Service, a scheme for which thousands of young people are shortly to be conscripted. In co-operation with all the Ministries concerned with social affairs—Agriculture, Education, Public Health and Finance—it is planning its programme to deal with the major tasks of providing schooling, conducting literacy work, providing 'fundamental' education, and bringing new land into cultivation by setting up co-operative villages. In this country, a planter of trees is more urgently needed than a soldier.

The women also play their part in the national programme: girls are taking part in a campaign to help women and children in remote villages. In the larger cities, courses for adults have already had marked success with women students, and now advice and guidance will be provided in the home itself.

The more usual methods of adults education are, of course, found in the more sophisticated towns and are appreciated by people who have largely assimilated Western ways. Such services as film clubs, libraries, lectures and cultural meetings are used by a growing number of people.

This brief survey of the situation in Madagascar may seem encouraging but there are still many problems to be faced. Enthusiasm must be not only inspired, but maintained; leaders must be found; reforms must be carried out. There is an urgent need for technical assistance and for the resources needed to see these projects through. Madagascar has the advantage of the extraordinary will to progress that Independence brought about. It is to be hoped it will be able to use it fully, while there is still time.

*(From material supplied by UNESCO
Educational Clearing House, Paris)*

Mobile Technical School—In Australia

IN the thinly populated far inland areas of the Australian State of New South Wales, technical schools come to their students on rails.

These "rolling" schools supplement correspondence courses conducted by the State Department of Technical Education.

In an article in EDUCATION NEWS, published by the Australian Commonwealth Office of Education, the N.S.W. Director of Technical Education, Mr. E.A. Dickson, described the mobile instructional units as a dramatic and pioneering experiment.

Mr. Dickson's article stated :

The Department had established technical colleges in major centres of population and had constructed a series of correspondence courses.

These still meant that many students had long distances to travel and the correspondence courses could not meet the demands for practical instruction suited to certain districts.

In the 1930's it was decided to experiment with a new approach—mobile technical colleges—to enlarge the service the Department was providing and to meet these particular problems.

The experiment in education has been eminently successful, the subject of many inquiries from overseas and the prototype of several copies.

There are four mobile instructional units now in operation in N.S.W.

Basically, the units are converted railway rolling stock and each consists of three carriages, one of which is used as accommodation for the officer-in-charge, one as a lecture and demonstration room and one as a workshop.

Originally all four units concentrated on

subjects in the fields of mechanical and automotive engineering. The equipment included lathes, shaping, drilling and grinding machines, farm machinery, the latest types of automatic testing equipment, electric and oxy-acetylene welding apparatus, fitting and sheet metal work benches, blacksmithing anvil and forge, alternator, 16mm sound-film projector, film-strip projector, kerosene engine and tools. As in technical colleges, replacements and additions are continually made as new equipment and new processes are invented.

In 1960 investigations were made into the possibility of applying the experiment to a new field and Mobile Instructional Unit No. 3 was converted to give instruction in electrical trades from the beginning of 1961.

The unit was completely refitted and one of the three cars is now equipped as an electrical machines laboratory, fitted with A.C. and D.C. machines, test benches and portable electric apparatus. Included is a wide range of resistors, inductors, capacitors, basic electronic equipment and first grade electrical measuring instruments. The remainder of the carriage serves as a lecture and drawing room.

In the second coach, most of the students' practical work is carried out and facilities have been provided for bench fitting and lathe work, electrical wiring practice and armature and stator wiring. The third car continues to provide living accommodation for the officer-in-charge.

The Department of Technical Education has been able to move the units along selected sections of the State's railway network and to choose "ports of call" which would serve the most people. The units operate on a circuit and stay for one or two weeks in each town visited. In this period, the officer-in-charge gives concentrated practical instruction and lectures to students and leaves them assignments to study during the unit's absence.

(Continued on page 20)

Twenty Year Plan For Adult Education

The Asian Conference on Adult Education concluded in Saigon on April 24. The following is the report of the Conference.

PREAMBLE

THE conference, in its two Commissions, and its Plenary Session, examined the adult education needs and problems of rural and urban communities in relation to the effects of rapid and profound economic and social changes taking place in the developing countries of the region.

The impact of these changes upon the individual and upon his community are producing profound disturbance in the traditional social institutions, patterns of administration, and social and cultural values. The essential role of adult education is to help the individual to adjust to these changes in such ways as will secure an effective synthesis between all that is most enduring and valuable in the old ways of life and the great advantages which modern knowledge and techniques of production and administration can bring. *The education of the child and the young adult cannot alone provide the knowledge and the understanding required to meet the demand made upon the individual in all his relationships to his community if he is to assume the responsibilities involved in adjustments to such changes. The problems which face these communities are the problems of adults. And it is only by continuing education that adults at all levels of education and skills can be equipped to meet these demands.*

The Conference considered that the needs for continuing education of the adult arise from the following social conditions.

The rapid urbanization of life which is taking place on the one hand, and the impact of commercial and industrial revolution on village life on the other are producing disintegrating factors in the lives of individuals and their communities of a profound and far-reaching character.

The dissatisfactions to which rural poverty gives rise are accentuated by the fact that material prospects and better living standards are identified in the minds of the villagers with urban areas. This has produced a

steady increase in immigration of the ablest people from the villages to the towns, and in consequence a disproportionate loss to the village of middle aged male workers, producing an imbalance in the rural population which has serious community implications, with subsequent effects upon the quality of local leadership and initiative, and the abilities of rural communities to bridge the gap between old skills and values, and new ideas and techniques.

The rapid increase of urban populations, and in particular the in-flow of rural people into the towns has resulted in the divorce of the individual from his old established community, and the disintegrating effects that follow from his sense of isolation and inability to adjust to unfamiliar demands and values; his sense of inadequacy in the economic sphere and a sense of loss and frustration consequent upon the disappearance of old skills and customs and the many other impacts of mechanisation and urbanization upon his way of life.

In both the rural and the urban communities the capacity of the individual to advance his personal happiness and welfare and to contribute effectively to the social and economic development of his community depends upon his securing further education that will bring knowledge and understanding of how these ends may be realised. The special needs of rural and urban peoples in relation to personal economic and social development were considered in detail by the Commissions, and are the subject of recommendations set out below.

There are, however, certain broad needs that follow from the social and economic circumstances of rural and urban people to which the conference desires to invite special attention. The first of these is the problem of the relationship of the leaders and the led.

It was the opinion of the Conference that adult education is an essential factor in bridging the dangerous gap in understanding that

may widen between those, at every level, responsible for the promotion of social and economic developmental plans, and those for whom such plans are being implemented.

Active cooperation between the two groups and effective contribution from each are indispensable. It was the considered opinion of the Conference that every effort must be made to ensure the education of responsible leaders and experts in the principles and methods of effective leadership. It was also the opinion of the Conference that, particularly at the village or urban group level, the devising and implementation of such plans should be carried out in joint and continuous consultation with the people involved.

It was further considered by the Conference that cooperation and collaboration between adult education and community development authorities, experts in other government agencies and voluntary bodies concerned, was essential to the development of social and economic welfare. It was considered that adult education had important contributions to make to all such agencies in assisting them to further their work and in helping them to secure the greatest possible understanding and co-operation of the village or urban people concerned.

For all these reasons, the Conference considered that adult education should be regarded as a vital and integral part of the educational planning of the member countries of this region, and it should be seen as of prime importance to the success of social and economic development. To ensure this, the Conference considered that a 20-year plan of continuing education, at all levels, with particular attention to the age group 15-35 in both urban and rural communities, be drawn up as an essential complement to the Karachi Plan. Suggestions for the precise planning necessary are embodied in the recommendations of the Conference.

DECLARATION

This Conference declares that adult education has a crucial role to play in the social, economic and cultural development of the area from which its membership is drawn.

Adult education contributes to develop-

ment in all these aspects because it is a vital factor in the growth and development of the individual and, through the individual's better knowledge and understanding, the contribution he can make to his community is enhanced. The importance of adult education in the developing countries of the world lies not only in the contribution it can make to the well-being of those who have suffered educational deprivation in their youth, but also by the contribution it can make to those who assume responsibility for the tasks of social, political and vocational leadership.

The greater the scale and the rate of change made possible by the application of scientific and technological knowledge, the greater the need for larger number of well-educated individuals in every walk of life in their community. Literacy is not enough to sustain the rate and scale of change that small cadres of professional and technical workers have begun. At every level from the literate adult peasant to the highly trained professional man, continuing education is essential. Only through continuing education of man as a human personality, can his welfare and that of his society, be promoted harmoniously. Only thus can the significant and enduring values of the past, which it is vital to preserve, be integrated with social and economic development.

The Conference draws the attention of Member States of the region to the importance of adult education within the whole field of education, formal and informal, as an essential means of furthering social and economic development, and of enabling man to realise fully the spiritual and material values this development is designed to promote. The better equipped men are educationally to promote economic and social development, the greater is likely to be the rate and scale of change that they will desire and be able to effect; and that the better their basic education the wider will be the further education they will subsequently require, and desire, in order to lead rounded and satisfying lives in their changing society.

RECOMMENDATIONS

I

Taking into consideration the Declaration and Recommendations of the Unesco World Conference of Adult Education at Montreal

in 1960, and the recommendations for action of the first session of the International Committee for the Advancement of Adult Education of June 1961.

Recognising the needs for further intensified efforts by each Member State in Adult Education in order to promote the social and economic development of the countries of the region.

Seized with the importance of collaboration and mutual assistance between governments, voluntary agencies, and international governmental and non-governmental organisations, this Conference makes the following recommendations :

1. that each Member State of the region consider plans for making adult education an integral part of its whole educational system, in order that the skills of teachers and administrations, the advice and help of voluntary associations linked with schools, may be closely connected with national and local projects for social and economic development.
2. that each Member State seek to ensure that adult education, community development agencies, schools and Specialized Agencies, within the U. N. system educationally involved in social and economic development, devise their programmes in close consultation and collaboration with the groups concerned, be they traditional or recently established, so that the social and cultural background of the adults concerned may be respected and their skills, experience and wisdom fully used.
3. that each Member State seek to ensure that the significant role of adult education in relation to the development of the whole man should be furthered by all education agencies. The success of social and economic development plans turns, in the last resort upon the soundness and width of knowledge of the individual, and upon the qualities of responsibility, integrity and leadership that education can help to develop. In particular, the continuing education of all those involved in leadership roles, at all levels, in urban and rural commu-

nities, and especially of teachers, partly-trained and qualified "specialists", and technicians of all types is essential if social and economic change is to further human welfare.

4. that in each Member State universities be encouraged to play an active role in adult education because the nature and quality of a university's contribution are of very great importance to the community and to all other agencies, governmental and non-governmental, concerned with adult education, and community development. The universities can make a significant contribution to social and economic progress, by undertaking extra-mural work, in which some part of their research and teaching resources could be applied to the problems and needs of important sections of the community. Over a period, universities might be assisted and encouraged to develop a number of specific functions in adult education similar in some respects to those which have been undertaken in many already developed communities in close collaboration with state systems of education and voluntary bodies. The contribution of a university in adult education may take a number of forms, and be developed, with considerable benefit to the community and to the university itself.

Extra-mural functions of a university especially relevant to social and economic development may be :

- (a) the teaching of individuals in classes and groups in the humanities, social and physical sciences in order to equip the individual with the knowledge required to develop more fully his latent capacities, sense of social responsibility and qualities of leadership.
- (b) research about and experiment in the problems of adult education, publication of results, and application of the techniques of social sciences to educational problems.
- (c) appointment of trained educators to key regions to implement teaching programmes and assist in community development projects.

- (d) the provision of short, intensive refresher courses, seminars, conferences and schools for specialists of various kinds, and development of group discussions and leadership methods and techniques, with the university acting as an impartial and independent agent to bring together university, professional and higher grade administrative and technical personnel from governmental and other agencies concerned with the education problems and methods relating to social and economic development.
- (e) the training teachers and leaders in the principles and practices of adult education ;
- (f) the preparation and publication of materials of value to schools and other governmental and non-governmental agencies engaged in adult education and various forms of community development.
5. that the Member States recognize the great importance of the contribution that can be made by both traditional and recently established voluntary bodies, at the international, national or local level. Through them experts at all levels, can meet and effectively consult the wishes, use the experience, knowledge and skills of local leadership, and secure their confidence and co-operation in social and economic development projects. Organised voluntary bodies can seek, formulate and represent the trends and opinions of local leadership and rank and file, and then act as an intermediary to formulate, promote and support adult education programmes at the local, regional, and national levels. If they are to perform such a role adequately, these bodies must have encouragement and financial support.
6. that Member States recognize the related importance of effective consultation and collaboration between adult education authorities, universities, schools, inter-governmental agencies and voluntary bodies, in both rural and urban areas, in the education and training of staff.
7. that Member States recognize the importance, in both the urban and the rural spheres, of adult education bodies, schools, and voluntary bodies collaborating closely with the experts of all international agencies, governmental and non-governmental, with a view to making use of the resources of published and other materials of such bodies, in particular those of ILO, WHO, FAO, and ECAFE.

II

In order to encourage and to help adult education schemes in different countries of the region to a more concentrated effort with definite targets, and in order that UNESCO may help on the international plane, this Conference recommends that UNESCO.

1. appoint a team of experts to make a survey of the situation, problems and needs in countries of the region and to draw up a 20-year plan covering the age group 15-35. This plan should then be examined by Member States at a regional conference in order to devise ways and means of implementation. It would be desirable that the survey be completed by 1964 so that budgets may be drawn up and finances allocated from 1965 onwards.
2. help Member States, of the region to draw up national plans for adult education by means of surveys and research projects.
3. consider the organisation on a more frequent basis of seminars and workshops so that adult education personnel could together discuss common problems, develop further collaboration, and secure training for specific purposes in the principles and methods of adult education, especially in relation to the use of the mass media of communication for adult education purposes.
4. promote on a wider basis the exchange of personnel and trainees in adult education in the countries of the region by exploring mutual assistance between the States concerned as well as from other sources.

(Continued on page 20)

Our Illiteracy—What It Costs Us

Background paper prepared by Shri Sohan Singh for the Seminar on Literacy, organised by the National Fundamental Education Centre, at New Delhi from April, 19 to 26, 1962

IN 1961 we counted ourselves and some of our attributes. And the one attribute that struck us was that we the people of India abound in illiteracy.

For once we felt shamed—not so much because we were predominantly illiterate, but because we had made so little progress in this matter during the last decade when we had built up our self-image of a rapidly advancing people.

But soon we recovered ourselves and “wiser” views consoled us. There was no need to be upset over this matter. After all were we not getting richer year after year? That is the primary thing. The “take off” stage is bound to come in one of our Five Year Plans; and then, soon, we shall shed our illiteracy as the snake sheds its old skin, just as the rich countries did it once. And to seal our simple faith in the “take off” we proceeded to allocate 1.4% of our development expenditure in the Third Five Year Plan to Social Education as against the 1.9% we did in the Second Five Year Plan!

Some of us felt puzzled. Here was a country wedded to democracy. Education was more necessary for a democratic society than for a totalitarian society, and yet we beheld the sight of dictatorships being utterly serious about obliterating illiteracy from their masses and the rulers of our own democracy feeling so complacent about it.

But in a democratic society one has not only to be patient with those who differ from you, but try to understand their viewpoint. Why do some of our people refuse to take our vast illiteracy seriously?

Their argument would run somewhat as follows:

(1) The cost of removing illiteracy is

so heavy that we simply cannot afford it. Take the cost in money. If we take a modest sum of Rs. 10/- as the cost of making a person literate, the colossal cost of making literate over 200 million illiterates would be enough to cool down the most hot-headed literacy enthusiast amongst us. Better put this money in a steel mill or a dam. Take the social cost. Making a person literate is to put “ideas” in his head. With our country upto the neck in poverty, so many more literates will mean so many more frustrated individuals. Let us not rush ourselves into a course which will lead only to social unrest.

(2) After all, what is literacy worth? In the first place, how many people exercise their literacy? Perhaps not more than 10%. And of the vast majority of those who use it, what do, they gain? Their literacy does not make them a more cohesive force in the groups to which they belong. And education makes a man more assertive and aggressive. Literacy by itself does not lead to economic growth.

(3) It is in fact our economic growth with which we need to concern ourselves as a people at present. Our workers and farmers do not need literacy in order to raise their productivity. There is no doubt, they need new skills and perhaps a new outlook and new attitudes, too. But it is possible to give them these new skills and attitudes more cheaply through audio-visual aids and the other media of mass communication. Again, literacy only adds to the consumption of a nation's wealth. It is much more costly to maintain a literate man than an illiterate man. The latter is content with much less. Thus, the greater the literacy of our people the less will be the nation's savings and so the slower our economic growth.

I think these are the main arguments.

Some of us are surprised at the cynicism and the lack of respect for human dignity that lies behind these arguments. But, then, perhaps the advocates of "go slow with literacy" would say that a tender regard for human dignity is itself a luxury which befits the more affluent societies. Anyway, with our deep concern for our economic development—a concern with which there can be no two opinions—we have no choice but to meet the go-slowers on their own ground, that is to say, we must prove the soundness of **Literacy as an investment**. This we will now proceed to do.

The positive co-relation between literacy and national income or per capita income, *regardless of the material resources of a country*, is by now a well-known fact and need not be repeated, except to say that the co-relation is not a new phenomenon of the 19th or the 20th centuries; it has manifested itself throughout history. The river valley civilizations—Egypt, Sumer, and Indus Valley—were the first to put humanity on the road to economic development, as we understand the term. They were also the civilizations where literacy first made its appearance. In the fourth century Athens literacy was there in a much greater measure than in old Egypt and the citizens of Athens were far more prosperous than the subjects of the Pharaohs. Athens was not only the most prosperous of all the Greek city States, it was also the most literate—and the most democratic. At the pre-dawn and dawn of the Christian era, the city of Alexandria enjoyed a prosperity perhaps not less than that of Athens in its own day and "it has been estimated that 60% of men and 40% of women of the middle class in Alexandria wrote Greek; to them must be added a considerable number of Alexandrians who wrote only Egyptian." (S.p. 514). The advance of modern Europe and United States in literacy and national wealth, one along side the other, is a well-known story. Indeed, the example of Europe is very instructive in this respect. Portugal and Spain, and Portugal more than Spain, are behind the other European countries in literacy, they are also behind them in wealth. And, most interesting, even in one and the same country, namely Italy, the north is richer and the more literate than the south.

The positive corelation of literacy and national wealth, then, is a well known fact. But the go-slowers can live happily with this fact. For corelation can also mean that *as a nation gets richer it also becomes more literate*. Can we show that a nation gets richer *because* it becomes more literate? Can we show that in this co-relation between literacy and national wealth the causal priority belongs to literacy?

Here, again, history speaks unambiguously. We will quote five cases.

It is well-known that Great Britain stole a march in the 19th century over other European countries and United States. But in the middle of that century Germany and United States not only overtook her but surpassed her. "When the network of contributing factors—mutually interdependent as they are—became reduced so as to allow "purer" comparisons, it can be concluded that a difference of strategic importance was that, while...Germany and the United States of America...had put very high stakes on getting their educational systems in top form, England during that period lagged behind in primary education for the people even if its centres of high learning for a selected few were top ones." (A.p. 28). While in 1850 the United Kingdom had an illiteracy rate of 50%, Germany was well on the way to solving the problem of illiteracy. As regards the United States of America, as Norton has said, "the ideal of universal common school was accepted and put into effect to a considerable degree in the United States during the first half of the 19th century." Norton continues: "According to an analysis by Rostow, the economic 'take off' period in the United States was from 1843 to 1860. This period was preceded by the decisive educational developments of about 1820 to 1840 described above." (N.p. 15).

In her excellent address at the Central Institute of Education on 19th January 1960, to which we are greatly indebted for the material on this point, Mrs. Myrdal has also analysed the case of Denmark. She tells us that in the middle of the 19th century that country was "just an agricultural" one, only lately free from the feudal system, when she was "faced by ruin" from competition from United States, Russia, and other countries.

Denmark met the challenge and reorganized her agriculture on cooperative lines. "With its 'mediocre soil and indifferent climate'... that little country has succeeded in producing—the figures are for the inter-war period—about half of the bacon, 30% of the butter and 20% of the eggs that enter the world market" (A.p. 27).

How was this miracle achieved? It was done through cooperation and application of scientific knowledge. Both these things could not have happened if the Danish peasantry was illiterate. We know how our own illiterate peasantry is impervious to the benefits of cooperation. But the Danish farmer was prepared for it by education. As early as 1814, a royal decree had "made schooling compulsory for all children, sanctioned the establishment of state schools in all localities and even stipulated a fine for parents who did not keep their children in school." (A.p. 28). This was done when Denmark was yet decades away from her "take off."

The case of Japan is well-known. Soon past the middle of 19th century she was rudely shaken by the West out of her complacent isolation. The first thing that wise rulers did was to build up a system of general and technical education with widespread literacy as its firm basis. An eminent writer has said that this "was fundamental to Japan's industrial advance. No other enterprise of the state paid more handsome dividends to the nation." As another writer has said—he did not mean it as a dig at us—"Japan did not begin with steel mills. She laid a solid foundation for an economic development in her nationwide system of general education." (H.p. 160).

The leaders of the Russian revolution did precisely the same when they came to power. Indeed, the Russian example is one of the most inspiring in the annals of education and even men with rock-like conviction in democracy have uttered full-throated praise for the Russian example. In 1926 Russia had an illiteracy rate of 43.3%. Within a decade the back of the monster of Russian illiteracy was broken decisively. It is easy to say, as often enough it is said, that Russians could do it because of their communist system and that no democratic country can and dare put

its people under such sacrifice and suffering as the communist system can. We will not say that this is very unfair to democracy. We will only say that this is a lame excuse trotted out to soothe ourselves on our own lethargy—or folly. The Russians never put any third-degree methods into operation to make the people literate. Those who have read the history of the literacy movement in Russia know that it was a mass movement which evoked boundless enthusiasm of the masses. Millions came forward to get educated, and the Russian rulers, with enthusiastic support from all sections of the population, far from allowing considerations of 'finance' to curb the enthusiasm of the masses, positively and decisively led the masses to victory over illiteracy.

As our last case, we again return to Germany and Japan. To say that these countries were vanquished in World War II, is only to describe their condition at the end of the war euphemistically.

Their economy was completely crushed and blown to smithereens by the bombers and the atom bombs. And, yet, within a decade of their defeat, these countries were not only on their feet again, but in the matter of their economic resurrection, they evoked the unstinted admiration of the whole world and the envy of many. No people without universal literacy could ever have succeeded in performing this miracle.

Well might we say with Horace Mann—he said it when the United States was yet to arrive at the "take off"—that "education is convertible to houses and lands", as it is "into power and virtue."

It is not difficult to see why literacy should be so great a factor in economic development. In the first place, literacy is a basic requirement for obtaining the knowledge and skills necessary for economic development. It is often said that the radio and the film offer us instruments which can help us to bypass illiteracy. I think if our simple faith in these media is not shaken, it is time that if should be. These "audio-visual aids" keep us tied down to perceptual reality and to adopt new methods involves a break from perceptual reality into a world of imagination *in one's mind*. Mankind has so far discovered no

method more potent than the written word to free man from the bondage to perceptual reality and to give wings to his imagination.

Again, economic progress also depends on motivation—or rather a motivation-complex. This motivation-complex is absent where literacy exists and the motives for economic development may yet be absent. Well, it will be more true to say 'existed' than 'exists'. For, in the modern world the two go together.

Studies are lacking on micro-investigations on the relationship of literacy and productivity. But, whatever evidence is there, goes to show that a literate farmer or a literate worker is, other things being equal, more economically productive than his illiterate brother.

This applies to women too. Literacy is as good an investment on women as it is on men. We are rightly concerned over our "child-farming" practices and without being alarmist we can say that, from the point of view of our economic development at least our fertility is our despair. We do not give full credit to our intelligence if we believe that illiterate women can take to "family planning" in such numbers as to make a significant reduction in our fertility rate. "A Puerto Rican study in 1946 showed that more schooling for women meant fewer children. Mothers with no schooling had an average of 6.1 live births in comparison with an average of 2.4 live births for those with high school education or above; and the average moved steadily upward as the amount of schooling became less." (E p. 103). The writer himself has seen the difference between literate and illiterate wives of coalminers in Jharia and Rani Ganj coalfields. The illiterate women are unembarrassed by their fertility, the literate women are troubled by the thought of it—and that surely is a hopeful sign.

Has any economist compared the cost of bringing up the children their parents do not need with the cost of educating the mothers!

We now turn to the soundness of investment in literacy for our democratic society. There are men, loud and aggressive on behalf of democracy, because to them it is hardly distinguishable from their own prosperity. For

this species of mankind education or universal literacy can wait. But in every country there are men of conviction for whom democracy expresses the human spirit in a way no totalitarian system ever can. With rare unanimity these men say that universal literacy can provide a positive foundation for democracy. In the oft-quoted words of Jefferson, "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and what never will be."

However, let us look at history. We have seen how the United States took the lead in establishing schools for children. This was not accomplished without opposition. The protagonists of universal literacy won over the opposition, significantly, only after 1828, the year in which universal suffrage was introduced. The shrewd men of property in the United States saw the the connection between universal literacy and political stability. In 20th century the United States "strikes have been laid to uncontrolled passion and passion to illiteracy." (S.p. 522).

In England, too, though the humanitarians were agitating for a long time for universal primary education of the people, the movement for total abolition of illiteracy gained momentum only after 1839, the year of the Chartist riots. Here the opposition against universal schooling was stiffer than in the United States, and the argument that finally won the day for universal literacy was that it was the best "means of teaching the working classes to govern and repress their passions." (S.p. 518).

Apropos this, Sullivan writes, "However misguided the faith appears when accompanied by its premises, it would be rash to say that the 19th century advocates of literacy were wholly wrong in their conclusions. The two outstanding recent revolutions have begun in countries with large percentages of illiteracy and perhaps in their campaigns for liquidation [of illiteracy] the revolutionary governments now established only prove their awareness of the human tendency to give assent to the written word; whether the word speaks for tradition or for innovation." (S.p. 523).

In our own country we have witnessed ghastly mob passions erupting every now and then on the outward calm of our social

structure. The riots in Jabalpure and Aligarh are fresh in our memories. The riots are the symptoms, the disease is ignorance, which is coterminus with illiteracy. Madhya Pradesh and U.P. are the areas of heavy illiteracy—let us not forget that.

In recent years we have seen our neighbours falling one by one under the heel of dictators. By now all our neighbours, except Ceylon—significantly, it is the country with the lowest illiteracy rate in the area—are overcast with dictatorial pall. Simultaneously, we are, instead of being thankful for the mercies of history, congratulating ourselves with the thought that nothing like this can happen here. This is a delusion. What can happen to our brothers of yesterday across the Ravi can happen here as well were not the charismatic leadership, we have had the luck to enjoy, so anti-totalitarian. To count on that leadership to stay with us “for ever and aye” would be passing folly. Even with this leadership, let us admit frankly to ourselves, there is hardly any democracy in the country in the real sense of the word, that is, a wide sharing of concern over the affairs of the nation based on information and knowledge as against rumour and gossip. The Indian ruling classes, so lukewarm for literacy, are blissfully ignorant of the fact that they are sitting on a potential volcano of ignorant and illiterate millions.

One characteristic of a democratic society is absence of too much concentration of wealth in the hands of a few. In that sense, too, our society is not so democratic as the stability of our political institutions (hitherto) would lead us to believe. Here, also, the villain of the piece is our illiteracy. Over the world illiteracy and maldistribution of wealth go together. The United Nation's preliminary report on the world's social statistics “cites the example of four countries—Ceylon, El Salvador, Puerto Rico and Italy—where, about 1950, $\frac{1}{3}$ rd or more of the total income was received by the richest tenth of the population. In five other countries—Canada, Denmark, Sweden, the United Kingdom and the United States of America—the upper tenth accounted for less than $\frac{1}{3}$ rd of the total income. It may be noted that the countries in the first group all have higher illiteracy rates than those in the second group. Further-

more, in the United Kingdom and the United States, for example, the trend is already seen towards less concentration of income in the upper brackets, as compared with an early period.” (U.p. 175).

In a theme of literacy as a sound *investment* we have spoken of education and literacy as if they were interchangeable terms. Similarly, we have not distinguished between the literacy of children and literacy of adults. We have done so because, in the first place, literacy is the foundation without which no educational super-structure is possible, and secondly, there is no point in achieving literacy if one stops short at the alphabet and did not proceed to use this skill to absorb modern knowledge and technology we so badly need. As regards adult education versus primary education, again the distinction is a matter of strategy. After all education of children is valuable because it will stand them and the country in good stead *when they acquire adult roles*. The question then resolves only to this—shall we wait for universal literacy to come up through the schools or shall we also simultaneously tackle the adults who are there on their own jobs and who can immediately make a use of their literacy and whose literacy will make immediate difference to our society? Anyone who shares the sense of urgency of many of us, anyone who agrees that we are losing much more even in material wealth because of our timidity or myopia which prevents us from investing some of our national wealth in education, anyone who believes that without literacy our democracy is a pleasant mirage, will also agree that one very strategic place where to apply our best efforts in eliminating illiteracy is the place where the illiterate adult is standing on his adult job—to make a mess of it!

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Education Foundation of Progress

UNESCO CHIEF'S STATEMENT

MR. Rene Maheu, Acting Director-General of Unesco, has issued a statement in Paris, after his recent visits to Tokyo and Santiago. He said that all developing countries have an extremely intense desire for education which they believe to be the foundation of their progress. "It is difficult for 20th Century Europeans to imagine this thirst for education, for it corresponds to the era of the Industrial Revolution", he explained.

The demand for education is not being infused into the peoples of Asia by their governments, he pointed out. On the contrary, it is a mass ground-well which has led governments to give priority to primary education even though their economists might prefer secondary education as a faster way of producing leaders and trained manpower. This, he pointed out, has led to vast political and psychological pressure. Mr. Maheu said that he was "more optimistic" about the prospects for solving the vast financial and technical problems involved in making free and universal primary education a reality. "Some of these problems are apparently without any solution, but they are being solved by extraordinary ingenuity and dynamism", he stated.

But ingenuity and dynamism are not enough and, Mr. Maheu stressed, they are being accompanied by a realistic willingness to make financial sacrifices. In fact, at Unesco meetings, government delegates representing a huge segment of the world's population have recommended fixed budgetary percentages to be devoted to education by their countries.

Mr. Maheu gave the figures : at Santiago, delegates from 24 countries agreed that Latin American countries should devote 4 per cent of their national income to education by 1965. In Paris, African ministers of education set a goal of 5 per cent by 1970 and 6 per cent by

1980. The Tokyo meeting declared that Asian countries should set aside between 4 and 5 per cent of their national income for education by 1980.

Foreign aid will be necessary to meet these targets and this aid already exists, the Acting Director-General said. Bilateral aid from such countries as France, the United States, the United Kingdom, the U.S.S.R. and the Federal Republic of Germany is pouring into these three regions in amounts which will never be matched by international aid from such organizations as Unesco.

However, Mr. Maheu saw a special role for Unesco in this pattern of aid. All three conferences, he said, were dominated by the concept of methodical planning for educational development, but countries lack planning personnel. "This is one field where international organizations can be of help," he said. "Unesco has the confidence of the underdeveloped countries". This confidence, he stressed, is needed at the moment when a country decides priorities for its future.

"While there may be a certain amount of scepticism about Unesco in developed countries, the confidence of the developing countries in Unesco is very moving. It is based on two reasons: the technical competence of Unesco and the fact that international aid is believed to be free of special interests".

At the Tokyo conference, Mr. Maheu also noted that an emphasis is being placed on the quality as well as the quantity of education. "The old countries of Asia with their ancient civilizations are wondering if it is necessary to copy the educational systems of developing countries," he said. "Some might prefer to see a slight technological lag in the future rather than a radical transformation of their cultures".

All three conferences were held to take

stock of long-term educational plans which had been adopted at previous meetings. The conference of African ministers of education in Paris was attended by delegates from 34 countries and it led to recommendations stressing the importance of educational planning in national development programmes, the expansion of teacher training, and more attention to rural schools and adult education programmes. It followed the adoption of a continental plan for the development of African education which had been adopted to a conference in Addis Ababa in May, 1961.

Delegates from twenty-four countries and observers from eleven more were present at the Santiago which endeavoured to look at Latin American education in the light of economic and social development, accenting the integration of educational and economic planning. Of these three regions, Latin America is perhaps the closest to a "break-through" point in primary education. Since 1956, the starting date of a Unesco major project aimed at expanding schooling in the region, the number of Latin American pupils attending primary schools has risen by nearly 8,000,000. Nevertheless, the Santiago con-

ference estimated \$ 34,500 million dollars will be needed to solve by 1971 certain serious educational problems still facing Latin America. Facilities, for example, are still lacking for 12,000,000 school-age children; in addition, 83 per cent of Latin America's pupils drop out before finishing their primary school classes. The conference recommended that 15% of the \$ 1,000,000,000 annual Alliance for Progress aid programme be devoted to education.

The Tokyo conference brought together education ministers and senior officials from eighteen Asian countries to examine the implementation of the "Karachi Plan" (adopted at a Unesco conference held at Karachi in 1960) for the spread of primary education in Asia. The meeting decided that secondary, higher and adult education should also be covered by overall national planning for educational development. One major recommendation made at Tokyo called for the wide use in Asian schools of new techniques of teaching and learning, ranging from the simple film-strip and the modernized textbook to radio and television programmes which may soon be beamed from artificial satellites.

Association's Hindi Publications

(POSTAGE AND PACKING WILL BE EXTRA)

१. समाज शिक्षा की समस्याएँ और उनके हल	१.५०	६. सहकारी समितियाँ और आधारभूत शिक्षा	२.५०
२. नवशिक्षित प्रौढ़ों के लिए साहित्य का निर्माण	१.५०	१०. प्रौढ़ और आधारभूत शिक्षा के लिए पुस्तकालय	२.५०
३. नवसाक्षरों के लिए पत्रिकाएँ	... २.००	११. प्रौढ़-शिक्षा में सामाजिक और राजनीतिक- उत्तरदायित्व	... २.५०
४. जनता कालेज की व्यवस्था और कार्य	... ०.५०	१२. ग्रामीण महिलाएँ और विकास कार्य	... ०.५०
५. प्रौढ़-शिक्षा (आधुनिक विचारधाराएँ व प्रयोग)	२.००	१३. स्त्रियों की नागरिक शिक्षा	... २.००
६. आधारभूत शिक्षा (निरूपण और कार्यक्रम)	१.६५	१४. ऋषिकेश सेमीनार की रिपोर्ट	... १.००
७. समाज शिक्षा में मनोरंजन व सांस्कृतिक कार्य	०.७५	१५. लोक नाटक	... ३.००
८. सामुदायिक विकास में प्रौढ़-शिक्षा	... ०.५०	१६. मजदूर शिक्षा प्रणालियाँ और तकनीके	... ०.७५

Indian Adult Education Association

17-B Indraprastha Marg, NEW DELHI.

Donations for Tagore Hall

Dr. Kloppenburg of Dortmund, West Germany has very kindly collected about Rs. 192 in his country, for the Tagore Hall. These small collections indicate the bond of friendship and fellow feeling that common Germans have for India. We are grateful to Dr. Kloppenburg and to the donors.

We have also received a grant of Rs. 4000/- from the Madhya Pradesh Government and Rs. 1000/- from the Uttar Pradesh Government. The other donations are :

Smt. Bimla Dutta Rs. 200/-

Mrs. Sigrid Edge (USA) Rs. 20/-

Mobile Technical School in Australia

(Continued from page 8)

Courses are part time and instruction is provided in the following subjects; Unit Nos. 1, 2 and 4 : Automotive Engineering, Farm Mechanics, Fitting and Machining, Motor Maintenance, Trade Drawing, Oxy and Electric Welding and Workshop practice. Unit No. 3 : Course for Electrical Fitters and Mechanics.

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Equally important, the units provide practical instruction for farmers in the use of farm machinery and the care and general maintenance of their equipment.

A particularly valuable aspect of the knowledge gained through the courses is the ability of the farmers to make adaptations to new machinery to meet their special conditions and needs.

The units are thus a significant means not only of bringing training to the country but also of keeping its technical knowledge up to date.

Twenty Year Plan for Adult Education

(Continued from page 12)

5. consider the setting up of a centre in the region for research into the problems of adult education and for the collection and exchange of information and ideas. Such a centre include within its scope such fields as experiments and ideas in the use of the mass media ; audio-visual education, information about low-cost radio and other materials.
6. consider the establishment of a centre for countries of similar cultural, social and economic backgrounds to undertake experiments in teaching techniques and common approaches to such problems as functional literacy and juvenile delinquency.
7. explore the possibilities of closer collaboration in the adult education field between such other U.N. agencies as ILO, ECAFE, WHO, FAO, UNICEF, and UNESCO itself and other non-governmental international agencies concerned with adult education.

Our Illiteracy

(Continued from page 17)

- H. HANSEN (A.H.) : Economic issues of 1960, New York : McGraw Hill; 1960.
- N. NORTON (John K.) : Education and economic development, *Indian Journal of Educational Administration and Research*, Spring 1961.
- S. SULLIVAN (Helen) : Literacy and illiteracy, Encyclopaedia of the Social Sciences, Vols. 9-10, ed. by Edwin R.A. Seligman and Alvin Johnson; New York : Macmillan and Co., 1957.
- U. UNESCO : World illiteracy in mid-century, Paris : Unesco; 1957.

Book Reviews

Public Leadership by Wendell Bell, Richard J. Hill and Charles R. Wright. Published by Chandler Publishing & Co., San Francisco, 1961 ; pp. 242.

IT presents a review of the literature dealing with public Leadership and citizen participation in public affairs in the United States.

The second chapter describes five different approaches to the problem of Public Leadership which are : (i) positional or formal leadership (ii) Reputational or nominal Leadership (iii) Social participation (iv) personal influence or opinion leadership and (v) event or decision making analysis.

Chapters III and IV take up the description of Public Leadership and the incidence of leadership among the various kinds of Americans. It also presents evidence on the relative participation of men and women in each of four leadership roles (a) formal leaders (b) reputational leaders (c) social participants and (d) personal influentials and also presents the data on such leadership.

Chapter V and VI discuss the Racial nationality and religious backgrounds of public leaders of various kinds and includes a special discussion of leadership within the minority groups in the USA. It also reviews social class and educational backgrounds of public leaders.

A special treatment of differences in attitude, opinion and political behaviour, the prestige of political positions, the public image of individual leaders within the American population is given in Chapter VII.

The Chapter VIII is concerned with the issues of motivations for participation in public affairs and discusses different theories which help to evoke motivations.

In the conclusion, it collates and expands upon several suggestions for future research on public leaders. However, no attempt is made at an exhaustive or comprehensive interpretation of the materials as they bear upon educational policy. Such an analysis is more properly the prerogative of educator themselves. But it provides both educational needs and basic knowledge about the nature and operation of public leadership in a democracy.

It ends with a selected bibliography of books, articles and unpublished documents on public leadership, which serves to underscore the attention, that has been attracted by this important indeed vital social phenomenon.

It is hoped that this book will aid in the ultimate educational task and serve a purpose of guide to the research scholars, administrators and workers.

Jagdish Sharma

General Catalogue of Unesco and Unesco-Sponsored Publications.—Price \$ 1.00 Published by Unesco, Paris.

ALMOST all Unesco activities, by their very nature give rise to the dissemination of knowledge, of techniques, expert opinions and “know-how” to the world at large. The printed word, in the form of books and periodical publications, is one of, if not the most important means used to achieve these ends.

Of the many thousands of publications issued in implementing Unesco's programme only a part are published by Unesco itself. Up to now, it has been impossible to see the complete picture of all these publications. There was no list, hence it was difficult to obtain comprehensive answers to such questions as “What publications are available in a particular subject-field?” “Hasn't Unesco published something on this?” and so on.

This general catalogue is the first attempt to provide the complete answer to these questions. It contains over 2,500 entries and is divided into four parts :

- (i) A list of publications classified by subject in accordance with the Universal Decimal Classification, and containing full bibliographical data as well as references to other language versions of the same publication ;
- (ii) A list of filmstrips and diapositives ;
- (iii) An index of authors, titles and series titles ;
- (iv) A list of names and addresses of publishers.

This catalogue should prove a useful reference work for librarians and booksellers wanting to trace and provide information about any of the publications. It should prove equally valuable to the specialist seeking a publication in his particular field of interest.

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1	1	21	23	41	44	61	65	81	87
2	2	22	24	42	45	62	66	82	88
3	3	23	25	43	46	63	68	83	89
4	4	24	26	44	47	64	69	84	90
5	5	25	27	45	48	65	70	85	91
6	6	26	28	46	49	66	71	86	92
7	8	27	29	47	50	67	72	87	93
8	9	28	30	48	51	68	73	88	94
9	10	29	31	49	53	69	74	89	95
10	11	30	32	50	54	70	75	90	96
11	12	31	33	51	55	71	76	91	98
12	13	32	34	52	56	72	77	92	99
13	14	33	35	53	57	73	78	93	100
14	15	34	36	54	58	74	79	94	101
15	16	35	38	55	59	75	80	95	102
16	17	36	39	56	60	76	81	96	103
17	18	37	40	57	61	77	83	97	104
18	19	38	41	58	62	78	84	98	105
19	20	39	42	59	63	79	85	99	106
20	21	40	43	60	64	80	86	100	107

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2	2.14	12	12.86	22	23.58	32	34.29	42	45.01
3	3.22	13	13.93	23	24.65	33	35.37	43	46.08
4	4.29	14	15.00	24	25.72	34	36.44	44	47.15
5	5.36	15	16.08	25	26.79	35	37.51	45	48.23
6	6.43	16	17.15	26	27.86	36	38.58	46	49.30
7	7.50	17	18.22	27	28.94	37	39.65	47	50.37
8	8.57	18	19.29	28	30.01	38	40.72	48	51.44
9	9.65	19	20.36	29	31.08	39	41.80	49	52.51
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10—11 p.m }

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7 : 30—8 : 00 p.m. } 25.08 &
8 : 30—9 : 00 p.m. } 19.46
9 : 30—11 : 30 p.m. } metres.

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HINDI

9—9 : 30 p.m. 42.19,
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Silent Revolution

THE Union Education Minister, Dr. K. L. Shrimali has stated in Parliament that the basic objectives of India's educational policy are (i) bringing about silent social revolution, (ii) assisting in the development of a scientific and technological society and (iii) breaking the economic barriers which deny equal opportunity in the field of education. This is a clear-cut enunciation of a policy which was inherent in India's objective of establishing a cooperative commonwealth. Its implementation pre-supposes initially, inculcation of certain basic attitudes, among those who are charged with this task and an overhaul of the present administrative machinery, for those given to authoritarian code of conduct in life and in administration can hardly implement India's new policy of providing equal opportunity. Moreover, many of the red-tapes developed and nurtured by an alien bureaucratic machinery will have to be scrapped, so that activities which need quick decision and speedy implementation should not be thwarted by bureaucratic interference and in some cases lack of appreciation. A clear-cut demarcation between policy-making and its administration, is so difficult to make specially when you wish to bring about "a silent social revolution". For this there must be a harmonious blending of policy maker's role and administrator's role. The administrator must subserve to the needs of the policy maker, he should not replace and thwart the policy maker, under one pretext or the other. Similarly the financial wizard should not be allowed to come in the way of "a revolution." For the distinguishing feature of a revolution is that it does not conform to existing rules and regulations. It is against *status quo*. It comes inspite of the well-laid plans of counter-revolutionaries, for factors like people's will and enthusiasm, their capacity to sacrifice etc., which cannot be measured in material term, play a leading part in a revolution. Therefore it is hoped that the implications of the new policy, that is thorough over-haul of the bureaucratic machinery will precede

its implementation. Otherwise let us not fool the people by using words whose implications we are not willing to face.

Secondly, care should be taken to arouse people's enthusiasm and their capacity to sacrifice. This can be done thru' adult education alone. It is our hope, the Government will read the writings on the wall and act accordingly and accord Adult Education its due place.

Tory Award for Adult Education in Canada

The Henry Marshall Tory Award for 1961-62 has been awarded at the 27th Annual Meeting of the Canadian Association for Adult Education to Sir George William University for its outstanding contribution to the field of adult education in Canada. The Tory Award, established by the CAAE in honour of the great university leader, Dr. H.M. Tory, is a Canadian painting of the recipient's choice. Two recent recipient's of the Award were the Vancouver School Board and the Canadian National Commission for UNESCO.

The Annual Meeting of the CAAE met under the chairmanship of Mrs. Pauline McGibson on June 2, at McMaster University. Over 100 officers, members and friends of the Association from coast to coast are reported to have attended. The National Council of the Association met on June 1st, under the chairmanship of Mr. William McCallion, Director of Extension of McMaster University. Dr. John Friesen, Director of Extension of the University of the British Columbia was the guest speaker at the Annual Dinner in the evening. Honorary Life Memberships in the CAAE was presented to Mrs. Pearl Steen, former president of the B.C. Adult Education Council, Mr. Charles Topshee, Director of the Canadian Film Institute, Dr. E.A. Corbett and Dr. J. Roby Kidd, both former Directors of the CAAE. These awards are given to individuals who have served the Association with distinction.

Dr. Roby Kidd and Dr. John Friesen, are life members of the Indian Adult Education Association.

DR. MEHTA

Our President Dr. Mohan Sinha Mehta, has been appointed Chairman of the Standing Committee on Social Education set-up by the Government of India. This was announced by the Education Minister, Dr. K.L. Shrivastava in the Lok Sabha on the 28th May, 1962. Dr. Shrivastava said this Committee will advise the Government on the formulation of policy concerning social education and its implementations.

FIELD STUDY ON SOCIAL EDUCATION BEGINS

The Panel on Social Education set-up by the Planning Commission has started field study. One Committee consisting of Sarvshri S.N. Chaturvedi, M.C. Nanavatty and S.C. Dutta visited Bihar State from May 14-19, and another committee consisting of Sarvshri N. Bhadrachari, Sohan Singh and T.A. Koshy visited Mysore State from June 1 to 5.

It is proposed to complete the field study by September and to complete the report by October this year.

SHRI A.R. DESHPANDE

Shri A.R. Deshpande, Vice-President, Indian Adult Education Association is leaving for Bombay on June 15 on his way to Paris to attend a meeting of Experts on Literacy convened by UNESCO. He is likely to be out of India for about one month.

BUILDING FUND

We have received Rs. 50/- from the Samaj Shiksha Samiti, Jabalpur as contribution towards the Building of the Association. We hope other Social Education agencies will also make suitable contribution towards the completion of the Building.

CANADIAN FARM FORUM'S GIFT

The National Farm Forum of Canada has sent Rs. 8722.20 for the purchase of radio sets to be presented to the Rural Farm Forums run by All India Radio. Another sum of about 28 thousand rupees are likely to be received from Canada for the same purpose.

Shri S.C. Dutta, General Secretary IAEA is acting as the Treasurer of the Fund received from Canada.

ADULT EDUCATION IN HONG KONG

*Ieuan Hughes, Director, Department of Extra-Mural Studies
University of Hong Kong.*

ADULT Education is probably as old as man. The Universities have been active in it—with extra-mural, or extension, work—for nearly a century and today there is hardly a University in English speaking world which does not possess a department specializing in this work. Indeed, their expertise in this field has been so tested and proved and the value of their work found to be so great, that the Asquith and other Commissions laid down as a fundamental necessity the establishment of an Extra-Mural Department in all Commonwealth Universities.

The Department in Hong Kong was established in 1956-57. In the first year 12 courses, with 330 students registered, were provided. So far this year we have over 90 courses with a registration of over 3,000 students; all this with a staff of 2 and 1 clerk.

This is a beginning to be proud of, but it is *only* a beginning since it is limited to a small area of the opportunities normally provided by an Extra-Mural Department. It does, however, provide clear evidence of the considerable demand that already exists, let alone the need (which is immeasurably greater) for extra-mural work in Hong Kong. The range and extent of our service were very limited by comparison with normal provision. The reason is that we do not possess the usual basic tools—in particular—apart from having insufficient clerical assistance, we urgently need Resident and Staff Tutors and premises—e.g., a college (residential and/or otherwise). We are, the only Extra-Mural Department in the world which attempts to function without any full-time tutors. (In Wales, for example, with a population of 2½ million, there are about 30 tutors engaged full-time in this type of adult education). It is something like trying to sail a line, bursting with passengers, with a captain and a skeleton crew, but no officers.

The immediate reason for this lack of staff is that the 7-year (1959-66) Plan, worked out with Government and to which the Univer-

sity's finances are geared, contains no provision for any Extra-Mural development. Therefore, no additions to the staff can be made.

If nothing can be done about this before 1966, then, by the time any staff recruited in 1966 can receive training and experience it will be about 1970 before Extra-Mural work can really begin to develop. The question is not so much—can the University wait that long?—but—can Hong Kong?

I say this because extra-mural—adult education is, as its title implies (for those beyond the university walls), essentially a major community service. The Universities are there because a century of experience has shown that they possess the special skills and organisation necessary, and that they are the best guarantee of standards and quality. The real beneficiary of any help given therefore is not so much the University as the public. Conversely, if an extra-mural department has inadequate resources, it is the public that is the victim and suffers the lack of a service it urgently needs.

What sort of opportunities then do we, or could we, provide? Our function was admirably summed up by M. Barbier at the Montreal World Adult Education Conference in 1960: "The basic problem in educating human beings is to help them effectively along the road to self-development; to throw light on their relationships with themselves, with others, with the universe; to keep them awake, so that they remain responsive to the questions within them, to their personal, family and social life... Education must give significance to a man throughout the whole of his life, provide him with the tools and the skills which will enable him to enrich his life and live it to the full; it must help to set his life on a rising and not a descending curve... The function of adult education is to make men, responsible and interdependent enabling each to achieve a full personal life and together, they may achieve a full social life".

There are many ways of setting about this and the choice will depend on the needs and circumstances. (1) There are the popular introductory courses, e.g., in economics (e.g., What is money?), civics, social problems, better health, agricultural problems, Chinese subjects, popular science, the world around us, popular cultural subjects, etc. These weekly classes would be cheap, mainly conducted in Chinese and organised locally and so develop roots in a neighbourhood.

(2) The backbone of the Extra-Mural work, however, has usually been the tutorial type class. This also would meet weekly and be organised on a local basis. They could cover anything in the vast field of the liberal studies and might be a short course of 5-6 weeks, or run for a term of 10-12 weeks, a session of 20-24 weeks or 3 annual sessions of 20-24 weeks. (So far, it has not been possible to organise one of these superb 3 year classes in Hong Kong). These courses could be conducted in Chinese or English and usually develop a continuity based on a place or a subject. The tutorial class aims at calling forth his own individuality and stimulating him to mental effort; that it accustoms him to the critical study of authorities, and that it implants in his mind a standard of thoroughness and gives him a sense of the difficulty as well as the value of truth.

(3) Another vital university contribution is the Extension Class through which specialised services are provided for students with some degree of special knowledge. These can be of a refresher or post-graduate nature or even of a professional or semi-professional training nature. Examples from our current programmes are—The History of Chinese Civilization (now in its 5th year); Forensic Medicine; Law of Advertising; Design of Multi-Storey Buildings; The Common Market.

(4) We also provide a wide range of courses of a vocational and semi-vocational nature (another urgent need in Hong Kong):

- (a) Higher Commercial Studies e.g., accountancy, law, secretarial practice, etc.)
- (2) Languages (e.g., Mandarin, Cantonese, Malay, English, Russian, German, Spanish, French, etc.).

- (c) A wide variety of courses designed (often at the specific request of a department or organisation) to provide a stimulating academic specialist background for persons attempting to acquire or improve their vocational or professional qualifications (e.g., Library techniques, social welfare, fisheries, psychology of crime (for the police), discussion group techniques (for Youth Leaders), commercial and industrial organization and techniques etc.)

Our range of provision is therefore extremely wide and can be conducted at a variety of levels—and we are here to be made use of. We are not, as some people assume, restricted to those subjects taught at the University, nor even to the framework in which they are taught—our courses may, in fact, be wider and more advanced in content. Nor is the Department limited in its choice of tutors to those on the University staff; it recruits its own panel of part-time tutors and can thus make use of anyone with the appropriate qualifications.

In addition to the classes meeting weekly a variety of short term courses can also be organised. These range from non-residential courses to one day, Weekend and Summer Schools and Residential College work: each has a special and valuable role to play. The concept of Residential Adult Education is the great Scandinavian contribution. Most of their work however is long-term and though there are, in fact, about 8 long-term adult Residential Colleges in Britain today, the majority (more than a 100) of Residential Colleges concentrate mainly on short-term courses, i.e., a week or so in average length. In the main these Colleges are a post-war development and to day most Extra-Mural Departments either possess or share one. The first of these was Manchester University's "Holly Royde College" which grew out of the work of the Lamb Guildhouse Association, a unique adult education society. Similar courses can also be provided in the non-residential Adult Colleges which an increasing number of Universities (e.g. Leicester, Nottingham, Leeds, etc.) are setting up for their Extra-Mural students.

Because of their compact character these

(Continued on page 21)

Training For Adult Education in the Sudan

Hassan Ahmed Yusif

THE term 'adult education' in the Sudan is generally applied to the efforts designed to enrich the life of the rural population and encourage them to accept modern ideas and achieve better living standards. Training schemes are, therefore, planned to that end. But there are other activities which might be covered by this general title. Training courses are occasionally held for candidates intending to join the steadily growing body of after-care club leaders or the small team of cooperative officers. The special problems of such courses, however, lie outside the scope of this article. The latter are organized by the co-operative societies section of the Department of Economics and Trade, and the Ministry of Education claims no responsibility for them.

Adult Education is not properly speaking a mass movement in the Sudan. It has generally been regarded as ancillary to formal education and has been directed into four fields where the latter is seriously failing to meet urgent social needs. The main effort has been at these four points :

1. Providing simple popular literature and organising boys clubs for the ex-elementary school boy. (The first fairly successful ; the second of limited success.)

2. Educating tenants and others who are playing a part in the highly organized irrigated agriculture of the Gezira and similar cotton schemes. It is here that the impact of modern technology on simple society has been heaviest. It is vital that education should help in the process of adaptation.

3. Literacy work. This is run as ancillary to (2) and is also attempted wherever local enthusiasm is sufficiently great.

4. Supply of local libraries. This work is only beginning in the larger towns. This article is concerned mainly with (2) and (3). It is thought that staff for (2) must have at least secondary education. The various types of people who can be trained for literacy work will be discussed below.

Training of Local Adult Education Officers

The training of local adult education officers who form a body of organizing staff in the field is undertaken by the Institute of Education of Bakht-er-Ruda. The interest of this institute in adult education is as old as the movement itself. It sponsored the pioneer project known as "The Um Gerr Experiment," begun in 1944. In 1948 it was felt that work had reached a stage where it was desirable to take it away from Bakht er-Ruda. A regional adult education officer was then put in charge ; but the institute continued to train organizing staff, though its main concern is with teacher training and with formal education.

The plan prepared for the first training course run in 1949 was influenced by three factors : (a) that the general educational background of candidates would be the secondary school level ; (b) that the material would, as far as possible, bear relation to the functions which the "officer" would be called upon to perform ; and (c) that the course would cover from 12 to 16 weeks of which about one-quarter would be spent in field work.

There are certain inherent difficulties in planning these courses. The functions of the local adult education officer are so varied that practical training is difficult to arrange. To make up for inadequacies, great care is taken to develop in the trainees, mainly through discussion, a sense of the importance of their work, and to foster a sympathetic attitude towards the rural people they seek to serve in order to secure their confidence and co-operation. Careful thought is also given to the problem of selection.

Selection. Candidates are normally selected from the serving teaching staff on the basis of their preference for village work and their ability to get on with villagers. It is thought some practical experience in teaching enables them to develop their own techniques in educating villagers.

Usually the circle of selection is not wide. Most teachers with the required educational

background tend to develop a degree of urban-mindedness which makes them unsuitable for rural work. A few cases of faulty selection were discovered shortly after the entrants had assumed their responsibilities in the field. On the other hand there are some who have shown that they possess the temperament and the will to do the job.

Some of the officers who demonstrate qualities of leadership, ability to grasp the general objectives and a good degree of initiative in the first few years of their service, usually have a chance of being selected for further studies in social welfare and public administration at institutes in the United Kingdom.

The Nature of the Course. The training course consists of three parts: lectures, discussions and practical work.

The lectures aim at helping the officers to understand the objectives of their work and to be aware of the variety of forms of adult education as practised in various parts of the world. They enable the officer to learn more about his local society and its needs, and instruction in some techniques of field work is given.

The material includes a series of about 10 lectures and talks in which the aims and achievements of movements such as the Workers' Educational Association in Britain, the Tennessee Valley Authority in America, village welfare in India and a selection of fundamental education projects which have been described in publications of Unesco are surveyed in broad outline.

The lectures are usually followed by discussion and more reading. These are given side by side with the study of the economic and social situation of the Gezira—the largest irrigated cotton growing stretch in the country, lying between the two main branches of the Nile. The 1,000,000 or more acres of land under cultivation in this area represent the basis of the economy of the country and constitute so far the only field for extensive rural adult education. Attempts are made to establish a relation between what is being done locally and a world-wide movement and aim to show that wherever schemes of adult education exist, the programmes are based on the particular needs of the community involved.

To stimulate interest in the scientific study of society, some time is also given to social studies so that those under training can consider a few concepts such as Family, Community, Society, Group and learn about social surveys. This is supplemented by instruction in simple methods of collecting information, sampling and tabulation.

In addition to this theoretical approach, instruction is given in some techniques of field work. Such instruction is provided by the art and handwork, drama, and physical education sections of the institute. The student is shown how to make simple visual aids for himself in the field; how to produce simple plays on open stages using straightforward lighting devices, costumes and furniture which would be available in villages; in the organization of sports days and the coaching of games. The group now under training is running a project on the 'What and How of Adult Education' under the supervision of the senior handwork officer.

The discussion of adult education and community development topics forms part of the course. This is combined with instruction on how to lead a discussion group. The topics discussed usually cover a wide range, including programmes and how to plan them, the part which junior departmental officers can play in the movement, and ways of getting them interested in it; the role of the sub-grade (sub-elementary) school in the education of a community; the place of literacy in the scheme; some insanitary habits and how to check them; and the limitations and advantages of certain aids such as the cinema and broadcasts. Trainees are usually sent to do field work for about three weeks. The period is spent in giving talks to villagers, leading small groups of them in discussions, sports and games, and preparations for a social evening, or in taking part in a civics course for villagers. They are also asked to make an enquiry into local problems such as indebtedness, incidence of illiteracy, use of pit latrines, etc. This concludes their formal training, but in a sense the real training begins when work starts.

Staff Meetings. Periodical staff meetings have become an established feature of field activities. They are held regularly in one of the staff houses in an informal atmosphere

and attended by the senior women officers—the health visitor and the welfare officer. Their main aim is to maintain a lively interest in relevant educational problems, promote co-ordination of effort and encourage group thinking among the staff engaged. They provide opportunities for the exchange of views and explanation of difficulties; and they help the group to become fully informed on all the main questions likely to arise in their discussions and interviews with villagers.

The Value of this Training. It is important at this stage to consider to what extent this kind of training has been successful. As pointed out earlier, the emphasis is not on the giving of the trainees a mechanical knowledge of the duties which they will have to perform; courses aim more at attuning those who attend them to the work.

By selection, trainees are usually the most suitable available. In their training, they make use of the institute's library and usually find sufficient material to make their training effective in general subjects. We feel that the general knowledge of the trainees is enough to deal with most of the questions they are asked. We also find that their training lays the foundation for a corporate enthusiasm which develops in the field.

On the other hand, we often feel that the practical side of the training is not enough. The skills acquired during the course are not adequate for work in the field unless the trainee has some special gifts. He learns something about drama and making posters, but he does not find sufficient resources to enable his training to be effective. He remains extremely short of more specialized visual aids, such as the film and filmstrip, which would increase his effectiveness. This may need a new and quite different approach.

Training of Villagers

The training schemes include brief technical courses given in the rural locality by the government departments concerned. Attempts have been made to give instruction to a few selected villagers entrusted with the duty of advising their fellow-villagers in agriculture, public health and care of live-stock. All such courses are necessarily practical since the general standard of candidates does not

enable them to take an interest in theories, however simplified; members of such courses are not all literate. Though this training has not been developed very far, valuable experience in rural adult education has been gained.

Training of Murshids. The idea behind the training of villagers was that such individuals would act as liaison members between the departmental officers and the rural populations. At one time it was held that the local adult education officer should also be supplied with voluntary assistants at the villagers' level, and individuals trained in public health were chosen for this responsibility.

They were generally known as the 'Murshids' and they were appointed *ex-officio* members of village councils. The technical training which the Murshids were given enabled them to influence their village councils to take measures leading to a higher standard of village cleanliness and simple health precautions. It brought them into close continuous contact with the people, thus giving them opportunities to stimulate the desire for improvement, to spread ideas and explain departmental policies. Their field of activities included discussion on such general matters as thrift, local bad habits and customs, and the development of means of co-operation which were not the concern of a particular technical worker.

This experiment was not a success. Failure was due partly to our inability to find and train people good enough for the job, and partly to what appeared to us to be the impatience of other official bodies with whose assistants the Murshids failed to co-operate effectively.

Training of Tenants. Probably the most effective local technical training at present is that provided by the training farms of Barakat and Masaad for sons of tenants. These unique schools in the middle of the Gezira Agricultural Scheme take young prospective tenants for one year after the elementary school and train them in more advanced methods of farming. Their trainees have already proved themselves of better standard than the ordinary tenants. It is hoped that in a few years, when the trainees are senior

enough in age to be appointed "Samads" (agricultural workers), their influence will be even greater. The present supervisor of these farms is a graduate of the Higher School of Agriculture. Similiar farms are being planned for a few other parts of the scheme.

The Training of Women

The Murshidas. This is the local title of women welfare workers who are normally recruited on secondment from the staff of girl's School and given special training for about three months.

On the whole, the women selected are mature enough to be acceptable to grown up women in the villages. A rural background and toughness of spirit are also considered desirable as the work involves considerable "trekking", usually under difficult conditions.

Another practice has recently developed of sending fresh recruits to the field to serve with trained "Murshidas" under the supervision of the Senior Welfare Officer. After the candidate have acquired some experience in field work, they are given short training courses in school premises during the school vacation so that they can make free use of the boarding facilities and other amenities.

The duration of the last course, is about four weeks and includes talks on hygiene, the importance of diet, teaching methods history of the Gezira Scheme, the Social Development Committee's plans, and classes in pattern making, crochet and embroidery. Training in literacy is given by the Literacy Organizer and visits are made to places of interest such as the Research Division and a Training Farm for tenants' sons.

The Murshidas run classes in simple dress-making, embroidery, preparation of infant food and domestic science, for groups of women in different villages. Talks are given to these classes on health, cleanliness, care of children and homecraft, in the hope that the women who attend them will give a lead and set an example to the rest.

On the more general side the problem of finding women among the villagers who are suitable and willing to be trained to take a class or lead a regular meeting, thus taking some of the responsibility off the Murshidas, is still unsolved.

Health Visttors. The training of health visitors presents a different problem for it demands a high degree of professional qualification. The use of trained midwives with some instruction in child nutrition, as assistants to a senior health visitor at a low level has been tried. Efforts are now made to recruit women who can undertake health visiting at a higher level, with training for two to five years after the elementary school.

Literacy Training

No formal training for literacy officers has yet been developed. The method adopted is to recruit from the staff of elementary schools, basing the selection on qualities of patience, responsibility and tact. The literacy officer's job is a difficult one; he works most of the time on his own, away from supervision, and his position involves innumerable contacts with local government councils, voluntary bodies and individual volunteers for teaching adults.

Once a new recruit is selected he is attached to a serving literacy officer for a full campaign. He acts as an assistant and learns his work by watching the campaign in all its different stages and taking part in each. It is one of his tasks to take a reading circle for 80 minutes a day, five days a week, and record the progress of his learners. He is then allowed to draw up a programme of campaigns for his own area and take over his work in the initial stage under the close supervision of the Literacy Supervisor and the Headquarters' adult education staff.

One of the main functions of a literacy officer is the training of volunteer teachers. The kind of training he gives differs according to the type of volunteer. Four types of volunteers can be listed for purposes of training :

1. The elementary school staff, who are by far the best type. It has been found that after two talks they are ready to train and supervise a few less-qualified volunteers.

2. Volunteers who have attained the intermediate school standard and above. These can be trained to take five illiterates and help in developing a 'six-friends method'

(Continued on page 20)

A House Divided.....

Sasidhar Patnaik, District Social Education Organizer, Jeypore, Orissa

This month we are indebted to a field supervisor for our case study.

The Social Education Organizer was young and inexperienced when he ran into this problem. We suspect that many older hand have run into similar situations, however.

In an altered version the case study has been made into a film strip by the National Fundamental Education Centre, 37 Friends Colony, New Delhi. The film strip will soon be available for use in training field workers.

The case study is a particularly useful one for discussion. It points up basic question about how to work—process—and what it means in terms of community development.

RAMNAGAR has a population of 1250, mostly cultivators and landless labourers.

Eight months had passed since the Block started before the SEO reached the village. The L. P. School stands at the entrance to the village. The SEO stopped here first to talk with the teacher.

After introducing himself and chatting a few minutes, the SEO asked, "Could you please help arrange for me to talk to the villagers?"

"Certainly!" the teacher replied, and called two boys, instructing them, "Call the 'Karje.' Tell him a new Babu has come and wants to meet the people."

The SEO, teacher, and villagers met in front of the school. The SEO explained the Community Development programme and told the villagers why he had come. At first they were suspicious, but soon they accepted him for what he was. He started a discussion of village problems.

Someone said, "We have so many problems. Can you help us with money?"

"I can help you help yourselves," the SEO replied. "Of course, the government is giving financial aid for rural development programmes."

"Then very good," said the Karje, Hari. "Now all is clear. Please halt here for the night, so we may have a good discussion."

The SEO agreed.

THAT night he met with a larger group of villagers inside the school building. Many problems were raised.

"During the rainy season our village is cut off from the national highway, due to a wide canal. A bridge is necessary."

"Our tank has to be dug deeper as it dries up in summer."

"Our well is in need of repair."

"Our traditional Alchadaghar has been ruined. We want one."

The SEO listened and then reminded the villagers that problems would have to be taken up one by one in terms of priorities. Which one to take up first was for them to decide.

One older man commented, "Our greatest handicap is that we have lost our Alchadaghar. Many outsiders come, but we are unable to accommodate them. I was an active participant in some of the activities we used to have. The village was thrilling then with recreation. Ah! Those are dreams to us now."

The group unanimously agreed that their most urgent need was the Alchadaghar, or meeting place.

After this decision the meeting ended. The SEO stayed on to talk with Hari, the village Karje. The SEO explained that the Block could contribute up to Rupees 500, but that the balance would have to come from the village. He asked if Hari thought he could get community support.

Hari thought he could, and said that the

community fund had Rupees 500 in it. That left an additional 500 rupees to be raised, for the building would cost not less than Rupees 1500.

The SEO advised that the next step was to get a petition signed by the villagers. The SEO would see that it was placed before the Block Advisory Committee.

BUT even as Leader Hari and the SEO talked, trouble was brewing in another part of the village. Ram, leader of another faction in the village, heard a report of the meeting from one of his followers.

"Ramji! Great things are taking place in our village without your knowledge! This officer came from the Block. He wanted all of us to meet to discuss our problems. But Hari did not send word to us."

Ram was not pleased, but he contented himself with saying, "Let Hari climb as far as he can—I know when to strike!"

The SEO, unaware of the other meeting, spent a comfortable night and returned to Block headquarters the next day. Soon the petition arrived from the village, duly signed for a pucca building with a spacious hall for meeting purposes and a room for the library. The SEO presented it at the next Block Committee meeting, where it was approved.

The starting of the building was a gala occasion. The BDO was invited to lay the cornerstone, and the villagers crowded around in mela dress and spirit. Ram was absent.

Work started, using the five hundred rupees in the village community fund, and two hundred rupees from the Block. By the time this was spent, the building was half-finished. The BDO refused to advance more from the Block fund until the villagers raised the balance of their contribution.

HARI was faced with the necessity for raising another five hundred rupees. He and his followers realized that success depended on the cooperation of the whole village, including the faction led by Ram. He sent one of his followers to talk to Ram, and explain that the project was a common village cause.

Ram received the emissary with the words: "Now you have remembered me. Do

you forget that I am the Adhikari of this village and everything of common interest should be initiated with my consent? Yes, days are slowly changing. All right; I am not to bother."

The man explained: "Hari thought that you, being an old man, need not be troubled always except in crucial matters."

This explanation did little to pacify Ram. His help had not been asked until the need for money arose, and he was not flattered at the reminder of his age.

"Please tell Hari it is useless to approach me now."

Ram was not content to let the matter rest there. He felt that Hari had acted most high-handedly. Moreover, he was annoyed and suspicious that Hari had used village funds without consulting his group. He had long suspected Hari of collecting money from all the dealers who came to the village. Among his followers he discussed whether an accounting might not show embezzlement. Misuse of building money would also involve embezzlement of Block funds. Ram decided to file a complaint before the Sub-Divisional Officer. "The fellow will be finished."

Ram and his group did file the petition against Hari. Hari was furious and in his turn filed counter-petition against Ram.

Ram felt that he had received other insults at the hands of Hari as well. He prepared to defend himself against the charges and to push his own suit. By this time he was ready to spend a thousand rupees or more if necessary to fight Hari.

This was the sorry state of affairs that greeted the Social Education Organizer when he returned to the village. Work had stopped. The building was only half-done. The money was all gone. The feuding seemed to preclude any constructive village work.

This is a true story. If you were the Social Education Organizer, what would you do to rescue the situation? Where did the SEO go wrong in his work?

On page 12 is the rest of the story as it actually happened. Below we analyze some of the reasons for the trouble.

Analysis

The Social Education Organizer could probably have forestalled trouble

- by assuring representativeness and participation
- by leading the villagers step by step through an educational process by which they could learn how you organize for their own development.

Teaching new citizenship skills and outlooks is the SEO's job. It is not his job to provide a new Alchadaghar—that is only incidental, the project on which to base his teaching.

He should have stated plainly that all elements of the village must be represented. He should have specifically asked if they were. He should have told why :

- (1) People won't help later if they don't participate in planning.
- (2) This is to be a project to benefit the whole village. The whole village must be represented.
- (3) We have democracy in India now—one must be left out. All must be represented.

These standards are part of the social education the SEO is supposed to be teaching. Therefore he should state them clearly, and insist on following them.

The process by which people solve their own problems has six steps :

- Definition of the problem
- Fact-finding
- Analysis of data, projection of alternative courses of action and projection of probable results of each line of action
- Decision
- Action
- Evaluation

It is the SEO's job to teach people how to follow through these steps well enough to get the things the village needs. In this case study, the SEO went through Step 1 quite well. The villagers came together, discussed problems, and agreed on the most pressing problem.

But at this point village participation ends. So does village learning. So does development of new leadership. The SEO sits down

alone with one man. One man will have a chance to learn something about good procedures.

They go to Step 2. They discuss some of the facts : kind of building, cost, sources of funds (resources). One important fact is not discussed : What people can we count on for contributions, and how much will they give ? The SEO has thus abandoned the village completely before Step 2 is finished. He pays for it later. Any serious discussion of fund-raising, even with Hari alone, almost certainly would have shown the necessity for bringing in Ram and his followers.

If Step 2 had also been conducted in an all-village meeting, all the villagers would have had a chance to see the kind of factual thinking needed. They would have learned something about resources available. They would have been made aware of the criteria for deciding the kind of building needed. They could also have added their ideas. Their participation would have laid the groundwork for later success. They would have known what to expect, what was needed of them, and why. Their decision at this point to go ahead with the building would have been of an entirely different calibre from the decision with which the meeting actually ended.

The SEO allowed the villagers to confuse steps 1 and 4. He let them accept a definition of the problem as a decision to go ahead. He failed to teach them the need for disciplined fact-finding and analysis of data which should have preceded any final decision on action. He let the meeting end with the villagers expecting something, but not committed to any responsibility themselves.

Moreover, Hari is allowed to make decisions involving the whole village. Hari alone decides to use village common funds. Hari alone decides on the need for fund-raising. And apparently Hari alone decided on the kind of building needed—certainly he alone decided on cost, which is determining factor. Had the whole village participated, they would have been further establishing democratic working procedures. As it is, Hari alone makes the decisions. And the SEO is a party to his autocratic behaviour.

The problem agreed on required two action steps : fund-raising and building construction. The success of the building depends on the

success of the fund-raising. So far as we are told, the fund-raising is the *only* part of the project actually requiring community organization and action. We have no evidence that the SEO gave any guidance to Hari or the other villagers about how to proceed along sound Community organization lines. The SEO merely asks Hari, "Can you get community support?"

When the SEO returned he was told quickly enough about the other faction.

His first reaction was one of despair, but he knew he had to do something to save the situation.

He went to leader Ram and explained that he wanted to work with all people in the village, not just part of the people. He apologized that Ram and his followers had not been consulted earlier. He said it was the intention of the Block that all villagers should have a say in Block projects.

Ram is somewhat mollified and was willing to accept the SEO on friendly terms. However he felt that the explanation did not excuse

Hari. He thought that things had gone too far for mending.

The Social Education Organizer made repeated visits to the village, talking to both factions. Fortunately for him, both factions actually did want the Alchadaghar. Both Hari and Ram by this time were having second thoughts about the amount of money that the lawsuits would take. But neither was ready yet to give in.

Hari wanted the Block to finish the building, but the SEO and BDO were firm that there would be no more Block funds until the village raised its share.

Eventually, with the SEO as go-between, Hari admitted that he shouldn't have gone ahead without consulting Ram, and Ram agreed that that there had been no embezzlement—only high-handed use of village money without consulting all of the village.

Eventually the SEO was able to bring about a reconciliation and both Ram and Hari worked to collect the additional village funds needed. After this the Block contributed its share and the village meeting hall was completed.

Proudh Shiksha

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National Fundamental Education Centre

Sohan Singh, Director National Fundamental Education Centre

THE National Fundamental Education Centre was established by the Government of India under the Ministry of Education to serve as National Centre for Training, Research and Evaluation. Its functions are :

- (i) to train the key personnel of Social Education, such as, the District officers, in charge of Social Education,
- (ii) to carry out research and evaluation,
- (iii) to conduct experiments in the production of prototype material and equipment for Social Education and
- (iv) to act as a Clearing House of ideas and information pertaining to social education.

The name National Fundamental Education Centre has a history. Unesco's name for what we call Social Education is Fundamental Education. Originally this Centre was conceived as one of the 12 Fundamental Education Centres with which Unesco wanted to girdle the globe. The scheme did not hatch perfect and we were left to our own wits. Instead of setting up an international centre we set up a national centre. For the rest we accepted the fact that names have a habit of sticking on.

Training Function

In formulating a syllabus the Centre took into account the problems and difficulties that had arisen in the training of Social Education Organisers. It also considered the fact that it had to train key-personnel of Social Education who have greater responsibility and larger areas to administer. This was done by keeping the standard of training at a higher level than at the Social Education Organisers' training centres and also adding the subjects of Administration, Home Science, Research and Evaluation.

Jan. 1961 the syllabus was streamlined and was added to it :

The important subject of Group Dynamics and Human Relations.

Two further innovations were made in the training programme. We built up an Essential Bibliography which is compulsory for all trainees to do. Also, we requested each trainee to give us a term paper on the subject of his choice.

Besides the Director and the Assistant Director, who have also to engaged themselves fully in the training programme, the National Fundamental Education Centre has on its staff a Field Work Supervisor, a Doctor-cum-Health Instructor, Instructor in Home Science, a Sociologist, a Lecturer in Rural Extension Work, an Artist who also provide instruction in Audio-visual Aids and a Librarian. The staff has been strengthened by Assistants for helping in research activities. Additional staff are contemplated to handle an increasing research load.

The centre has so far organised seven courses for District Officers in charge of Social Education. Altogether 93 officers including 12 women officers have completed training. They have come from sixteen states and territories.

The officers who come for training have previous experience either in Education or Social Education. The methods of training and the contents of the syllabus have to be related to the problems faced by them. These have to be improved on the basis of evaluation made by the trainees and the academic staff sitting together in a seminar. On the basis of such evaluation, the lectures given by the academic staff, though they retain the essential theory content, become more job oriented. Individual work, reading and writing assignments, group work, seminars, demonstrations, study tours, field work and practical work are becoming better organized as experience is being gained. A final examination is held at the end of each training course.

As a part of the training programme, the officers, under training are taken for field work to villages in the Community Development Blocks near Delhi. The aim of this field

work is to give them opportunities to study the actual working of the various activities under Social Education programme and to make critical observations on them. This is intended to help them in the skills of supervision and guidance.

The officers are also taken on two Study Tours. One of the Tours is taken in small groups on selected subjects. Batch VI thus took up studies on Literacy work, Social Education in Panchayati Raj and Youth Work. The other Study Tour is taken by the batch as a whole. On this study tour the trainees get opportunities to observe the working of the Social Education programme in the Community Development Blocks and the training programmes for different categories of workers. After each study tour the trainees present detailed reports. These are then discussed by the Field Work Supervisor with them.

Follow up and Evaluation of Training

The aim of this training is to equip the District Officers in charge of Social Education, for efficient performance of their duties. It can be said on the basis of letters we receive from the ex-trainees that they found it useful. It is expected that with this training these officers will be able to plan for improvement and intensification of Social Education activities in their districts. The services of the Centre are always available to them for guidance and consultation through a follow-up programme.

Research

In addition to the training programme, the centre carries on research and evaluation work. Prof. Charles Madge was here as Unesco expert in Research and Evaluation. While he was here, the Centre completed its first research project on 'Village Meeting Places in Faridabad Block'. With the help of the three Research fellows who had gained experience of carrying out investigations under Prof. Charles Madge, a further inquiry into the inter-relations of the Community Centre and the 'Village Meeting Places in Mehrauli Block' was taken up. Dr. Homer Kemfer, now in the TCM gave us help. The report of it, entitled 'Village Meeting Places and Community (Social Education) Centres; an inquiry in

Mehrauli Block, Delhi was published two months back.

The Centre has a number of individual staff research projects now in hand. It also has plans for research on problems in the field of literacy. In addition the Centre took up technical guidance of the research project on 'Living Conditions of Children in Mehrauli Block' for the Indian Council of Child Welfare and prepared the report.

The All India Radio has entrusted the research project on impact of T. V. Programmes to the Centre and the Indian Adult Education Association. All the work in this connection, such as, training of investigators, preparing investigation schedules, etc., was carried out at the Centre. This was a large size project which entailed interviewing about 400 members of 20 T.V. clubs every week. The field work and analysis are now completed, and the report is in draft form.

Prototype Material

The Audio-visual unit of the Centre is now fairly well equipped with various types of Audio-Visual Aids used in a Social Education programme. It has also begun production of prototype material for Social Education. A film entitled, 'A Village Learns to Solve its Problems' and two film-strips on 'How to make a flannelgraph' and 'Village Factions' are ready. Printing of display material by silk screen process is making progress. The Centre has also produced flannelgraph material on rural health problems. A film on 'Literacy' and a film-strip on 'Evaluation' have been taken in hand.

Library

The NFEC has 4,940 volumes on different subjects connected with social education, including reference books about 300 bound volumes of periodicals. It received 120 periodicals, both Indian and foreign, on Social Education, Social Work, Home Science and Extension. Twenty-eight bibliographies have been compiled on various subjects of interest to social education workers. Besides the Essential Bibliography, a bibliography for the office of the District officers in charge of Social Education is supplied to every trainee at the termination of the training course. A news-

paper clipping file is also maintained in the Library. Reading assignments are given to all the trainees and library hours are fixed in the time table so that the officers under training can derive full advantage from the library.

Clearing House

The Centre has also been able to start its Clearing House activities to some extent. Thirty-seven notes were prepared and distributed to the District Social Education Organisers and Social Education Organisers' Training Centres. In order that studies made by the National Fundamental Education Centre should reach a larger section of Social Education workers, several papers prepared by the Centre were published in the Indian Journal of Adult Education These include: Check list for SEOs; Professional Development of SEOs' and "Self-assessment of SEOs work." Reports indicate that these have reached a large number of Social Education Worker and have been appreciated.

Consultation

Directors, assistant Directors and instructors of Social Education Organisers' Training Centres have been visiting the Centre for studying the training programme and the techniques of field work. It is gratifying to note that several of them have written to us saying that they found the visits useful.

Note have also been prepared for the guidance of foreign visitors who came to India to study Social Education in relation to the Community Development programme.

Foreign Assistance

Both the Unesco and the United States agency for International Development have given liberal aid to the Centre by providing provid experts, audio-visual equipment and books. The Unesco provided the services of Prof. Charles Medge as an Expert on Research and Evaluation from 9th December, 1957 to 8th December, 1958 and Shri A.J. Halls as an Expert on Audio-visual Education from 7th March, 1958 to 29th February, 1960.

The TCM now USAID provided the services of Dr. Homer Kempfer as an

Expert on Adult Education from 10th October, 1958 to 9th October, 1960. Dr. Kempfer is, however, still in Delhi and we are thankful to him for his continued work and interest in the Centre.

Wider Scope

The centre is now poised to widen its scope of training. So far we are confined ourselves to in-service training of a specific level of officers. There is a real need to bring other levels and other types of personnel in our training fold. For example, it is high time that we should bring together State level officers in charge of Social Education to think and discuss their problems. We can learn a lot from one another.

Then, again, the workers we have trained so far, work within the context of the Community Development Programme. There is need and opportunity for social education, and therefore training of social education workers, outside this context. The field of workers' education comes obviously before our eyes.

Beyond this we see opportunities for useful service also in pre-service training. We are exploring these opportunities of wider service. In this connection we have just completed a Seminar on Literacy, bringing together State officers and other interested people. The Report of the Seminar will be available by the time this goes to press.

The Broader Context

The Centre is a part in the total structure of Social Education in the country and it cannot but feel the repercussions of what happens to this structure. In recent years this structure has experienced some shakings. There was first an attempt to turn the SEOs into Community Organisers, a concept which the Planning Commission had examined and rejected at the outset. Later, when the panchayati raj came, the panchayats were taken as a good peg to hang social education on. The role of SEOs accepted for years and knit into the administrative structure of the Community Development set-up was subjected to a revisionary bout.

All this confused and confounded the

worker in the field. We have no doubt that with good will and patience these doubts and divisions will clear up. But, in the meanwhile, some States have availed of this opportunity to make their individual experiments, and on the whole these experiments have injured Social Education. To speak of one of the unfortunate effects, many States which were tardy in appointing District Social Education Officers and some which were waiting for the Third Five Year Plan to appoint them have changed their minds. All this has a bearing on our work.

All those who believe that no society which is not educated can stand the buffets of modern times, were hoping that the education of the people outside the orthodox educational institutions will have its real chance in the third Five Year Plan. We were particularly hopeful that the foundations of a public library system, which is the *sine qua on* of the continuing education of the people, will be laid down in this plan.

We will not conceal our feelings that

the Plan has belied all our hopes. We are disappointed to see that our people, as they have expressed themselves in the Plan, are not very concerned at the snail's speed of their march to universal literacy, which is as basic to national development as the steel mills or oil refineries.

In this situation hope still remains our only nourishment. We believe that when we reach the stage of "take off" in our economy somewhere in the next Plan, we will realise that in that age you cannot win your bread without education and we hope then we will make good the time we are now losing.

National Institute of Education

We are now in the process of adapting ourselves to fit into the new National Institute of Education. We see in it a major event in the educational history of the country and we believe that the bigger organization, of which this Centre is an integral part, will afford many facilities and opportunities to expand the dimensions of our work.

Association's Hindi Publications

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Indian Adult Education Association

17-B Indraprastha Marg, NEW DELHI.

Training of Social Education Organisers*

S. A. Yelaja, Faculty of Social Work, University of Baroda

THE object of this paper is to present the summary of major findings of a pilot research project on some aspects of the training programme of Social Education Organisers. The frame of reference of this study was

- (1) To examine the content of social work knowledge in the training syllabus of S.E.O.'s.
- (2) To find out the educational goals of the training programme as seen by S.E.O.'s.
- (3) To assess the impact of the training on the professional personality of S.E.O.'s.

Out of the total number of 281 Social Education Organisers both male and female trained at the centre from 1952 to February 1961, a sample consisting of 28 per cent of the total was selected by random method. The sample constituted a cross section of trainees with varying educational background ranging from matriculate to post-graduate degree and represented almost all states of India. While selecting the sample the following two important factors were taken into consideration, although we recognized the possibility of biasing our sample somewhat :

- (1) Knowledge of English on the part of S.E.O.'s.
- (2) Accuracy of their address.

The bulk of the data was collected from S.E.O.'s who had undergone training for 6 to 8 months at the training centre set up by the Ministry of Community Development and Co-operation. The method of questionnaire was used for data collection. Considering the

time when this study was conducted (ending period of the financial year), the response of the S.E.O.'s was fairly good.

The training programme of Social Education Organisers can be broadly divided as follows :

- (1) Theory or class room instructions which consist of courses on Social Sciences such as Rural Economics, Rural Sociology, Social Psychology, Social Research, Civics, etc. Information about the methods of working with people--Group Work, Case Work, Community Organisation and the knowledge about the programme for the overall village development.
- (2) Field Work which includes study tours, village camp, block placement and village work in the surrounding areas.
- (3) Practicals for orienting the trainees in the block administration.
- (4) Weekly supervisory conferences for helping the trainees to integrate theory and practice.

Almost all the respondents answered in a positive way about the theoretical knowledge. They seemed to be of the opinion that this knowledge had given them good insight into village life and its problems and had sharpened their thinking in terms of the line of action that needs to be taken for the overall development of village. The information with regard to social work methods given them a background in effective ways of dealing with human problems. This was clearly reflected, albeit in varying degrees, in their answers.

The reactions towards the field work part of the training programme were more or less uniform. Majority of them stated that it gave them opportunity to apply the theoretical knowledge and understand their role clearly. The following remark of one of the respondent would be quite fascinating in this connection. He writes, "To a certain extent the field work,

*The paper on "Problems of Training in Rural Community Development" based on the findings of the present research project was read at T.C.M., Seminar for Schools of Social Work in India at Ootacamund, May 11-20, 1961.

Thanks are due to Dr. (Smt.) Muzumdar, Dean, Faculty of Social Work, University of Baroda, for her kind permission to publish the summary of the paper.

particularly the village work, can be called as rehearsal of the role which we were going to play within few days time."

While answering to the learning values in the study of Block Administration, a majority of the respondents indicated that it gave a very limited experience and the time was too short for acquainting oneself with the overall administration. At the same time it would be interesting to note here that overwhelming majority of respondents have expressed the opinion that the training period was neither too short nor too long. This in other words can be interpreted as being adequate, as expressed by the trainees.

The knowledge of social work processes such as Case Work, Community Organisation and Social Service Administration was offered to the social education organisers at the time of their training. Therefore, an attempt was made to find out how far these methods were useful in their job operation and what were the different areas of their responsibility where this knowledge was being utilised. While answering to the specific question related to these aspects, most of the S.E.O.'s expressed the opinion that the integration of all the social work processes is inevitable and in using these methods they work with this conscious understanding. However, some of them laid specific emphasis on "Group Work and Community Organisation" as these two were increasingly utilized in their job.

A careful study of the programme of Rural Community Development will point to a significant fact that it is more or less a process of community organisation. The specific programme of Social Education is meant to generate the forces in cementing the process of organisation on a solid foundation so that the growth of the development can be sustained.

The educational goals of the training programme should be obvious in the thinking of those who were trained and its impact must be reflected on their professional personality.

It seems that almost all the S.E.Os. were able to see their training in relation to the specific goals mentioned below. They expressed their opinion in a positive way saying

that the content of the overall training period was sufficient to meet the specific goals. The educational goals as seen by S.E.Os were :

- (1) To give adequate knowledge about the philosophy and programme of Rural Community Development.
- (2) To provide some field experience whereby one can acquire skills and competency of working with village people and function effectively in the specific field of social education.
- (3) To understand the meaning of establishing relationship which is important in working with people.

While studying the impact of the training on the professional personality of S.E.Os., it was found that all of them did experience some change in their personality, in terms of change of attitude. The impact seems to have been felt mainly on the following aspects of their professional personality. They have been listed in order with the most mentioned response first ;

- (1) Self-confidence.
- (2) Ability to work with people without regard to caste, religion and creed.
- (3) Ability to evaluate one's own work.
- (4) Sensitivity to the needs of village and ability to relate with them.
- (5) Growth in independent thinking and ability to take ones own decisions.

Very often the question about the convictions in the values of professional social work is raised by the social work educators. This question assumes greater importance in case of a short term course like the one of S.E.Os. because of the obvious limitation of the time factor. There is every likelihood that the whole information might reach the trainees in a diffused manner adversely affecting the very convictions in the job that lies ahead of them. An attempt was made in this project to assess the convictions of the S.E.Os. It was really fascinating to note the positive indication given by almost all the S.E.Os. in the above area.

While answering to the special question
(Continued on page 20)

To Think About

ARMCHAIRING

ARMCHAIRING is a disease to which administrators are especially prone. It is somewhat infectious, tending to infect a whole staff at a time. It is not carried by water or mosquitoes. Rather it tends to strike wherever there is no regular inoculation with the question, "How did this work out when you tried it?"

It has several easily recognized symptoms. The patient is full of ideas about work. This is always work that should be done, but by someone else. The words "can" and "ought" are frequently interspersed. There is a noticeable shortage of the word "was." Thus one hears "ought to do" or "can do" whereas "was done" is unlikely to occur in the patient's conversation. "I tried it out" is totally absent. If this phrase occurs, armchairing can automatically be excluded as a diagnosis.

The patient's speeches and writings are full of plans worked out to the last detail. Yet withal there is a curious generality and vagueness about it. Money will be required, but the plan is careful to leave this detail to a later stage. Time of personnel will have to be freed from other duties, but the plan does not explain what duties are to be dropped and how their exponents are to be appeased. Volunteer labour and contributions will be needed, but these are taken for granted.

The patient frequently suffers from delusions, if not of personal grandeur, of grandiose schemes. These schemes tend to be on an All-India basis, seldom allowing for the possibility of trial on a smaller scale.

Money, if mentioned at all, and approval, must come from the highest sources: preferably the Prime Minister, certainly the Planning Commission. It is here that one notices that the delusions are not of personal grandeur, because the patient himself suffers from an extreme of humility. He himself is too small a personage to attempt the work without authorization from somebody.

Delusions of persecution also may enter into the picture. Thus the patient himself

is not in a position to try out any of his schemes because he has a boss who does not understand him. Or it may be he is in the wrong Ministry for the plan he has in mind. (This is a very common symptom.) At the very least the scheme falls outside his authority and jurisdiction.

It is common for one complaint to be the need for an assistant before going ahead with the scheme himself. (This can be seen as an extension of the idea that it ought to be done by someone else.)

Actual time spent in the armchair is also one sign of the disease. At the same time extreme garrulousness and activity may characterize the patient, although this seldom takes the form of field programmes. It is more apt to show itself in a spurt to the door whenever an important visitor arrives to be shown around.

The disease is seldom found in people in active charge of field programmes. (They, on the other hand, sometimes suffer from the companion malady of insufficient pre-planning.)

The disease is especially prevalent where jurisdiction is mixed, as between Governmental and voluntary agencies, and the buck can be passed.

People in official and voluntary agencies evidence the disease in different ways. Generally the voluntary agency people would just as soon the work was left to them, and they have no hesitancy in jumping right in with no by-your-leave from anyone. In recent years, however, there has been evidence of some biological mutation. New symptoms have cropped up. Voluntary association people have been found propounding schemes that should be done if the government would provide support.

Uncertainty over authority is one major cause of the disease, although responsibility without resources can help weaken the constitution and pave the way for the illness.

How about it? Are you an "I tried it out"—er or an "It ought to be done"—er?

TRAINING OF SOCIAL EDUCATION ORGANISERS

(Continued from page 18)

pertaining to this aspect, majority of the responses fall in the following two categories :

- (1) To recognize that the village people have great strength to do things by themselves.
- (2) To know that with proper guidance and training they can manage their village as a better place of dwelling.

These answers do reflect, to some extent, on the convictions of S.E.Os. in the values of professional social work arising mainly out of their faith in the strength of people.

While summing up, the following general remarks could be made. Social work content has been included in the training curriculum of S.E.Os. The scientific knowledge of social work, particularly the courses related to social sciences, seem to have given them some insight into the problems of village life and development. The field work programme was adequate but the area of Block Administration and orientation in public health programme needs to be given better consideration.

The short term training seems to have served two-fold objectives. Firstly it has given the S.E.O. adequate knowledge about the philosophy and programme of Rural Community Development, and secondly it has helped them in improving their skills of working with village people and prepared them as "better practitioners". The impact of the training on their professional personality was quite apparent. The S.E.Os. could see some of the influencing factors such as self-confidence, self-awareness and abilities to take decisions growing out of their training.

TRAINING FOR ADULT EDUCATION IN THE SUDAN

(Continued from page 8)

3. The ordinary ex-elementary school volunteer who will be able, with four lessons and demonstrations, to teach one illiterate.

4. Women volunteers with whom it is necessary to go over the literacy primer page by page because, in a segregated society, they will have to carry out their teaching without close supervision from the literacy officer.

Weekly meetings of all volunteers and circle supervisors are held to discuss difficulties with the literacy officer.

All serving literacy officers are called to an annual two weeks' conference at the Institute of Education to discuss difficulties, hear criticisms and collect suggestions to remedy any inadequacies in the literacy primers and follow-up literature.

(From material supplied by Education Clearing House Unesco, Paris.)

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ADULT EDUCATION IN HONG KONG

(Continued from page 4)

courses, especially if residential, are more intimate and concentrated, and a great impact is thus made on the students in a short while. These courses appeal particularly to commerce, industry, government departments and voluntary organisations, not only because of the special opportunities they offer and their cheapness, but also because the students require only a very short release from their place of work.

An institution of this kind would be an absolute boon to Hong Kong. It would be the ideal setting for a number of the courses which we provide, or are asked to provide, such as Phonetics, Librarianship, crime (for the Police), refresher, training and orientation courses, for welfare workers, youth organisers, professional associations, government departments, commerce and industry. It could also serve as a much needed regional Summer School or conference centre. It would be a cheap investment giving quick as well as wider long term returns.

The non-residential extra-mural colleges in Britain have proved a tremendous success not only because they provide a focal point and a home for the regular extra-mural evening classes as well as a whole gamut of day time courses, but because of the immense psychological boost it gives the students to meet in a place of "their own". What a blessing such centres would be centrally placed in Kowloon and/or Hong Kong. The University is unavailable as a rule in the day time and difficult to reach in the evening.

An entirely different, but immensely useful, type of provision is a single lecture scheme. These are on specialised or general topics and the speakers are drawn from a special Extra-Mural panel of lecturers. They would be available to a wide variety of audiences, from cultural and educational groups to institutions having special training or other needs. A small start only in this direction has been possible due to shortage of organisational manpower.

Extra-Mural teaching, like all good teaching, operates at 3 levels :

First there is the subject matter itself : this should be worth while (and presumably *is*, otherwise the students would not be there) and must be taught thoroughly and effectively.

The good tutor moves from the known to the unknown. Such teaching is valuable for a number of reasons : e.g.

1. It keeps one up to date and abreast of change i.e., provides continuing education.
2. It keeps the mind agile—makes one think—stops the brain getting rusty and prevents one getting into a mental rut.
3. It develops and widens one's interests and stimulates the imagination.
4. It enables one to fill the gap of educational opportunities missed earlier for one reason or another—i.e., provides remedial education.

Secondly, at a deeper level, the student is learning how to learn : how to sift facts from opinions, how to seek out and assess the relevant facts, how to build upon them logically and constructively, to see the weaknesses that may be in his own thinking or the validity of another's—or vice-versa. To acquire the bug that gives you no rest until you have got to the heart of a matter—the essential truth. These are the University qualities and standards.

Thirdly. At bottom the tutor, if he is to be any good, must know what he is talking about and what he is looking for, i.e., he must be able to fix his material firmly into the perspective of his philosophy of life. It is not for the tutor to impose, nor even express, his views but he is adrift if he has no sense of direction; this involves judgments and values. Inevitably then, if only in the silence of his own mind, the student also becomes involved he accepts or rejects according to his own judgment or values, and *his* philosophy of life comes under the microscope. To do this, week in week out, with a good tutor is not merely a mental discipline, it is an experience and leads to the discovery and re-discovery of oneself and one's place in the scheme of things and, thus, to the achievement of one's own sense of direction. This *does* happen,

and because it does Sir Richard Livingstone was a passionate advocate of adult education—without it we are in a world adrift, for says Sir Richard :

“The history of mankind might be described by a cynic as a series of splendid expeditions towards the wrong goals or towards no goal at all, led by men who have all the gift of leadership except a sense of direction, and every endowment for achieving their ends except a knowledge of end worth achieving”.

Students in extra-mural classes are self-selected and, usually, there are no diplomas or certificate rewards to tempt them, but it is factors such as these which attract, and leave their imprint on, so many of them. They are the thoughtful types, with lively and enquiring minds : the constructive, responsible, and stabilizing elements in the community; sometimes the leaders, more often the sub-leaders, in a mysterious way they are usually the people who matter; they are never numerous but they are the leaven in loaf of society. The extra-mural product thus tends to be a better parent, worker, citizen, colleague and person; he knows where he is going and this quality becomes writ upon him—that is his certificate !

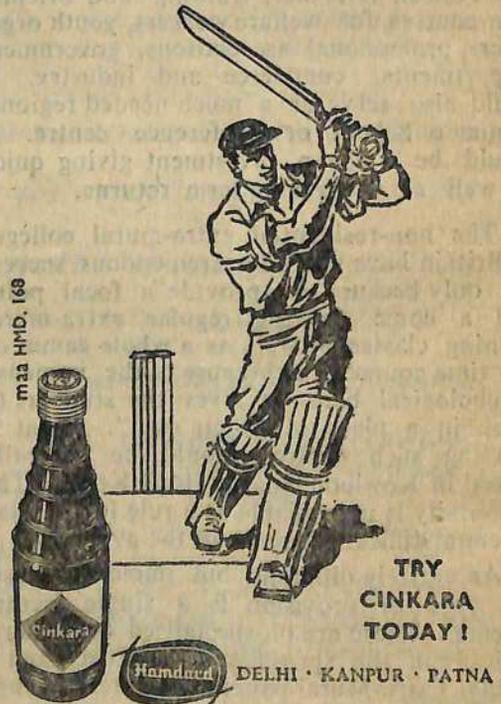
Is the Situation Really Urgent ?

Adult Education is always urgent, but surely nowhere more urgent than here and nowhere things change so rapidly that few live in the world for which they were educated and where, in Hong Kong, a dislocated and greatly increased (and increasing) population is faced with the problem of adjustment to a series of revolutions in its way of life.

I am all for the more and better education for the young, but do not forget the adult. It is he who is the backbone of society. It is the adult of today that has to carry Hong Kong through the next decades. He is your worker, parent, businessman, industrialist, teacher and citizen. It is from him that the next generation takes their bearings. He need to have quality and a sense of direction. What are his chances in Hong Kong, where he lives in a vortex of confusing change. So many

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have been tossed from a peasant subsistence economy into an industrial money economy; from a close knit family and community pattern into a scattered, anonymous urban mass; from a traditional way of life with relatively clear do's, don'ts, whys and wherefores into contemporary civilization, so full of conflicts and uncertainties, where eastern and western attitudes, ways and values jostle confusingly with each other; where the situation has to be comprehended, and the adjustment made, so often through a strange and foreign language, and where the future, so bravely faced, is uncertain. The insecurities in the adult that such conditions produce are reflected in the increases in crime and juvenile delinquency recently noted with dismay. They are the cracks which could precede more serious social breakdown. They are the symptoms—we need to tackle the causes.

In a situation like this, work alone, though vital, cannot bring the "security and happiness" which we all aim for. Surely here is the special opportunity and challenge of adult education.

Perhaps as vital as any are the needs of the young adults—the 18-22 plus group—as they seek to fit themselves for work, marriage and life. Quite a proportion of our students are in this category—the Census shows that from 1966 onwards there will be 2-3 times as many of them. Of the 800,000 reaching employable age in the next 10 years only 200,000 will receive post primary education. What of the other 600,000? We must be ready and equipped to do our share for them—and that means starting now.

A regards cost, Extra-Mural Adult Education in Hong Kong is the cheapest of all to supply.

The major item is just the cost of the staff since, at present, our income from class fees etc., is expected to cover other general running expenses. Thus, e.g., last year these recurrent costs—i.e., the cost of our whole provision—teaching, accommodation, publicity, office and administration—were nil. Surely nowhere else in the field of education can so much be done for so many for so little!

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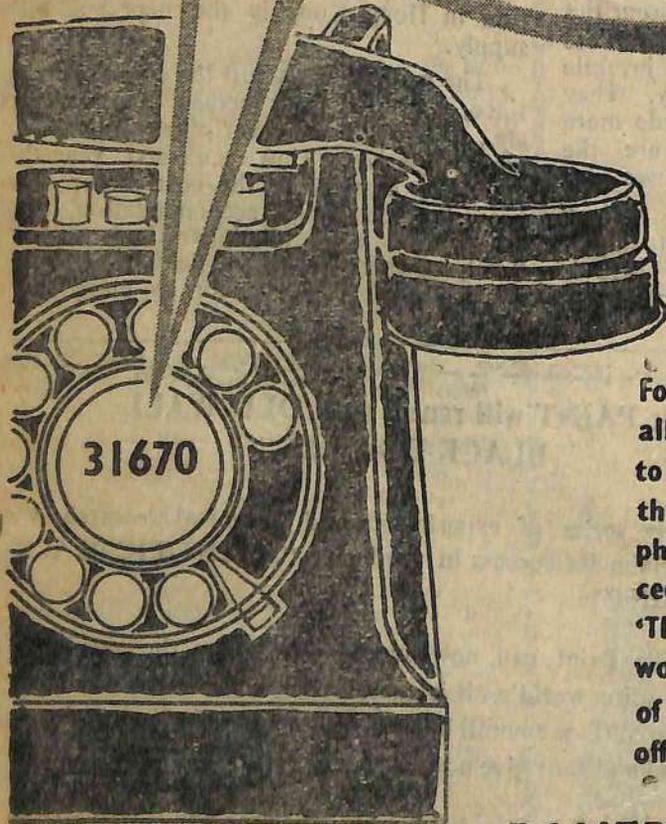
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Right Step

EVER since Independence, for nearly fifteen years, official agencies had been carrying on Social Education work in the country. The results are too well-known to be repeated. That various state governments are finding it necessary to abolish the post of Social Education Organisers is no condemnation of the concept of Social Education which is as clear today as it was when it was enunciated ; it is an indirect admission that the agency set-up for Social Education was unsuited for its purpose. A bureaucratic machinery, tied to red-tape, inherited from our Imperialist masters, is unsuited to serve the revolutionary goal of Social Education which was conceived to prepare the minds of the people, not only to accept but bring about changes in the mode of living, in the production techniques and distribution mechanism and in social norms and moral values. Frankly, this can be done by voluntary agencies, never by a governmental machinery, howsoever revolutionary it may be.

It is our hope that this realization, will lead the Government to take the only right course, that of providing facilities and assistance to voluntary organisations to do social education work. Large amount of tax-payers money was spent in paying salaries to Social Education functionaries without providing adequate facilities and funds for carrying on field work. This was a short-sighted policy, and the result was obvious to many of us, who had pointed out this defect time and again. Even now the colossal waste of tax-payers money can be turned into an useful expense, if this ill-fated experiment could open the eyes of our policy makers to the futility of their past policy and prod them on to take the right step, of handing over social education work to voluntary agencies.

Standing Committees on Education

A consolidated report by the four Standing Committees recently set-up by the Minister of Education is likely to be ready in the first half of 1963. This was disclosed at the first meeting of the Steering Committee to the four Committees, held in New Delhi on the 13th June, 1962.

The main objective of the Committee, Dr. Shrimali said, was to survey the last ten years in education, to see whether the recommendations of the University Education Commission report and the Secondary Education Commission report have been carried out, and also to clarify the direction in which progress should now be made on an all-India basis in the four main stages of education, viz. primary, secondary, university and social education. The Committee also discussed the question of long term planning in order to make a consolidated report possible by the four Committees in the first half of the year 1963. Procedures for the meeting of the Steering Committee as well as for the four Standing Committees besides the need to meet at three or four big centres in various parts of the country in connection with the Committee's work were also discussed.

The Steering Committee consists of the four Chairmen of the Standing Committees, viz. Shri U.N. Dhebar, Chairman, Primary Education; Prof. G. C. Chatterjee, Chairman, Secondary Education; Dr. C. P. Ramaswami Aiyar, Chairman, University Education and Dr. Mohan Sinha Mehta, Chairman, Social Education; Dr. D.S. Kothari, Chairman, University Grants Commission; Deputy Minister of Education, Smt. Soundaram Ramachandran; Education Secretary Shri P. N. Kirpal and Joint Educational Adviser, Shri Raja Roy Singh. Dr. K. L. Shrimali is the Chairman of the Steering Committee. The appointment of the four Standing Committees of the Central Advisory Board of Education was announced by the Education Minister recently. The main objective of the Committees is to advise and help the Government not only in the formulation of policies and programmes of education but in their implementation also.

The main functions of the Committees are :—

- (1) Assessment of the present position of education in the particular field, in all its aspect;
- (2) Assessment of the extent to which previous recommendations have been implemented, and the problems arising therefrom;
- (3) Formulation of the aims and objects of education in that particular sector in relation to the changing conditions and need;
- (4) Formulating the priorities for future development, and the measures necessary for improvement; and
- (5) Estimating the cost of the programme which they may suggest.

University Status For Jamia and Gurukula Kangri

The Central Government have, on the advice of the University Grants Commission, declared that the Jamia Millia, Delhi and the Gurukula Kangri Vishwavidyalaya, Hardwar, which are institutions of higher education, shall be deemed to be Universities for the purposes of the University Grants Commission Act.

The recognition of the above mentioned institutions will be valid for a period of three years in the first instance and limited, for the present, to the courses corresponding to B.A. and B. Ed. degrees in the case of the Jamia and to B.A., B.Sc. and M.A. degrees in the case of the Gurukula.

Jamia Millia Islamia was originally founded at Aligarh in 1920 by the late Mahatma Gandhi, Maulana Abul Kalam Azad and Dr. Zakir Hussain and moved to Delhi in 1925. Gurukula Kangri Vishwavidyalaya was established in 1900 by the late Munshi Ram (popularly known as Swami Shradhdhanand).

The institutions have been doing pioneering work in the field of national education and are unique in character. The new status conferred upon them is expected to be conducive to their fuller growth.

Social Education and the Youth

Next National Seminar in Assam

The next National seminar of Social Education will be held in Gauhati, Assam in the later half of October this year. The subject of the Seminar is "Social Education and the Youth". This decision was taken by the Executive Committee of the Indian Adult Education Association held in New Delhi on the 16th June this year.

Shri Madan Mohan M.L.C. (U.P.) a former Director of Education of Rajasthan and the Chief Commissioner (Scouts) Bharat Scouts and Guides, has very kindly agreed to be the Director of the Seminar.

The Executive Committee also decided to hold a Seminar on "Eastern and Western Cultural Values" in Delhi. Prof. Mohammed Mujeeb, Vice-Chancellor, Jamia Millia has very kindly agreed to be the Director of the Seminar.

The Committee agreed in principle to open two Regional Centres in South India and Eastern India this year, and directed the Hony. General Secretary to negotiate for a suitable grant from the State Governments concerned.

It was also decided to ask the Union Ministry of Education for a recurring maintenance grant for the Association. The Hony. General Secretary was asked to approach State Governments also for grants for carrying on the activities of the Association.

Mushtaq Ahmed

Shri Mushtaq Ahmed, Head, School of Social Writing and Mass Communication, Literacy House, Lucknow left New Delhi on the 28th June, for Nairobi to attend the Workshop for the production of Reading material for neo-literates in Tropical Africa organised by UNESCO. Shri Ahmed has been appointed UNESCO Consultant to the Workshop. Before his departure, he visited

World Campaign Against Illiteracy

In a total world population estimated at 2,500 millions, some 1,600 millions are adult or adolescents, and 700 million of these (44 per cent) are illiterate. To these 700 million adult and adolescent illiterates can be added a great number of children under 15 years of age who are also illiterate because of inadequate or unavailable schooling. It is estimated that, in 1959, 52 per cent of the world's school-age children were not receiving even primary education.

These statistics are provided in a report on "The Eradication of Mass Illiteracy" which the Director General of Unesco will place before the forthcoming session of the Organization's General Conference in November.

The report will also indicate that of the 198 countries or territories studied, 97 have an illiteracy rate of over 50 per cent. Seventeen countries or territories have illiteracy rates of 80 to 85 per cent, 6 of 85 to 90 per cent, 17 of 90 to 95 per cent and another 20 of 95 to 99 per cent.

Official census figures also reveal that in certain heavily-populated countries, notably in Asia, there has been an increase in the illiteracy rate between 1950 and 1960.

(Unesco)

New Delhi for a discussion with Shri S.C. Dutta.

The Workshop will be held from July 16 to August 3, at Nariobi and Hoima masindi in Uganda. At Nairobi the Working Paper will be discussed upto July 20, From July 21, field work will be organised at Uganda; subject matter for writing books will be selected and books will be written, illustrated and tested.

Development of Gurukulas

Grants amounting to Rs. 6.5 lakhs have been given to Gurukulas for their development. It was stated by Dr. K.L. Shrimali, Union Education Minister, in the Raja Sabha on June 19.

10 lakhs of rupees have been earmarked for the development of Gurukulas during the Third Five Year Plan and the Gurukulas are eligible for financial assistance for the following purposes :

- (a) Strengthening of teaching departments;
- (b) Setting up, running or strengthening of Sanskrit Libraries and Reading Rooms;
- (c) Organising lectures of prominent Sanskrit Scholars, Sanskrit elocution contests, Sanskrit debates, Sanskrit Dramas etc.;
- (d) Institution of scholarship for students;
- (e) Construction of buildings;
- (f) Putting up auditoriums and Stadium; and
- (g) Any other activity which may be found conducive to the teaching of Sanskrit.

Aid For Text Books

West Germany has donated to India an up-to-date printing press which will be used for the production of school text books. The services of German Experts have also been available for setting up the press.

Negotiations were undertaken with some foreign countries for securing supply of paper for school text books. Australia has agreed to supply as gift 10,000 tons of paper over a period of five years. Sweden has also offered a gift of 8,000 tons annually. The paper received from these countries will be used in programmes for free distribution of text books at the primary stage to poor children.

India has also approached UNESCO for aid for paper and pulp and printing presses. UNESCO is endeavouring to secure such assistance on a bilateral basis.

Prof. Mujeeb

Prof. Mohd. Mujeeb, Treasurer, Indian Adult Education Association and Vice-Chancellor Jamia Millia, New Delhi left on the 17th June, 1962 for West Germany on a three-week tour. He visited West Germany as a member of a group of Muslim theologians. Prof. Mujeeb returned to New Delhi on the 4th of this month.

Shri A. R. Deshpande

Shri A. R. Deshpande, Adviser to the Ministry of Education on Social Education, has been unanimously elected Chairman of the UNESCO Experts Committee on Literacy now in session in Paris.

IFWEA Conference in West Germany

The Sixteenth General Conference of the International Federation of Workers' Educational Associations will be held in Dusseldorf, West Germany from the 22nd to 25th August, 1962.

The Conference has before it 12 resolutions, notice of which have been given by a number of affiliated organisations. The People's Educational Association of Ghana has given notice of a resolution asking for "early steps to make adult education an integral part of the national education programmes of all developing countries".

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Adult Education in Urban Areas— A Perspective

S. C. Dutta, Hony. General Secretary, Indian Adult Education Association

INDIA is less urbanised than countries of North America or Europe. But there is a large population in the urban areas than is justified by present levels of agricultural and non-agricultural productivity, and it is daily increasing.

The growth of cities in India has a different history than the West, where cities developed largely as a result of the interplay of market mechanism. There was no or little central planning. Initially cities in India grew to subserve the interest of colonial and feudal interests. Industries in some cases modelled on the Western pattern which emphasized labour saving machine but did not take note of the abundantly available manpower lying unused. Advanced technique and equipment reduced costs but did not create enough jobs for people who lost employment in traditional industries in villages and towns. Generally, industry had settled wherever it could earn more profit; the distribution of industries had been uneven. Moreover, import of cheap manufactured goods from abroad led to a steep decline in traditional non-agricultural occupations and undue pressure on land resulted in gradual pauperisation of the peasantry and growth of an agricultural labouring class which started looking for alternative employment in cities and towns. Urbanization in India, was not due to the opening up of avenues of industrial and other productive employment opportunities in urban area. It was due to the low level of rural living. The pace of urbanization, far exceeded the growth rate of economics of India. Hence it would not be wrong to say that India is over-urbanized in relation to its degree of economic development.

Being the growth of colonial period, most of the Indian cities are link between the local elite and the outside world rather than an economic outgrowth of the national economy. The fact that urbanization in India has

generally tended to move ahead of economic development has several implications. Urban misery and rural poverty exist side by side; unemployment in the urban area and under-employment in rural areas is the normal feature of the country. Inadequate housing, unsatisfactory sanitary facilities, filth, squalor, disease, high mortality, low literacy and absence of educational facilities are the normal characteristics of urban areas. In addition, the shift of population from a rural setting to a city has led to certain problems, which need to be faced. From relatively small and homogenous place of origin the new comer to the city is confronted with a bewildering and almost incomprehensible vast heterogeneity. The newcomer, where possible, lives for sometimes with his fellow villagers or relatives and only gradually becomes accommodated to city life. Among the more important new situations to which he must adopt are new unfamiliar ways of making a living, a money economy, regular working hours, the absence of warm family living, a large number of impersonal contacts with other human beings, new forms of recreation and a quite different physical setting often involving new forms of housing, sanitation, traffic congestion and noise. The greatest problem of adjustment seems to centre around the shift from a subsistence to a monetary economy and the necessity of having a job for subsistence.

The newcomer to the city tends predominantly to be male. He often maintains contact with his place of origin through periodic visits, which tend to disrupt the continuity of his contact with the city, including his employment. As a result of urbanization, family as a social unit has also undergone changes. A major starting point of the change can be traced to the disruption of the family as producing unit occasioned by the departure of its members either young unmarried males or the married breadwinner; and by the increasing need to adopt to a monetary as distinguished

from a subsistence economy. Where only the married male has migrated to cities, the problem is for the city as well as the rural area, for he visits his family occasionally and comes back to city for work. It has disruptive influence on family life and also on urban employment. When an entire family has migrated to city, the economic function of the family is drastically changed; the nature of inter-personal relation among its members are altered; the tendency of patriarchal authority diminishes; right of women get recognized; the prestige of elders wane; and individualism of family members is on the increase. The disruption of the traditional family life unleashes forces which can be for social good or for social evil. These forces need to be harnessed for good and calls for adjustment.

This need for adjustment to the changing environment give rise to new urban institutions to solve the problems of changing family. The new urban institutions may deal with some of the more material problems of the changing family but it is difficult to deal with the non-material changes brought about by the changed character of inter-personal relations in emotional and affectional life.

While many aspects of family changes in the urban environment create difficult problems, it must be recognised that some of the changes are widely regarded as desirable. These include such changes as are represented by the reduced despotism of the family head, the improved status of women and greater personal freedom.

Breakdown of the informal social controls of the society in the city, has also resulted in personal disorganization. Delinquency and crimes as well as other forms of personal disorganization in urban areas is a by-product of the problem of adjustment of rural migrant to city life. Many Indian cities, where population live in what may be called "agglomerations of villages", as in coal-mine areas of Bengal & Bihar, have managed to retain their folk way of life and have remained more or less impervious to the disorganizing factors of urban life. It may also be possible to avoid many of the pitfalls of the Western industrialization, provided measures are taken to avoid the evil consequences of urbanization. This can be done through economic planning

to avoid concentration of industries, overcrowding of cities, proper housing arrangement for town dwellers above all by the organisation of a sound and effective educational programmes and proper organisation of leisure time activities, educational in content and entertaining in effect.

Another need of the urban areas is to weld the untrained and underorganized manpower into an adequately skilled and diversified labour force. It is necessary to help the new comers to adapt to the requirements of urban and industrial life, both to contribute to and to take advantage of the scope for social and economic development which industrialization can provide.

The city also creates significant changes in forms of recreation and mass participation in cultural activities. Museums and libraries are becoming available in cities, although on a modest scale far below either present or potential demand.

It may not be out of place to state that cities are repositories of culture and enlightenment, of scientific and technological knowledge, commerce, and industrial sinews and last but not the least of economic and political power. Historically, cities have been great carriers and initiators of cultural and economic progress. For the future of India, urbanization is the only hope. But, what would be the nature of industrial growth is the question. The idea of Planning has been accepted by the country. Through planning, haphazard growth of industry is being prevented. Decentralised economy, with a view to rational distribution of industry, to prevent congestion and to give full-scope to the development of small-scale and cottage industries, is being advocated and tried in the country. The concept of welfare state has been accepted so that policies and priorities in the development field are being guided by the need for education and welfare as well as for increasing economic potential. The role of cooperative societies as units of production and distribution is being emphasized. All these are attempts to prevent many of the experiences of western countries.

B

In the complex society of today, specially in the society that is taking shape in our

urban areas, it is not possible for an urban adult to solve the problems facing him single handed and by his own efforts. The major decisions in these matters lie in the hands of governmental authorities. They are constituted mostly by adult city dwellers themselves who are amenable to pressures and influences working in urban areas. The question is who will bring the needed pressures and influences to bear on the governments so that the latter may move in the direction, the city dwellers want them to move. Naturally, it will be mainly the responsibility of those who feel the pinch of the adverse conditions. But chaotic cries and individual protests cannot meet the situation. The city dwellers must learn how to solve their common problems in a cooperative, orderly and organised manner. But they can solve the problems only by first understanding them. All this means that they will solve their problems only through adult education.

The content of this adult education will be as follows :—

1. Skills for communication to meet the new situation.
2. Knowledge and understanding of the new responsibilities ;
understanding of the decision-making process ;
understanding of shared rather than individual decisions-making ;
understanding of cooperative and creative thinking ;
3. Attitude and outlook necessary for the new responsibilities.

In cities the greatest need is to arouse civic consciousness, create a sense of belonging and a desire to take action cooperatively for tackling the various problem concerned with life in one's city. A sound and effective educational programme for self-help and cooperative action and a proper organisation of recreational activities, are the most potent solvent of many of our ills.

Responsible citizenary is the basis of social and economic progress and "Education for the exercise of responsibility" is one of the major tasks of adult education.

Thus Adult Education programmes will (i) enable a citizen to make adjustments with his environment ; (ii) help him to solve the problem of his environment ; (iii) impart skills to increase the productive capacity and (iv) impart knowledge to enable him to be a better citizen, better family member, better member of his community and locality and better productive member of the society.

Educational programmes for bringing about social cohesion and to draw attention to social evils and ways and means to meet them thru' dramatics, debates etc., could provide the needed entertainment and fill the leisure time of a citizen. Indigenous media of recreation like puppetary etc., also could be utilized for this purpose. Cinema, Television, Libraries, Museums and Art Galleries, also can be used for creating community consciousness, spreading knowledge, aiding literacy and stimulating innovations in cultural and economic activities.

Adult Education, in short, can be fundamental factor in improving the skill and the productivity of labour and in preparing urban population for a richer, a more complete and a better life.

Methods and Techniques

Methods and techniques of adult education are determined by following factors :—

- (i) Aims and objectives to be achieved.
- (ii) Contents of Education to be conveyed ;
- (iii) Group of persons for whom education is ; and
- (iv) Available resources.

If the objective is to develop the capacity and potentialities of an individual and to help him unfold his personality then methods which promote greater degree of participation and which allow more opportunities for self-expression seem to be most appropriate.

The content of education also influences the selection of methods. If the contents are subject like the history of a country or of the trade union movement, lectures will appear to be quite an effective method. But, if the subject of education deal with problems, in

which the participants are likely to have some practical experience group discussion and seminar are likely to prove more useful and effective. Where the purpose of teaching is to inculcate new attitudes and stimulate new behaviour, drama may prove very effective.

The other important factor is the nature and peculiarities of the group of people for whom education is to be provided. It should take note of their interests and their problems, should provide for their involvement, participation, and self-expression. The method should be simple, easy to operate, and inexpensive.

C

Adult Education in ultimate analysis, is a process of self-education. For this, study of written material is essential. Literacy, therefore, is a very vital part of adult education programme. Technological advances also demand a literate population, so does the development of political democracy. It will have to be considered how best to organise this programme. Whether literacy campaigns, or short-term literacy classes will yield lasting result or permanent adult schools, preparing adults for regular examinations?

An adult needs recreation and entertainment to relieve him of days' fatigue. Programmes to provide him relaxation is absolutely essential. These programmes can serve our purpose, if it could also provide education. If, in these programme, we could ensure the participation of the adults, it would be a more satisfying experience to an adult and serve an educative purpose. It would provide for self-expression, help in the development of his personality, and bring about changes in attitude and behaviour.

Thru' films, filmstrips, charts, wall-news-papers etc., information about world affairs, citizenship, cooperatives, accidents, social security measures, sanitation, housing, family planning can be communicated. These combined with oral commentaries, and followed by discussions can help in the inculcation of social values necessary for personal as well as country's development.

For those, who are literate, a public library system is a necessary concomitant of

a literacy programme, for the problem of literacy in Asia, really is a problem of post-literacy, i.e. organisation of library and production of suitable literature in simple language for the newly made literate.

For literate population, courses on specific subjects, discussion and debates, study circles will also have to be organised. For many, courses with vocational bias will be needed. For women, craft classes for teaching sewing, knitting, embroidery, child craft etc ; will be popular.

“Man is many-sided being with many needs. These must not be met piece-meal and in adult education programme, these must all be reflected.”

Mass Communication

Media of Mass communication could be widely used for adult education, provided a conscious effort to plan them for educational purposes is made. As it stands, cinemas only serves the commercial purpose of entertainment. In our country, the Government is producing documentaries and full length films which serve the purpose of imparting information and knowledge. Similarly, Radio is being used for educational purposes. But these media suffer from one defect. These provide for one-way traffic. If these could be combined with commentaries, followed by discussion and later in subsequent programmes, replies to questions raised in discussions are included then, these media could serve the cause of adult education. In some countries, Radio Forums and Cine Clubs are attempting to do adult education work.

But, as at present, these have very little organisation and support. Since the technological changes are far outstripping changes in social and economic organisations, for catching up with these changes we will have largely to make use of these modern media of mass communication for “they are the language of the new world”.

Set-Up

For the proper organisation of the above programme we must have a machinery. An adult education centre in a locality would serve our need. The Centre will provide opportunity to know our neighbour and help in

(Continued on page 21)

Adult Education Through Ambar Charkha

Salig Ram Pathik, Gonda, as told to Helen Kempfer

GONDA is headquarters town of a very large district in Uttar Pradesh. Gonda is also headquarters of the All-India Mass Education Society. A voluntary organization, the Society is experimenting with methods to bring education and prosperity to the 3000 villages and two million people of the district.

Uttar Pradesh is one of India's most populous states. It is rich in history. Yet the eastern part of the state had traditionally been very backward. The educational level is low. Health and sanitation standards, are very bad. Nutrition is unheard of as a science. Children suffer as much from lack of understanding of proper diet as they do from actual food shortages.

As in all of rural India, methods of living and thinking have not changed. They represent a distinct advance over methods of primitive societies, but are much behind the best methods known today. More important, they are quite inadequate for present-day needs.

Our area presents in extreme form the psychological and social conditions that hamper development work all over India. It is precisely for this reason, that we chose this area.

Our first efforts made no headway at all. We had started with a traditional approach and had tried to introduce literacy and general adult education. We got nowhere. When the problem of very survival is pressing, other things don't mean much to them. Villagers respond only if there is hope of immediate help in making a living.

Then I learned about the ambar charkha programme and heard that village women were willing to attend class for three months to learn to use the ambar charkha. I was immediately struck with the possibilities this presented for adult education.

The ambar charkha is an improved spinning wheel. People can use it at home in their spare time. Mahatma Gandhi encouraged it as a cottage industry. The Indian govern-

ment now provides loans and subsidies for training and follow-up programmes.

From our standpoint, ambar charkha has an added advantage. Spinning is often done by women. Community development programmes provide mass education for men. But in my area the purdah system makes it almost impossible to reach the women. Both religious and social mandates keep the women restricted to their homes. We were never able to collect them for meetings or any kind of educational effort. Yet the women are primarily responsible for the diet and general health of their families.

The government subsidizes the ambar charkha programme to relieve unemployment and improve living conditions. On this basis alone the programme would not have been of interest to us. We were interested in the deeper and more enduring effects that education could bring.

But if this was the only way to bring the women out of their homes for an organized activity, we decided this was where we had to start.

We prepared lessons and planned that talks should be given to the women while they learned to spin.

Instructors Trained

Naturally, the instructors had to be trained. As in all the cottage industries, the trainers were trained as craftsmen and craft teachers. For our work they had to understand that along with the craft work they were to impart other knowledge to the women. We therefore organized programmes to train the instructors in how to impart general adult education along with the craft teaching.

First Innovation : Male Instructors

Our first social education—takes place when the classes are organized. We planned to have male instructors. At first the villa-

gers demanded women trainers. But we remained firm in our insistence that a man would train the women and their men folk should have no objection to it.

We saw this as a first step in bringing women out from the restrictions which bound their lives. But there was good practical reason for it, too. When women are hardly allowed out of their homes, it is very difficult to find women to go to strange villages to live for three months. Village women do not leave their homes. To leave their homes before marriage would impair their chances for a good marriage. After marriage they cannot get away. City girls have more freedom to accept jobs, but even so their families prefer that they live at home or with relatives. In any case, city girls are generally unwilling to work in the villages, where there are no bathrooms or latrines, and no privacy for bathing and other functions.

It was the village men who asked for women trainers. The women had no objection. In a Muslim area where the marriage of a daughter is not possible because the girl is too big or too weak or otherwise unacceptable, the unmarried daughter becomes a problem for her family. But the men would not permit us to train them. For a year they kept on insisting that there must be a woman trainer. We remained adamant and after a year they came to accept the new idea.

Over the men instructors we have put women supervisors, so the village women can see that women are not always subordinate to men. One of our supervisors is a well-respected Muslim lady. The other is a middle-aged Brahmin from a highly respected family.

Organizing the Classes

In organizing the classes we first sent organizers to the head of each village to explain the programme in detail. If the villagers want the programme, the head of the village applies to us with a cash security of 100 rupees. In a short time after we started, leaders of the villages began to come to us, asking us to provide training and help them set up the cottage industry. Then we sent organizers to organize the classes.

We send instructors to a village where

20 or more women are interested in the training. To test how eager and prepared they really are for the training, we charge five rupees security money from each trainee.

Two instructors remain in the village to give the training. Every week day for three months the women sit together in the centre of the village receiving instruction.

The cottage industries themselves are a step from our agrarian economy toward industrialization. They begin to develop new habits and ways of thinking, people will need for manufacturing jobs. Yet the cottage industries are so linked with traditional ways that they do not represent socially disruptive change.

A Louder Voice

Once the classes began, I trained the instructors to start each class with a common prayer. Our next innovation was at this point. I trained them to recite the prayer in a louder voice. This may seem like a little thing, but it was another step forward. The women have been kept subservient to men for so long that their voices are very soft and often unintelligible. Their men still dominate. We cannot change that. But in the name of prayer we could sing together. Other songs they could not so easily sing—the men folk would object.

Instruction in Improved Ways

Along with the changed attitudes and job skills, we also wanted to introduce knowledge of improved ways. This, too, could only be introduced in the name of religion. So after the prayer the worker takes a few minutes to explain the prayer; and the women repeat the explanation. The prayer I have chosen is from Sanskrit. I have translated it into Hindi :

“Lead me from darkness to light

My ways of life have gone wrong

Oh, God, bring me to the right ways of life.”

Every day the worker takes up one wrong way of life. For example, in the early morning we go to the jungle, we have no latrines. This is a wrong way of life. Another wrong way is the diet we now give our children. The

upbringing of children is given to us and we should do it in a proper way. The women are not educated; they are not literate—this is another wrong way of life.

In this way we go on developing new ideas. The same prayer is used each morning and we develop its meaning. It becomes a kind of lecture. We mention always that in this world much better and more proper methods have been developed for each of our programmes of life. We pray to the God to enable us to learn all those ways and means which have been developed for humanity.

I had it in mind to develop 100 lessons, but I have been able so far to print only about forty talking point of three minutes each. The printed lessons are available from us. We have entitled *Ambar Charkha Gyan Charcha*—"Knowledge Through Ambar Charkha."

After the three months, the trained women set up spinning in their own homes. Our instructor then acts as a guide and supervisor at home and our "lessons" are kept up. In this way the whole family gets trained.

We purchase the thread from the women at a fixed price. Thus we have been able to distribute a lakh of rupees (Rs. 100,000) every year for our initial three years.

We purchase cotton at the annual harvest, store it for the year, and supply it to the spinners as they need it. We buy back the finished yarn and have it woven. We pay the weavers, who have also been trained by us. We have had lessons especially prepared for them during their training period, too. We then collect the woven material, wash it, dye it, print it, make it up into ready-made clothes and sell it. We make all kinds of clothing—handkerchiefs, dhoties, saris, pants, shirts, coats—even carpets.

We have sales depots all over the district, and some of our production we exchange with other parts of India which produce cloth of a different type. Some of it, for instance, we trade with Bengal. Our cloth is a medium type—not coarse and not fine. The Bengal people produce a fine-threaded cloth, which

our ladies like for their chundris. The chundri is the scarf the village women wear over their heads and shoulders. It must be thin, so they can see through it. Young married women are expected to keep their faces completely covered with it when they leave their houses.

We keep accurate records of income and expenditures, including records of the subsidies given by government to encourage the work. We receive fifteen rupees per trainee per month from the government as a tuition fee to cover the costs of training. Each woman who learns gets a stipend of twenty rupees for the three months. This helps to cover her loss of income during the training period. Most of the women have been earning very little, but it's all they have and without some help they can't come for training.

There are 600 voluntary organizations all over the country to which this work has been entrusted by the government. We exchange through them.

Next Step—Cow Dung Gas Plants

We are now experimenting with a cow dung gas plant, using the gas for power to run the looms. We were able to run a $7\frac{1}{2}$ horsepower engine $5\frac{1}{2}$ hours a day for a week without any technical difficulty. The engineering people tell us there should be no difficulty technically. There is some sentiment against introducing power in the khadi-weaving amongst Gandhites. For this reason we obtained approval from Vinoba before starting our experiment.

The cow dung gas plant was worked out to provide a substitute cooking fuel for the cow dung and to permit the cow dung to be returned to the fields for manure. Decomposition takes place faster than it would outside the gas plant. Plant nutrients are ready for assimilation by plants much sooner. Under natural conditions on the fields, the hot sun burns out much of the fertilizer value of the manure before it decomposes enough for plant use.

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Linking of School with the Community Through Technical Education

Stevan Bezdanov, Professor in the Federal Institute for the Study of Scholastic and Cultural Questions, Belgrade

BECAUSE of its great importance in the general system of education in our country, technical education is coming to be regarded more and more as a basic problem in elementary schools, and the best means for teaching technical subjects are being sought. In the contemporary world the application of knowledge and techniques assumes an ever-greater importance. People are using the forces and wealth of nature with the help of more perfect technical instruments, adjusting them to their needs, increasing the efficiency of their work and creating better conditions for living and for working. The present rapid development of technology, which is reflected in greater mechanization and automation of production in all fields, calls for producers with a high degree of general knowledge and of technical culture.

Moreover, since this is a time when new plans and curricula for primary schools are being prepared, it is necessary to give elementary technical knowledge to all citizens of our country as part of their general education and their culture, apart from any professional training they may receive. It is therefore the duty of all schools, where future citizens are educated, to take these matters into account. Technical knowledge should be part of the educational system at all levels, and adapted to the age and abilities of the pupil; it should aim at developing in future generations the ability to participate in the work of the community. This also applies to the curriculum of the compulsory eight-year primary school.

In order to achieve this purpose, technical education must become part of the educational system in primary schools. It should develop the pupil's technical knowledge, give him an elementary knowledge of production and of its technical methods and processes, and also give him a general knowledge of the economic

questions connected with production; it should also develop certain elementary working habits and ensure the necessary participation of every human being in some sector or branch of production. That is to say, all citizens should have the necessary general technical knowledge and working ability which would enable them to participate in life in the conditions of contemporary civilization. The proposed educational plans and curricula are contained in the book "Elementary School", which was published in 1958 by the Federal Institute for the Study of Pedagogic and Cultural Questions.

The importance of the natural science is stressed and teachers are shown the possibilities that exist for teaching technical subjects. It is not sufficient to affirm that the natural sciences can contribute to technical education; and positive measures have been taken to ensure that the study of the natural sciences, and particularly physics, are included in the curriculum in such a way that it will increase the pupils' technical culture, enabling them to understand the technical surroundings of the contemporary world and providing a real and conscious orientation in it. Very little has been done to prepare for the inclusion of technical knowledge in the teaching of natural sciences. The teaching of physics in many schools is confined to a demonstration of the theoretical physical laws or to demonstrations on certain instruments, which do not give a concrete explanation of the laws involved. Physical phenomena are learned theoretically and at the end of the lesson a few applications of the phenomena are mentioned. Far more reference is made to household equipment than to the techniques used in industrial and agricultural production.

It is necessary to emphasize, when teaching the physical laws, their application to technology and to production and not only to house-

hold articles, because in this way the pupil will realize that physics are at the basis of contemporary technology. In the past, pupils did not learn about any of these applications, nor were they ever in a situation where they could realize in detail the effects of physical laws in technology. Pupils know, for instance, that brakes work on the principle of friction, but they do not know how simple mechanical brakes work. Pupils also know about the law of the lever, but they do not know how the lever is used on bores, on steam engines, in petrol-driven motors or in agricultural machines. We decided, therefore, that pupils should have the opportunity of becoming acquainted with the various applications of the determinant physical laws.

To solve this problem of teaching of technical subjects, many of our primary school have introduced a series of innovations. It was realized that the problem of the technical education of pupils is one that cannot be solved in school alone, but that the whole of society, and in particular factories and other undertakings, can contribute both materially and professionally. It is already customary that teachers should prepare themes of a technical nature and with the aid of machines (usually a special school model) pupils learn the basic physical law involved and its application to the machine. Before the term begins, the teachers make a note of all the undertakings and technical establishments in the town and neighbourhood which can serve as object-lessons for physical and technical education. The teachers themselves learn all about the working of these undertakings, after a few visits and talks with technicians and experts in the different departments; they get to know the various departments existing in the factory or organization under study, what they are doing, what kind of machines they use, and how suitable they are for the study of physical laws and phenomena, etc.—in particular those machines which would serve as object-lessons for given themes. Then the teacher makes a programme of subjects of study for the class, fixing the time when they can be dealt with during the term. Subjects considered are: the garage of an agricultural union, a building workshop, a railwap station, a post office, a fireman's storehouse and a station for the protection of plants, electrical power plants, which have all made available

experts to supervise the work of groups of pupils who come with their teachers to study the various applications of physics to machines used in these centres.

Having established a working co-operation with these various undertakings, teachers succeeded in obtaining from them catalogues of technical machines and products, so that some of the items from these catalogues can be used when composing mathematical problems, thus familiarizing the pupils with technical terms. In this way the pupils who have to solve a mathematical problem learn about the methods of production used in an undertaking where their parents are working; they learn about the products which are being sold and the machines used to produce them, and so on.

It was realized that the school workshop should play an important part in the practical study of technology, in teaching the use of the principal tools, control instruments etc. The schools have succeeded, thanks to the help of parents and local undertakings, in adapting certain premises and creating modern workshops for the elementary technical education of pupils in a given school.

This led to an attempt at solving another problem connected with the use of school workshops—how to enable pupils to learn various techniques, and how to help them in the choice of their job at the end of primary schooling. The co-operation of specialists from some of the local undrtakings has helped in this direction.

School committees, educational councils and pupils' committees requested works' advisers and experts to come to the school workshop three to four hours weekly, for which they are paid by the factory or the undertaking. All the establishments agreed, and the particular school we have in mind has at its disposal three metal scrapers, three mechanics, one book-binder, one glass-blower, one plumber, five carpanters and other specialists. The teachers held meetings with these technicians, and sought for the best method of establishing a programme in which they could be used. To each group of technicians a programme of the general technical education which the school had in mind was given so that they could decide how their

particular speciality could be presented to the pupil. At the same time they were given extracts of the physics curriculum, and the teachers stressed the particular items which they thought it was important for the pupils to learn in a practical way. Thereafter the specialists and advisers established their programme and came to the workshop, where they performed certain practical tasks together with the pupils in the presence of the teacher/leader of the workshop. During the year, groups are changed around in such a way that they are all given a chance to direct the technical work in different branches. It is interesting to mention that the pupils go of their own free will to the factories in their free time, out of school hours, and spend a few hours with those who come to work with them in their school workshops.

These specialists also take part in the group activities, clubs of young technicians, etc. In the course of their regular hours of study, as well as in their free group activities carried out under the leadership of some of the technicians and specialists from factories, pupils make models and designs which will be useful to them in studying various matters.

Below are a few examples of this type of work :

1. Electricians have made, with their pupils, a large model of an electrical installation in a house (on a wooden model they have installed an original wiring system, including the measuring instruments for the current, safety devices, connectors, lamps, transformers etc.). In this model, some mistakes have been included on purpose, and the pupils have to discover them and learn how to avoid them. The pupils are also taught how to repair various electric installations in the building. They are familiarized with the use of certain elementary electro-technical materials.

2. Specialists in the field of plumbing and the installation of water heating and ventilation systems teach the pupils about a general water installation, drainage and heating, as it exists in many buildings. The pupils make, under their guidance, a model of the building's floor plan (models in wood are made by the pupils with the help of the carpenter) and in this they build miniature

installations for water and heating. In many village schools water and heating systems do not exist, and the village workshops are small, but small-scale models are made which enable the pupils to obtain an idea of such an installation. The plumber, as I have said, works with the pupils, and prepares the necessary metal parts so that the model can function properly. Here again the pupils discover the many applications of the physical laws which they have learnt in the classroom, on the apparatus which the teachers have prepared for them. Pupils also visit buildings under construction, where, with the help of specialists and teachers they have an opportunity of seeing different systems installed,

For their part, pupils help to raise the general level of technical culture of factory workers and employees, especially by acquainting them with contemporary progress in technology. In factories and organizations, meetings of workers and employees are arranged from time to time (technical evenings), where pupils using contemporary audio-visual material acquaint their older colleagues and parents with some of the newest inventions.

The following are some of the subjects which have been discussed and presented by pupils at such workers' meetings: the possibilities of inter-planetary flight, satellites, "from raft to steamboat", the technical eye, the life and work of Nicolas Tesla, the use of atomic energy, information about science and technology, etc.

Thus the school is linked with society; factories and organizations are led to inaugurate a programme of technical education. We are satisfied with the work of the factory experts and specialists, and the contribution that they are making to the education of future generations of producers.

Thanks to this mutual co-operation (and there exist other forms of co-operation between the school and society, in other fields) the schools have become part of the community, in which every member is concerned with the future of our country.

*(From Material supplied by the
Unesco Educational Clearing
House, Paris)*

The Popular Education Association of Viet Nam

Mrs. Bui Kien Thanh, Saigon

THE Popular Education Association is a non-official organization concerned with adult educational activities. It was established in November 1954 by a group of dynamic young intellectuals who were anxious to serve their country and their people. The main purposes of the Popular Education Association are :

- to combat illiteracy
- to offer to adults, educational opportunities for personal growth and vocational efficiency.
- to help produce and sustain an enlightened citizenry.

The Popular Education Association is now one, of the most important educational association in Vietnam. It has gained support from both the government and the people.

The President of the Republic of Vietnam is Honorary President of the Association ; and the Minister for Education, its Honorary Vice-President.

The Popular Education Association is running many educational and cultural activities. The most important among them are :

- Popular Polytechnic Institutes
- Popular Primary Schools
- Popular Culture Library
- Polytechnic Magazine.

Popular Polytechnic Institutes

Popular Polytechnic Institutes are non-profit institutions aiming at spreading cultural and technical knowledge among the people.

The problem of education in Vietnam are extensive. Since 1954, when independence was won, the country's students have increased approximately four-fold, and there is an acute shortage of teachers, facilities and equip-

ment. This young nation has an urgent need to train more specialists. Lack of proficiency in English language often prevents otherwise qualified students from taking advantage of scholarships in English-speaking areas, and the shortage of books in Vietnamese contributes to serious educational problems which exist in both secondary and higher education.

The first Popular Polytechnic Institute was opened in Saigon in 1954 to fulfill the desire to learn of the young Vietnamese people. It had over 7,719 students registered, but due to the limited number of classrooms and volunteer instructors, the institute could accept only 1,275 students for the first term. Priority was given to those people who worked during the day and could only study during the evening hours : government employees, employees of private firms, military personnel, and workers. Secondary or university students are admitted only to take courses which are not normally given in the private schools—such as : Japanese, Chinese, political theory, sociology, economics, physical education, etc.

No tuition fees have ever been charged. However, in order to alleviate the heavy financial burden of the Institute, since the fourth term (September, 1956), students have been asked to pay a small fee (150 piasters per term) to help pay for such expenses as janitorial services, and electricity, the purchase of supplies, and for guards to watch the bicycles and motor scooters while the classes are in session.

Courses offered by the Institute fall into five broad categories. Those in the first category are of a scientific and technical nature and include such courses as : intermediate and applied mathematics, algebra, geometry, general science, physics, chemistry, fundamentals of electricity, radio, mechanics, human anatomy and physiology, soldering, first aid,

nursing, child welfare, elementary fundamentals of pharmacy, tailoring and photography.

The second category, courses in the social sciences, includes : sociology, political science and theory, Confucianism, Vietnamese history and geography, the history and geography of Asia, civic education, public speaking, economics, business administration, banking, accounting, and shorthand in Vietnamese.

A few of the many courses offered in literature and foreign languages are : intermediate and advanced Vietnamese literature, composition, the study of Chinese characters, Sino-Vietnamese terminology, Mandarin, Cantonese, Japanese, Italian, French, French literature, English, Spanish, English and French for taxi-drivers, Vietnamese for Chinese-speaking students.

Those courses in music include . solfeggio for beginning and advanced students.

A special category of studies includes courses which will aid the student who is studying for the two secondary degrees. One course, is designed for those working toward the first secondary degree ; and the other is for those studying for the secondary degree (the baccalaureat).

A recent addition to the affiliated institutes is an adult night school in Cholon, a part of Saigon consisting mainly of persons of Chinese descent. Many of them have taken advantage of the government's policy to encourage all Chinese to become citizens and have begun naturalization papers. The institute which was opened in Cholon, as one of its services, offers instruction in the Vietnamese language to new citizens. Some 700 persons entered the school at its opening, and enrollment continues to increase. In July 1959, the Cholon Institute graduated the first Chinese students in the history of the country to obtain certificates awarded by the Ministry of Education showing successful completion of primary studies in Vietnamese. The contribution of the Cholon Institute to the integration of the two communities has been commended by the Vietnam Government and by leaders in the Chinese community as an outstanding public service.

As to the present, more than 20,000 per-

sons have been helped by the institutes in their search for knowledge. Fourteen terms of four and one half months' duration each, have been opened with an average of 1,5000 students attending classes in each one.

The only qualifications which a student must meet in order to be admitted to the P.P.I. are that he be at least eighteen years old and be capable of pursuing the course of study he has chosen. No distinction whatsoever is made as to sex, religion, or nationality. However, as previously mentioned, priority is given to those persons who work during the day and can only attend classes in the evening. Student breakdown as to profession and occupation during the first and second terms (1954-1955) was as follows: Government employees and employees of private organizations—40% of enrollment workers—35% ; military personnel—15% ; housewives—40% ; businessmen and merchants 10% ; students and teachers—5% ; and those stating no occupation or profession —1%. During those two terms, 75% of the student body were men and 25% were women,

So far nearly 22500 persons have taken advantage of these courses.

Popular Primary Schools

Although highly successful in accomplishing the purpose for which it was established, the Popular Polytechnic Institute was not equipped to meet the needs of a certain segment of the population—that which included the illiterate and those with a very limited ability to read and write. From the very beginning, representatives from these groups requested the Popular Education Association to provide facilities for them to gain a basic education. To help satisfy their wishes, and to contribute its share to the popularizing of education, the Association created the Committee on Anti-Illiteracy and Primary Education on August 15, 1955. During the past four years, the Committee has opened 776 night classes which have aided 31,365 adults from the Saigon-Cholon region in their search for a basic education.

The Committee organized the classes for the Popular Primary Schools on different

levels: 1. classes for beginners who were illiterate; 2. classes for newly literates on three levels; (a) classes for those just learning to read and write; (b) classes for those with more ability in reading and writing and with a little knowledge of arithmetic; (c) classes for those whose ability in reading, writing, and arithmetic were on a higher level.

Adults attending the classes in category one are taught in accordance with the method designed by the Popular Education Association. This method permits the students to gain a fair degree of ability in reading after three months of study. Those in the more advanced categories are taught book-keeping, simple arithmetical fundamentals, how to write letters, and how to complete various types of forms. In addition, they attend classes in civic education elementary Vietnamese geography and history, hygiene, first aid, etc.

3. Preparatory classes for primary stage examinations.

Upon a request recently made by lower echelon government employees and military personnel, the Association opened classes at each Primary School for students working towards the primary degree. The Association feels that these classes will help our citizens to raise their education levels and will aid them in their occupations. At the present time, more than nine hundred adults are working for the primary degree.

The Committee on Anti-Illiteracy and Popular Education limits attendance in the night classes at the Popular Primary Schools to those who work during the day. Among the students are Vietnamese, Chinese, Indians, French, and Malaysians. Women make up 45% of the enrollment and Chinese 15%. No tuition fees are charged for attendance in beginners classes, but more advanced students are urged to contribute what they can to the Anti-Illiteracy Fund.

In each class at the Popular Primary Schools, students are placed under the guidance of an instructor, practically all of them are either secondary school or university students. The instructors are eager to help their fellow citizens and the only payment they accept is an allowance for transportation. Thanks to the support and close collaboration extended by the Mayor of Saigon and by the

Chiefs of the Education of Division Saigon and Gia-Dinh, the Association has been granted permission to use primary schools for night classes.

The Committee on Anti-Illiteracy and Popular Education plays a very important role in the fight against illiteracy in Vietnam.

The Committee on Anti-Illiteracy and Popular Education had been carrying out its activities for only a year and a half when the Department for National Education launched its country-wide campaign against illiteracy (September 14, 1956). The Popular Education Association was one of the organizations which immediately volunteered to participate in this campaign.

On October 11, 1956, the day when the Central Directing Committee of the Campaign against illiteracy in the Saigon-Cholon area was formed, the Popular Education Association was invited to assume the role of advisor. In a speech delivered on the occasion of the launching of the Saigon-Cholon campaign, Mayor Nguyen-Phu-Hai stated the following when recalling the achievements of the various organizations which had volunteered to participate: "Recently, a new spring of life, which came into being in the form of the Popular Education Association, led by a group of dynamic, young intellectuals, has obtained satisfactory results not only in the fight against illiteracy, but also in paving the way for the training of technicians in classes at the Popular Polytechnic Institute."

On October 22, 1956, the Chairman of the Committee on Anti-Illiteracy and Popular Education of the Association was elected Vice-Chairman of the Saigon Permanent Directing Committee of the Anti-Illiteracy campaign sponsored by the Department for National Education.

The achievements of the Popular Primary Schools are very encouraging; so far nearly 56,400 students have taken advantage of these courses; over 1400 classes were organized—465 for illiteracy, 581 for newly made literates, 314 for primary examination etc.

The Popular Culture Library

No matter how devoted the instructor may be, he will not have enough time to explain everything in detail to his students. Moreover, there are many courses which it is not

possible to offer at the Popular Polytechnical Institute. For these reasons, there was a definite need for a library where students could do personal research and dwell into subjects more deeply. To meet this need, the Popular Education Association overcame great financial difficulties and set up the Popular Culture Library. Equipped with more than 5,000 books in Vietnamese, English and French, and with many daily newspapers and magazines, the Library is the largest private one in the area. It is open daily from : 8:00 a.m. to 12:00 and from 3:00 p.m. to 7:00 p.m. for students to use its large reading room and three small research rooms.

The Conference Hall, situated next door to the Library, has been the scene of many lectures on history, literature, music, and art, which have been organized by the Association. The lecture organized during the anniversaries of the two Trung sister, Le Loi, Trang Hung Dao, Nguyen Du, and Mozart attracted large and enthusiastic audiences. Evenings featuring programmes of music have received a warm response from music lovers.

The Polytechnic Magazine

At the beginning of 1956, a number of members of the Association who had specialized in economics, sociology, and finance, founded a group with the purpose of study of new economic theories, the propagation of new foreign economic ideas and experiences, and to study ways and means to solve the economic problems of the country. The group held regular weekly sessions and was given the responsibility of publishing a magazine to be known as the Polytechnic Magazine.

The magazine has been published bi-monthly since January 15, 1957. It contains articles on literature, art, politics, economics, philosophy, sociology, military problems, etc. In a sense the publication can be considered as a forum for all those who are concerned about the present and who would like to contribute their share towards the building of the future.

Although published for only a year, it has proved to be full of vigour and ideas and has contributed in a small way to the re-construction of the nation. Well-documented research

works and bold, but none-the-less practical, solutions proposed by the editor, Huynh-Van-Lang, have caused heated arguments. Several of Mr. Lang's articles have appeared in foreign newspapers.

Other articles which have been highly appreciated by the readers include those on military affairs by Pham-Ngoc-Thao, on Vietnamese culture by Tu-Quyen, Dang-Van-Nham, on European and Oriental music by Tran-Van-Khe and on political theory by Hoang-Minh-Tuynh.

Activities in the Provinces

The Association has organised branches at Hue, Dalat, GiaDinh, BaXuyen, BaoLoc, Ban-Me-Thuot, Kien-Hoa, Bien-Hoa and Ninh-Thuan. These branch organizations carry out their activities on the pattern of the central one in Saigon, but within a much smaller scope. A Popular Polytechnic Institute has been open in Hue since 1955; and in Dalat there is an institute as well as a Popular Culture Library. In the province of GiaDinh, the Association has opened of primary education centres at the Vo-Tanh, Trung-Nhi Thanh-My-Tay and GoVap Schools.

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Book Review

The University and Community Education
By Kenneth Haygood, published by Centre for the Study of Liberal Education for Adults, Chicago, USA. Pp 64.

THIS booklet contains notes and essays on education for adults. Its purpose, according to the author, is to "examine community programmes sponsored by institutions for higher education with special emphasis on university sponsored programmes."

The author admits that a "social revolution which is taking place now has given millions of people the time and means to pursue in their adulthood the goal of becoming liberally educated and thereby further qualifying them for effective community participation."

The community provides an endless source of data and a laboratory for the social science research of a university. As such, the task of the university is to provide liberal education for adults to "guide them to a consideration of those fundamental concerns of man with which he must grapple as he attempts to create a society capable of expressing his noblest aspirations."

An attempt has been made by the author in chapter two to clear the confusion relating to various terms like "community service," "adult education," "community education," "community organisation," "family-life education," and so on. All these generic terms serve to separate broadly defined areas although many over-lappings exist. A classification of major community programmes is also given in this chapter. According to the author, the most talked-about types of community programme in existence today is the controversial, much-heralded, much-maligned, multi-purpose, all-embracing, total-community improvement programme referred to as "community development."

Dealing with the question of community development, the author points out that there is no single accepted definition of community development. Nonetheless, for the purpose of his paper he says: "The term community development refers to a process of community education and action that combines outside

assistance with democratically organised local initiative in an effort to attain goals that the members of the community hold in common for the improvement and enrichment of the entire community."

Elaborating his point further, Kenneth Haygood asserts that most community development programmes grew out of a practical need. Almost every programme is unique not only in the methods it employs but also in its immediate objectives which are three-fold—"practical objectives," "social reform objectives," and "educational objectives."

As Kenneth Haygood says, community development has had a rigorous and colourful past and is experiencing an active and anxious present. What the future holds is uncertain, but it is safe to say that community development programmes will play a major part in local, national and international affairs. They provide an opportunity for the individual not only to share benefits of successfully completed projects, but also to develop his initiative and talents as a productive member of a free society.

The most important factor to be considered in the development of community programmes is the set of objectives of the institution which sponsors them. The chapter on "The Institution" gives a survey of institutional objectives, administrative structures, financing and institutional orientations.

Iona Jones

The Campus and the Community. The Global Impact of Antigonish Movement by Alexander Fraser Laidlaw: Published by Harvest House Ltd., 1961 Price \$ 2.75c. Pp 173.

IT is a historical study and interpretation of the adult education programme of St. Francis Xavier University at Antigonish, Nova Scotia, which began thirty years ago. This programme has gained considerable recognition as a unique and significant experiment in adult education. The main purpose of this study is not to present a critical review but to examine the place of the university in adult education, define its role and responsibility and to interpret the work of a Canadian university in that field.

The universities should set up a full fledged departments to serve mature adults, as distinct from the students on the campus. And Universities should act as an agency to provide continuing education to the young men and women of the community.

The book is divided into nine chapters : half of the book deals with the adult education movement at various stages, and University's role and functions in imparting the knowledge. The other half of the book deals with the development of the Antigonish movement and the philosophy of adult education. The book presents a clear picture of the relationship between the community and the university for improving the condition of the community imparting continuing education to the young men and women of the community,

Social Education and Democratic Decentralization : Published by Indian Adult Education Association, 17-B Indraprastha Marg, New Delhi, 1962. Price 3.00. pp.89.

It is a report of the Twelfth National Seminar organised by the Indian Adult Education Association in September 1961 to discuss the role of Social Education under Democratic Decentralization. The Seminar discussed the problem under the following points :

“Democratic Decentralization's relationship with Social Education.”

“Educational needs under Panchayati Raj.

“Approach to Social Education under Panchayati Raj.”

The book presents a clear picture of relationship between social education and Democratic Decentralisation. It emphasises the responsibilities of Panchayats to provide educational facilities to the masses and launch on an effective programme for the liquidation of illiteracy among adult masses, set-up permanent adult schools and provide primary education to children. It also suggests various methods to promote educational and recreational activities under Panchayati Raj. A practical guide to field workers the book will be of a great use to those who are conducting social education programme under the new set-up.

Jagdish Sharma

Russian Song-Book : Vol. 1. Edited by C.V. James. Published by Pergamon Press, New York ; 1962. Pp. 33.

In this little collection of Russian songs, ranging from traditional folk-tunes to contemporary popular, songs, the music given has been reduced to a simple melody line, sufficient to remind the user of the tune.

The 25 songs included in this volume illustrate the most common types and their development ; the vocabularies have been selected to enable the singer to understand what he is singing ?

In all the songs there is a similarity of setting. The natural scene is everywhere dominant.

It is well known that use of songs in teaching is very valuable when properly handled with due insistence on accuracy of pronunciation etc. It is an aid to pronunciation and helps the singer to assimilate the vocabulary, inflections etc.

Russian Punctuation : Tr. by T.J. Binyon and Edited by C.V. James. Published by Pergamon Press, New York, 1962 ; Pp 54.

This handy book contains the rules of punctuation approved by the Academy of Sciences of USSR.

In English text-books of Russian, no attention is paid to Russian punctuation. This book has undoubtedly proved that the use of punctuation mark in Russian is closely connected with grammar. The book has discussed in a very concise form the usefulness of Russian punctuation which demands careful study by the students. In that respect, it will be of a great help both to the students and teachers of Russian. It is hoped that this first venture of a series of aids will serve the purpose both as a guide to students and as a corrective to those who may in the past have received insufficient guidance.

The index of sections will be very helpful for ready reference.

Pushpa Malik

ADULT EDUCATION IN URBAN AREAS

(Continued from page 8)

the creation of community feeling. It will help in the development of civic consciousness, promote education and cultural activities and undertake programmes for the betterment of the locality. These centres in various localities can be co-ordinated, guided and supervised by a coordinating centre at the ward level or at the city level. This coordinating centre, should be a model adult education centre. It should have a library of books, films and charts, which should be lent to other centres. It should also have equipment for dramatic shows, etc, so that it could serve as a feeding centre supplying whatever equipment and technical know how the centres in various localities need. In short, it should serve as a model centre, a clearing house of advice and guidance and also a feeding centre.

The Centre in the localities should be manned by properly qualified wardens and a few part-time assistants and local volunteers. The coordinating centre should be under the charge of an Adult Education Officer, assisted by an artist, a cinema projectionist, a Librarian, Extension Organiser and appropriate staff for a model centre.

Training

Training

These Wardens and their assistants need to be trained. The field workers must have i) knowledge of social and psychological conditions of adults living in urban areas; ii) clear understanding of suitable methods and techniques of educating adults, iii) ability to organise and coordinate to educational activities for adults and iv) democratic and cooperative outlook. The training course must, therefore, have a provision for subjects such as adult psychology, urban sociology and economics, followed by philosophy and content of adult education, including social education and workers' education. It should include methods and techniques of adult education and workers' education, and practical training in methods of working with adults, specially, literacy methods. The duration of the course may not be less than ten months.

It would be desirable to associate the Universities with the training programmes and advantage taken of their faculty members in the field of psychology, sociology and economics.

Proudh Shiksha

ORGAN OF THE INDIAN ADULT EDUCATION ASSOCIATION
(Started in 1957)

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Adult Education Through Ambar Charkha

(Continued from page 11)

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Using the cow dung plants means that the manure is not simply burned but is returned to the fields to help build up the soil. The gas for cooking fuel makes less smoke. Along with this I hope we can introduce the pressure cooker, with which the women can cook unpolished rice and protein-rich channa to improve the diet.

If we can get these steps introduced, it will mean an improvement in living conditions and a saving in time as well. The time saved we hope we can turn to adult education purposes.

All I have done has been adult education. I feel that it is better to move in small steps that are actually incorporated into the people's lives.

Adult education must give hope for a better life. Without that, the learner lacks objective and does not attempt adult education.

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The Indian Adult Education Association is bringing out two special issues of the Indian Journal of Adult Education on educational methods in August and September this year. Dr. Homer Kempfer who is now Deputy Chief Education Advisor, U.S.A.I.D., (formerly T.C.M.) while posted as Adult Education Advisor at the National Fundamental Education Centre, New Delhi, had prepared materials which illustrate various instructional techniques. We have requested him to make these materials available to a wider audience. He has very kindly agreed to present selected illustrative materials with proper explanatory comments in the August and September issues of the Indian Journal of Adult Education. Topics and materials will include :

- | | |
|-------------------------------------|-----------------------------------|
| (1) Use of Pre-Tests and Post-Tests | (6) A Problem in Motivation |
| (2) Teaching Problem Solving | (7) Teaching Through Tests |
| (3) Effective Assignments | (8) A Unit Test |
| (4) Written Assignments | (9) Test Item Analysis |
| (5) Case studies | (10) ...and other related topics. |

These materials, will be of special interest to teachers in training institutions. They could also be of use to head-masters of higher secondary schools.

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Dr. M. S. Mehta

Shri Maganbhai Desai

Shri J.C. Mathur, I.C.S.

Dr. T. A. Koshy

Shri H. P. Saksena

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The Minimum Programme

THE Ministry of Community Development, Panchayati Raj and Cooperation is reported to have drawn up a minimum programme for intensifying social education in rural areas. The programme will consist of citizenship education and adult literacy campaigns, training in leadership and organization of youth and women's activities. Education in citizenship, it was explained, will cover topics like meaning of citizenship in a democracy; the responsibility of Panchayats; the meaning of the vote and elections; the role of the Gaon Sabha, school and community relations; importance of family planning and the principles and practice of cooperation. The programme looks very impressive and if implemented, it is our hope, it will lead to the expansion of social education in the country.

For the implementation of any programme, it is necessary to have a machinery geared to its needs. It would be worthwhile to consider to what extent the present administrative pattern will effectively carry out this programme. In some States many of the social education functionaries are not in position; is the Government proposing to revive these posts? If the present set-up has been found unsuitable for social education, thought must be devoted to find out the alternative.

Adult literacy campaign is one of the basic element of this minimum programme. Literacy campaign will need an entirely different set-up than the one we have at present. Unless adults are enthused and motivated for literacy, the campaign will have little meaning. A bureaucratic machinery is hardly suitable for enthusing the people. For this, help and cooperation of voluntary organisations and groups in rural areas should be sought, and through voluntary effort, people should be mobilised for adult literacy. Otherwise it would be another waste. Therefore, our suggestion

is that social education, should be treated as a joint venture of official and non-official elements of the society. The Government should apportion responsibilities to various agencies and provide them with necessary funds to carry out their respective responsibility. Unless social education is looked at as a programme of the entire society and, therefore, worthy of support and cooperation

of all, it would not succeed. As a programme run by an administrative machinery, it seems to have yielded little result. Administration alone cannot implement the "minimum programme". The earlier it changes its view and seek cooperation of voluntary organisations, the better it would be for the country and for the future of our people.

World Plan For Literacy

Experts on literacy from twelve countries meeting at Unesco House in Paris have drafted a world plan to combat illiteracy by reducing the number of adult illiterates in the world by fifty per cent in ten years. There are an estimated 700 million people (half of the world's adult population) who cannot read or write. The experts warned that, with population rising at its present rate, the actual number of illiterates is growing in several countries.

The world literacy plan, drawn by the committee of experts during a ten-day meeting, is intended to contribute to the United Nations Development Decade in which the UN and its specialized agencies are pledged to coordinate their efforts and experience in an attack on the ancient enemies of mankind—disease, hunger, ignorance and poverty.

In drafting their plan, the experts said it was essential to attack the problems of primary schooling and adult illiteracy simultaneously. It has been found, they pointed out, that in areas of widespread adult illiteracy, the success of primary schooling is undermined. The fact that a majority of illiterates are women has what the experts called "deplorable consequences on home life and the education of children."

The estimated cost of an effective world literacy campaign would be 1,800 million dollars which represents less than 0.15% of the aggregate national incomes of the countries concerned. While primary responsibility in the battle against illiteracy must remain with Governments, the committee recommends increased international assistance. Countries themselves are urged to create national bodies at the ministerial level to coordinate the work of all organizations and groups in the battle against illiteracy. It is also recommended that each country provide

a definite and independent budget for this purpose.

"Literacy", the experts stressed, is not simply the ability to sign one's name and write a few simple sentences. The committee unanimously decided that the aim must be "functional" literacy. A person should be considered literate, the report states, "when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required to be active in his group and community. He should also have attained a level in reading, writing and arithmetic that makes it possible for him to use these skills for his own and the community's development."

In an extensive report, the experts have dealt with every aspect of teaching literacy and organizing literacy campaigns. Their recommendations will be presented to the Unesco General Conference opening this November and, if approved, the U.N. Economic and Social Council and the UN General Assembly in 1963.

Mr. A.R. Deshpande, Vice President, Indian Adult Education Association, served as chairman of the meeting. Vice Chairmen were Mr. Taha Guiga, head of the Social and Cultural Service, Secretariat d'Etat a l'Education Nationale of Tunisia, and Mr. Gonzalo Rubio, of the Planning and Economic Coordination Department of Ecuador. Mr. D. Bruce Roberts, Director of the South Pacific Commission Literature Bureau, Australia, served as rapporteur.

Dr. Malcolm Adiseshiah, who inaugurated the meeting of the Committee on June 18, laid stress on the eradication of illiteracy throughout the world in the next ten years which has been described as "Development Decade" by the Secretary General of the U.N.O.

Condensed Course For Adult Women

A New Experiment in Adult Education

By S. C. Dutta, *Hony. General Secretary, Indian Adult Education Association, New Delhi.*

I

TODAY, in principle, Indian women are emancipated. They have vote, they are guaranteed full and equal rights with men under the Constitution. Even the principle of equal pay for equal work has been recognised in their case. Their right to property has also been granted. But in actual practice they have still long way to go. Social customs and prejudices die hard, and the problem has been made more complicated because of the existence of many antiquated social institutions. Lack of education is at the root of social prejudices. Fortunately there is a growing volume of public opinion which believes that much of our backwardness, ignorance and apathy will go if women are educated. While it is conceded in theory, it is very difficult to organise educational programmes for women for there had been no tradition for women's education in our immediate past. For about eight centuries, between 1000 to 1800 A.D. there was no organised system of education for women in India. This was mainly due to political and economic unrest and foreign invasions during this period. It somehow at that time came to be believed that it was divinely ordained that women should have inferior status. Their place was at home. Therefore no systematic programme for giving them education was undertaken. During the British period, slowly and gradually due to the renaissance movement in Bengal and Arya Samaj in Punjab, education of women began to be recognised as of vital importance to our nationhood. The national movement for Independence gave added strength to this trend. The role played by educated women in the national struggle gave strength to the movement for women's education. The two world wars, and the Independence gave fillip to the idea of economic independence of women. Large number of women came forward to offer their services as teachers, midwives, auxiliary nurses, and clerks. But their number was very small.

II

After Independence two tasks awaited our national Government : (i) to raise the standard of living of the people by increasing national productivity and (ii) to prepare the people to exercise their political responsibility as a citizen of a democracy. In both these tasks, adult education is the main instrument. To prepare people for the exercise of political and social responsibility, citizenship education is of utmost importance. For imparting skill to be able to function effectively as a productive citizen, adults are to be imparted, knowledge and training in agricultural and/or industry. Being largely an agricultural country, agriculture extension is needed most. Health education is another field which needs attention because much of our labour force is weak due to ill-health and disease. Therefore after Independence development activities in rural areas has been rightly emphasized. These needed a large number of functionaries both men and women, for the implementation of various development projects in rural areas. Since these development projects were to be based on local needs and called for local efforts on a large-scale, there was a need for these functionaries to know and understand the rural set-up. Experience showed that in the field of rural development for women, it was difficult to get the right type of functionary. Educated girls from cities were neither willing nor suitable for work in the villages, where we had very few girls or women who had adequate education to get training for jobs like primary school teachers, midwives, family planning workers, literacy teachers etc. Consequently not much headway was made during the first plan. Moreover it was found that adult women who had the maturity of mind, experience of life, and a little education and training could be suitable for work in the difficult conditions obtaining in rural areas. There were mature women in villages but most of them had no education. It was therefore proposed to

offer a condensed course of training to adult women from rural areas, who had a little education. It was suggested that mature women between the ages 20 and 35, if taught for two years, could be enabled to pass middle or eighth standard examination. A mature woman will learn quicker and perhaps better than a teenager. Such learning will be meaningful for she will relate it to her experience in life. She will understand the significance of her lessons better than her younger sister. Class of 25 was suggested as suitable for the purpose. Accordingly, in 1959 the Central Social Welfare Board, launched a programme of Condensed Course to prepare mature women for specialized training and employment as village level workers, midwives primary school teachers etc. The scheme seeks to provide basic education upto middle or High School within two years. The minimum qualification required for joining courses for village level workers, midwives etc., is middle pass. After their condensed course, adult women can get their training and later employment.

The running of these courses is entrusted to voluntary agencies having an adequate experience and background of educational work.

The condensed courses follow the syllabus prescribed by regular schools, except that the period taken to cover the syllabus is half the time taken by regular schools. The women are paid stipend of Rs. 40/- p.m. (over 8 dollars) to meet all their expenses of food & lodging.

Being mostly residential, these courses are utilised for imparting, training in community living and creating national unity. The women are also given training in sewing and hand embroidery, in addition to the normal course which includes home science. Basic attitudes necessary for a rural welfare worker are sought to be inculcated. Casteism is eschewed. Principles of equality and liberty enshrined in our constitution, are sought to be explained in the context of our rural life. Forces militating against democracy in our social set-up and how to meet them are discussed with a view to find measures to encounter them. In short, the courses are utilised to impart new social values necessary for the emergence of a dynamic democracy

able to play a dominant role in favour of peace in the world.

Among the positive benefits of the scheme are that a large number of families have now been awakened to the need of being educated; they have a vision of a fuller and richer life and will therefore, make efforts to improve their lives and thereby the nation.

A large number of families have been enabled to have supplementary income; a large number of poor, unattached, deserted women have been provided with a venues of respectable and gainful employment with an opportunity to join in the great task of national reconstruction.

Lastly, this has enabled us to solve to some extent the need for suitable workers in rural areas to implement the development plans.

The results of the first group of condensed courses of training came in last year. They are very encouraging and showed that on an average a minimum of 69.2% and maximum of 95% of candidates have been declared successful. Nearly 2000 women have qualified so far. At present 272 courses with 25 women in each, are being conducted throughout India. Of these Andhra Pradesh has got 19, Assam 13, Bihar 28, Delhi 2, Gujarat 31, Jammu & Kashmir 5, Madhya Pradesh 10, Madras 16, Maharashtra 32, Manipur 1, Mysore 22, Orissa 8, Punjab 14, Rajasthan 11, Tripura 3, Uttar Pradesh 34 and West Bengal 23. All these courses are run by voluntary agencies, with financial assistance from the Central Social Welfare Board.

III

While in most parts of the country adult women are being offered condensed courses of two years' duration preparing them for a middle pass, the Indian Adult Education Association with the financial support of the Central Social Welfare Board in 1961 undertook to prepare 25 adult women in two years time for the matriculation examination as an experimental measure. The objective of the experiment is (i) to find out the most effective method of teaching for such courses (ii) to evolve a basic curriculum and syllabus for these courses with a view to suggest holding of separate examination for adults.

(Continued on page 22)

Educational Methods

If I hear, I forget.

If I see, I remember.

If I do, I know.

—Chinese Proverb

Educational methods reflect the purposes of education. Where the purposes are largely academic and call for verbal responses, good communication is the heart of educational method. Clear oral or written expression of thought by the teacher coupled with clear impression or understanding by the student are the chief ingredients. The effective lecture and careful listening and note-taking may be primary methods. This leads to a certain theoretical type of education -- the liberal arts, the B.A.

The tremendous emphasis on ability to do in this scientific age calls for an education that goes far beyond verbal and theoretical knowledge. The modern age calls for individuals of well-rounded competence who both know and can do a variety of useful things. Theory is largely useless until it is put into practice. Knowledge alone is not enough. All the occupations in short supply in India today require ability to perform. They require the integration of theory and practice, of knowledge and skill. Social Education Organizers, all other Community Development workers, teachers and social workers are among the applied social scientists who need competence in doing their jobs.

The new practical purposes of education emphasize learning as a change in behaviour. Indeed psychologists define learning as behavioural change. To bring about changes in behaviour requires far more than sitting in classrooms, listening to lectures and verbal communication. It requires participation—doing. *Learning is an activity.* Students are not only receivers of information. They must acquire new ways of behaving. We learn best by doing. The more the total person is involved in an activity, the more he will learn and the more his behaviour will change.

This new emphasis requires more active teaching-learning methods. The good teacher

Materials on page 5 through 22 have been prepared by Dr. Homer Kempfer, formerly Adult Education Advisor, Union Ministry of Education, assigned to the National Fundamental Education Centre, under the U.S. Technical Cooperation Mission (now U.S., A.I.D.). They are presented in response to widespread interest shown by various community development training centres, schools of social work, and rural institutes. These materials will be continued in the September issue.

Other materials by Dr. Kempfer on evaluation and related topics have appeared in the following back issues of the Journal: February, June, July, August, October, and December, 1960, and August of 1961.

is no longer a wielder of one tool—a lecturer dispensing information. Among literate people, information often can be gained more quickly by reading than by listening. A professional teacher selects from among his tools and skillfully uses them as a surgeon selects and uses his tools.

Four Stages

Four stages of learning are useful in the development of competence in applied social science occupations. Each stage calls for appropriate methods.

I. *Classroom transmission of appropriate information, knowledge and theory.*

Good communication methods are necessary and include—

- A. Oral transmission: The lecture assisted by such aids as public address systems, the radio, phonograph and tape recorder.
- B. Visual transmission: Reading assignments, laboratory demonstrations, still pictures, charts and graphs, filmstrips, motion pictures, exhibits, television, mock-ups and various other visual aids.

C. Enough discussion or questions and answers to develop clear understanding.

II. *Laboratory practice on problems and techniques of the occupation.* This practice is under supervision in school settings. Students work on and participate in the solution of paper problems. They discuss cases, define and diagnose problems, gather and analyze data, project and examine alternative solutions. They practice on teacher-designed problems or problems selected from the field. They, for example, learn through demonstration and practice to operate audio-visual equipment and handle various audio-visual techniques. They learn by practice with classmates to utilize various discussion methods and techniques, teaching methods and methods of group leadership.

III. *Field Observation.* Under supervision with specific objectives, students observe and study a variety of situations typi-

cal of the occupation. Methods include pre-planning of the observation trip, systematic data gathering while observing, systematic surveys and research, analysis, follow-up analytical classroom discussion and report writing.

IV. *Field Practice.* Through placement with operating agencies and in villages and neighborhoods, students learn in natural settings under supervision how to perform the various types of work demanded in the occupation. Learning may be through apprenticeship or internship or through assignment to a series of specific simple-to-difficult tasks. Ideally both school and agency should provide coordinated supervision and on-the-job training.

The following pages describe and illustrate the use of only a few of the devices available primarily in the second stage of teaching. Additional material will appear in the September issue.

Use of Pre-Tests and Post-Tests

"You must begin where your students are" is an axiom of teaching. Obviously there is no other place to start.

How many teachers take the trouble to find out where their students are ?

Where clear-cut syllabi are outlined for every grade and promotion depends upon a common examination, it may seem that no test is necessary at the beginning of the term. Most teachers do not pre-test. They assume that their students have all the prerequisite knowledge and skill. They never inquire. They teach according to their syllabi and claim credit for all who pass.

But a good teacher knows better. He knows about the law of forgetting. Even primary school children forget a lot of arithmetic, reading skills, language and subject-matter between terms. A good primary teacher will give a diagnostic test in each skill subject to find out the strengths and weakness of the class as well as of each individual. Before teaching any new arithmetic, he will find out exactly what skills and knowledge his pupils have in addition, subtraction, multiplication, division, common fractions, decimals, percen-

tage and so on. This is a scientific approach.

A teacher-made diagnostic test tabulated and analyzed by items can show exactly what the students do and do not know. Instructions should start there. It is often called review or remedial teaching. It is good economy. It does not waste time on skills everybody knows. Instead it pin-points weakness which need remedying before the students can go ahead. The point is that the teachers learns about his students before he attempts to teach them. One famous educator has said "A good teacher spends one half of his time studying his students and the other half teaching them what his study indicates they should learn."

If pre-testing is useful in the primary grades, how much more useful is it with adult groups ? Adult groups very much more widely than primary classes in age, educational background and life experience. They are far from being all alike.

Take the typical batch of District Social Education Organizers in training at the National Fundamental Education Centre. They range in age from 20 to past 50. They include

B.A.'s B.T.'s, M.A.'s, and a variety of other degrees and special courses. Some had been in school recently—others not for 30 years. Some were previously trained in social education and others were not. Work experience might include teaching, community development, social work, panchayat inspection and various other government service. Some were previously unemployed. Some might be new to social education; others had up to ten years of experience in this field. Any teacher, to teach them effectively, would need to know a great deal about such a diversified group. Otherwise he would run the risk of boring them with elementary material they already or of trying to teach them things for which they had too little background.

What Goes Into a Pre-Test ?

The contents of the pre-test emerge from the objectives of the course. What attitudes, skills, knowledge and points of views are to be taught? Every teacher needs to know clearly what his instructional objectives are. A faculty dealing with the same group of students needs a unified understanding of the institutional objectives. Even though each instructor teaches his speciality, the combined faculty impact can be stronger if they can uphold and reinforce each others objectives

A representative sample of items from the list of objectives are selected for conversion into test items. They may represent knowledge, skills, attitude, social outlooks. Here are several items intended to assess both initial understanding and attitudes regarding the philosophy behind panchayati raj?

A. Under the general philosophy of democratic decentralization now being promoted as national policy, how would you answer these three sections? Do not answer in terms of what the law and regulations are in your state, but in terms of *what you think should be*.

1. Tick (V) all powers you think should be vested in Panchayat Samitis.
 - Development and approval of the block budget
 - Specific taxing authority
 - Authority to increase expenditures for some things and decrease it for others
 - Sanctioning of development projects within the block
 - Assemble project requests from villages and decide to which ones available funds and technical assistance should be assigned

- Direction of the work of the BDO and through him the block staff
- Reassignment of duties of the extension officers
- Reposting of the VLWs within the block
- Employment and discharge of the block staff
- Fixing the salaries of the block staff members
- General control of the primary schools
- General control of secondary schools
- Reposting of teachers
- Construction and maintenance of roads in the block
- Upgrading of livestock and agricultural production
- Development of cottage industries
- Police protection

2. Tick all powers which you think should be vested in the gram panchayat.

- Specific taxing authority
- Control of the village schools
- Hiring and discharge of village teachers
- Fixing salaries of village teachers
- Execution of village development projects
- Assignment of duties to the VLW
- Police protection
- Changing patterns of land ownership

3. What is the most appropriate composition of the Panchayat Samiti? Tick one.

- Purely of Sarpanches
- Sarpanches, MLAs, and MPs living in the area
- Sarpanches, block staff officers, MLAs and certain other officials
- Selected panchayat members and lay leaders (no paid government servants)
- Sarpanches, block staff, MLAs and MPs living in the block

- B. Who is in the best position to know the community development needs of a village? (Assume all government servants have been at their present posts for 3 years.) Tick only one.

- The VLW
- Agricultural Extension Officer
- The BDO
- The teacher or headmaster
- The SEO
- The DSEO
- The Sarpanch
- The villagers

To assess the DSEO's understanding of the role of the SEO, these items were useful.

- C. I believe that the SEO's primary duty should be to

- carry targets as determined by higher authority to the village and persuade the people to work toward them
- be an expert in helping people work through the process of solving their own problems
- indicate to villagers and village leaders what improvement projects they should take up
- train leaders
- teach villagers more desirable attitudes about caste, factionalism, progress, human relations, democracy, etc.

D. What arrangement do you think might be best for Social Education? Tick one.

- SEO-cum-panchayat officer
- SEO serving with present job chart without other duties
- SEO-cum-assistant inspector of schools
- SEO as chief lieutenant to BDO.

Certain notions of leadership would show up by responses to these questions :

E. With which type volunteer leader do you work most? (Tick *one* in each pair)

- older leaders, or —traditional leaders, or
- younger leaders —non-traditional
- able and interested leaders,
- weak and unprogressive leaders.

F. In supervision, would you spend more time—helping the weak or—helping the strong SEOs?

Another two items would reveal whether or not the students had any sound notion of the purpose and techniques of evaluation.

G. What is the *chief* purpose of evaluating a social education activity? Tick one.

- To justify expenditure of money on it
- To improve it and subsequent similar activities
- To prove the worth of the activity to the BDO, Collector, Development Commissioner, etc.
- To show fulfilment of the target
- To have a better basis for public relations

H. What are the *three* most essential components of the evaluative process? Tick three.

- Clearly understood objective
- Sound research design
- Careful statistical analysis
- Effective data-gathering instruments
- Wide participation in the process
- Initial base line assessment of conditions
- A later assessment of conditions

—A third verifying check of conditions

An idea of the general problem orientation of the group can be obtained from a tally of responses to a question like this.

1. Rank in order of importance the *four* most crucial problems India faces. (Use 1, 2, 3, 4)

- Inducing agriculturalists to accept cooperative farming.
- Population limitation
- Increasing industrial production
- Expansion of cottage industries
- Overcoming illiteracy
- Broadening higher education opportunities
- Educational reform
- Migration from rural to urban areas
- Increased agricultural production
- Breaking up of the joint family
- Avoidance of Communism
- Provision of compulsory elementary education for all children
- Overcoming widespread underemployment and unemployment
- Elimination of caste and communalism
- Building irrigation systems

Such opinion questions can be focussed on professional problems, solutions and interests to good advantage.

Any form of item can be used in the pre-test: multiple-choice, true-false, completion, matching, rank order, and so on. Even the essay and problem forms are usable although speed in consolidating the responses is highly important in pre-testing.

Data are desired immediately as a basis for changing the curriculum. Areas of the intended syllabus that are well understood by the group can be abandoned or touched lightly. Heavier emphasis can be planned to remove important areas of ignorance, change attitudes and develop new skills.

Some skills cannot be easily assessed by paper and pencil tests. Observation of small "leaderless discussion groups" can reveal sophistication in discussion participation and leadership.

Staff committee interviews of individuals is an expensive but often very good way of assessing the background and nature of the students. Asking new students fresh from the field to tell what their chief problems are

back on the job is revealing of their mental make up and job orientation. "Poverty," "Ignorance," and "Illiteracy" represent one point of view regarding their work. "Inducing new leadership to come up" and "how to keep clubs alive and strong" represent another. "Satisfying the many additional duties assigned by the BDO" and "finding time to do my reports" is a third.

Post-Testing

Here the term post-test means a terminal test, the results of which are compared with the pre-test. Often the post-test is identical to the pre-test. At least the idea content, if phased in other words, needs to be directly comparable. The aim is to see how much the students have changed in knowledge, skills

attitudes and in other objectives of the course.

Again many teachers never measure the increment in growth of knowledge or skill or the direction and amount of change of attitude or social outlook. It is easier to claim credit for all good results. Any honest evaluation, however, will assess how much gain has been made. In a strict sense, this gain is all for which an educational programme can take credit.

Any staff which conscientiously gives pre-tests and examines its instructional programme in light of the results is very likely to find profitable improvements to make. Such evaluation is a sure sign of a progressive school or training center.

Problem Solving

Life is a series of problems. Happy and successful living is not learned rotely from textbooks.

Teaching individuals and groups to solve problems is an objective of many syllabi and educational programmes. Social workers, community development staff, teachers, consultants and advisors of all kinds are at their best when they are helping people *learn how* to solve their problems.

Note the important distinction between *helping people learn how to solve their problems* and actually solving them. The primary role of the teacher—the educator of any kind—is to help people *learn how*. *How* is a *process*? It is not giving the solution. Giving solutions (even assuming the educator always has the best solution) leads to dependency—as does alms-giving. Teaching *how* to solve problems leads to independence, self-respect, growth maturity and self direction.

This distinction is easily understood in primary arithmetic. There the teacher's work is to teach how to solve arithmetic problems with no intention of ever solving the host of problems to be faced by the pupils in a life

time. The same role should prevail in an SEOTC, a school of social work, or in an Extension Training Centre where substantive answers are more easily confused with the process.

How Do You Teach Problem Solving

I. *Develop a clear mental grasp of the process.* Philosophers, psychologists, educators and many others have analyzed the mental processes which are used in solving problems. Usually they identify a sequence of steps—from four to nine in number—through which the human mind goes in solving problems. The steps vary slightly in detail and terminology but, in general, constitute a process which goes by various names: the scientific method, the method of rational thought, scientific inquiry, the educative process, the problem solving process. John Dewey called it "how we think".

According to one analysis, this process has six steps. They are presented below. The educator's role is shown parallel to clarify the difference between *what happens* and *the educator's contribution* to the process in a democratic framework.

1. Defining the Problem

The Process—What Happens

1. Blockage or frustration in achieving a goal. Behaviour patterns no longer adequate. Desired results not obtained.
2. Individual or group feels strong need to solve the problem or find the answer. This felt need is the *internal motivation* to action. The intensity of this need is the intensity of the motivation. When motivation is an external incentive and is not a felt need, it is likely to be ineffective and artificial.
3. During frustration period validity and worth of goal may be questioned and goal may be discarded. Or goal may be redefined and seen in new light.
4. If goal is retained and given high priority, one should seek to find out if he has correctly identified the problem, blockage, or frustration. What is the exact nature of the difficulty?

The Educator's Contribution

1. Assist in defining the problem by
 - (a) Helping explore and isolate various relevant elements of the problem.
 - (b) Helping to identify and rule out irrelevant factors.
 - (c) Helping pin point the exact nature of the problem.
 - (d) Helping state the problem clearly.
2. Induce the group to reassess what use or real value an adequate solution would have. Just how important is the problem? Priorities? Would its solution be narrowly useful to one person, to others he holds dear, or to a larger social group? Do others have the same problem? Can its solution serve a larger social purpose? Can other beneficiaries be helpful in solving the problem? Is a cooperative attack called for?
3. Help achieve objectivity and detachment; problem is not educator's problem.
4. See that all who are affected by a problem and its solution are brought into the process early.
5. Help develop awareness of unrecognised problems and needs. Help trace cases of problems back to their origins. Help see interrelatedness of causes. Help see new relationship between problems. Reveal new possibilities, improved standards of living, new satisfactions—which could be enjoyed if... Show people how to look ahead to identify problems before they become serious.

2. Finding the Facts

1. Collect facts which have cause-effect relationship to problem. Evaluate pertinency of data, preferably before collecting it.
2. Search for data by systematic observation, recall from past experiences (memory), looking in books, making studies and surveys, etc.

1. Help set up procedures for developing or locating data, testing their pertinency, and assembling them.

3. Analysis and Projection

1. Judge reliability of data and evaluate their worth.
 2. Weigh relative importance of facts.
 3. Look for facts in relationship to each other and to the problem.
 4. Select relevant facts and place in various combinations that might possibly yield a solution.
1. Help analyzer put various facts in order and examine their meaning.
 2. Help analyzer consider all pertinent data for what they are worth—to see the whole picture.
 3. Help retain objectivity and hold emotions in check.
 4. Help suspend judgment until sufficient data are available.
 5. Point out magnitude and quality of missing information and its bearing on the decision.

4. Decision

1. After examining all possible solutions in terms of the problems as defined earlier, *select* most promising alternative hypothesis.
 2. Test it in part or whole on trial basis, in pilot project, in experiment, etc.
1. Help an individual arrive at a decision by helping him review earlier steps, see data in relationship, and by asking for a decision.
 2. Assist a group in process of arriving at a decision in getting consensus, in finding opinion through sample surveys or total census, etc.

5. Action

1. Involve all necessary people in carrying out the decision.
 2. Readapt the plan as necessary to fit in with the resistance and blockages met. Make adaptations as necessary to meet contingencies.
1. Help original planners to interpret problem and decision to all people affected by it.
 2. Help planners to involve all affected people in developing plan for action and in its execution.
 3. Teach new skills, knowledge, and behaviour patterns necessary for successful action.

6. Evaluation

1. Review and assess results of action. Search out elements of success and failure. Identify points of weakness and strength in the process followed. Mentally set up improvements.
 2. Plan to incorporate the indicated improvements and adjustments in similar situations in the future.
1. Suggest procedures and instruments for measuring or appraising success or failure.
 2. See that plans are made from the beginning so that continuous evaluation is built into them.
 3. See that the "feedback" has full opportunity for effecting modifications in the future.

The above applied to community organization has been outlined in greater detail by H.P. Saksena and Homer Kempfer in the Indian Journal of Adult Education, November 1960, pages 15-21.

This theory is studied as an assignment, elaborated by the instructor, and discussed in class and small discussion groups. Each training centre or faculty can give it more meaning by adapting it to the particular occupational group under training. The skeleton becomes a rather fundamental framework upon which much of the entire course can be hung.

II. Provide classroom and laboratory practice. After students have firmly fixed in their minds the meaning of each step and the sequence, they need a lot of paper practice.

Case studies can be analyzed against this educative process.

Individuals and small groups can apply the process to the solution of paper problems, which, of course, should be as real-from-the-field as possible.

Educational approaches, methods, and techniques can be learned in relation to the contribution they make at each stage. Practice can be provided by assigning problems to individuals and groups.

Various mental exercises and problems can be worked out to give practice in working through the several stages. Paper situation can be set up to test understanding of the details of the process.

Three successive assignment on the same basic problem are given in the next section on assignments.

As many exercises and assignments are worked through, the students will be gaining a reasonably good grasp of the process and a sensitivity to its subtle features. They are then ready for the next step.

III. Field Observation: Observation can start with classroom discussion groups engaged in problems solving. The practice group can learn to distinguish between substantive content in their discussions and of process. They can analyse what is happening in their group. Indeed this is the primary learning technique used by most training laboratories in group dynamics. Observers, of course, can also follow the stages, become aware of elements

in the process and become sensitive to what is going on. Observers can continue with committee meetings, panchayat meetings, boards in session, bloc samities, and business meetings of various community organizations.

Planned and systematic observation and note-taking can provide the basis for analysis and discussion afterwards. The aim is to train the observers to follow the process in a variety of natural settings. Various forms and record sheets can be devised as tools to aid in data gathering. Small research projects can be developed naturally from such observations.

Discussions with groups leaders can reveal to what extent they have planned the meeting and are personally aware of process. After the meeting self-evaluation by the leader of his role can provide further revealing data for analysis and discussion. Through such observations and discussions, the observers can develop considerable sensitivity to the process under normal field conditions—usually with leaders untrained in it.

IV. Field Practice. The final stage of training requires that students gain competence in leading problems solving groups through the process. This is best done under supervision with considerable joint supervisor-student planning in the beginning. Gradually the student can do more of his own planning or can do so with a committee of the group.

Practice groups can begin in the classroom. Most experience, however, should be with field groups. Community Development workers should work with real panchayats, co-op. boards, community organizations, committees, and a wide range of groups with varying degree of sophistication. As the problems solving process is essentially one of disciplined thinking in which most uneducated people have had little training, ample practice should be provided with newly-formed groups. Such groups offer maximum flexibility.

Ideally every student-led group should be observed by one or more supervisors fully competent in the problem solving process. In the post-meeting conference, self evaluation by the student leader is the first step. Through sympathetic joint review and examination of what went on, the post evaluation can lead to maximum learning. Feed back can induce better methods next time.

True, this fourth stage is relatively expensive of time and energy. It corresponds to internship in medicine. It requires well qualified supervisors willing to give sufficient time and thought to their work. Through

proper planning the student led group can also be observed by other students. In some cases group members can also analyse the process operating in their own groups. Multiple training benefits can result.

Use of Model Papers

It is helpful for the teacher to discuss with students the merits and demerits of written papers assigned, handed in, corrected and returned. It is considerably more helpful if the teacher prepares a model answer paper, distributes it to the class, and discusses it also. This teaching technique is especially helpful and economic with large classes or in centres where the same courses are given repeatedly.

Model answers do not relieve the teacher of the responsibility of evaluating and correcting the student papers. Written individual comments on these as well as individual or group discussion with the students remains an effective teaching technique. The model paper helps by showing the students what a good paper is. It sets a standard. Especially if the significant elements of merit are pointed out, it can exert considerable leverage toward insuring better papers in the future.

Below is a problem given to a class of District Social Education Organizers after they had been instructed in the theory of in-service training.

Assume that you are a DSEO in charge of a District having 14 male SEOs and 7 female SEOs in 14 blocks. *Outline* a district plan for their professional development and continuous growth on the job. Do not take them away from their work more than a week at a time. In your *outline* specify the several approaches, methods, or techniques you would use to assure maximum growth of the SEOs. List whatever subpoints you wish but limit your outline to 1,000 words. If your paper is not in outline form, it will be marked zero. Try to write legibly.

READINGS : Before you write, you should seek ideas from the selected Readings on your assignment sheet and from chapters and books on supervision, leadership training, and staff development. Readings number 3, 5, 7, 10, 11, 12, 15, 16, and 19 listed on page 4 may be of most use.

In addition to your outline, list the references (with page citations) which you found most helpful.

The papers handed in varied widely in merit of ideas and plan. The best one, im-

proved and expanded, was later published in the *Indian Journal of Adult Education*, November, 1960. Very few of the papers were in anything like outline form. Unknown to the instructor, the students, all post-graduates, apparently had never been taught how to outline in secondary school or college. The situation gave an added opportunity to sharpen their awareness of the concept of *outlining*.

The model outline given to the students in answer to the assignment is presented below.

AN OUTLINE OF PLAN FOR THE PROFESSIONAL DEVELOPMENT OF SEOs IN A DISTRICT

I. Staff Meetings

- A. Frequency : One-day monthly meeting or two-day bi-monthly or quarterly meetings at district headquarters or convenient field spot.
- B. Agenda : Distributed in advance so SEOs could come prepared. Deal with :
 1. Brief progress reports
 2. Common problems
 3. Definition of new problems, analysis of needs
 4. New Programmes
 5. Administrative matters—keep to minimum.

C. Methods : Informal

1. Discussion of problems, cases, approaches, situations. Use various appropriate forms of discussion : informal buzz group, circular response, brainstorming, committee work, etc.
2. Study tours and field observation
3. Demonstrations
4. Committee reports and discussion
5. Planning of
 - a. District affairs : festivals, competitions, meetings, etc.
 - b. Campaigns
 - c. Future programmes—next year, next Five Year Plan, etc.
 - d. Research, surveys, evaluation, etc.

6. Occasional lecture, panel, symposium, or seminar with experts: Deputy Director of SE from state, professors, advisors and consultants from state and centre.

II. Individual Conferences

- A. Monthly on schedule, with every SEO. Also casual.
- B. Agenda
 1. Review situation in block
 2. Specific problems and their solutions.
 3. Plans for evaluation, surveys, enquiries, etc.
 4. Conference following observation of SEOs at work. Try to satisfy his requests for help, ideas, and advice.
- C. Terminal conferences with departing SEOs
 1. Agree upon type of report he should leave for most use to next SEO.
 2. Seek his ideas about next steps.
- D. Orientation conference with each new SEO posted in District
 1. Go over reports left by depart. SEO
 2. Help SEO understand administrative and supervisory relationships
 3. Help SEO plan next steps.

III. Annual workshop of a week in a district or division.

- A. Problems identified in advance; resource people selected and scheduled in light of problems to be considered.
- B. Work out practical solutions. Examples of outcomes: manual on methods, new or revised courses of study, survey questionnaires, research design, a year's plan, a public relations programme.
- C. Appoint follow-up committee to finish any work left undone.

IV. Circular letters or bulletins

- A. As occasion demands
- B. Attractive. 1 to 4 cyclostyled pages each
- C. Subjects
 1. New administrative rules, regulations, orders, decisions, forms.
 2. Case studies, articles reprinted, news
 3. How-to-do suggestions on: Literacy work, literacy follow-up, women's clubs, discussion methods, etc., etc.
 4. Schedules and itineraries agreed upon at staff meetings.

V. Guided Reading and study

- A. All SEOs expected to read *Indian Journal of Adult Education* and 1 or 2 other magazines.
- B. DSEO procure and send out copies of useful articles, reprints, reports, books, information.

- C. Circulate books and other items from the DSEO's professional library as his headquarters (or from district library). Keep adding new items.

VI. Observation, field visits and field work.

- A. DSEO visit SEOs on the job.
 1. Regularly and on schedule. Monthly.
 2. Intensively in building model villages and pilot projects.
- B. Take SEOs to see outstanding work in your district and possibly other districts. Pilot projects, model villages, unusually successful examples.
- C. Field demonstration villages and projects with each SEO.

VII. Research and Evaluation

- A. Action research. Cooperatively build a careful plan for accomplishing an objective and continually assess progress toward it.
- B. Evaluative research. Base line or bench mark surveys and follow-up surveys of villages and blocks.
- C. Self-Evaluation of SEOs.
- D. SEO evaluation of DSEO.

VIII. Special methods.

- A. Personal letters—to follow-up special interests and keep in touch in special situations.
- B. Encourage professional writing. Share experience and ideas with others through state and national journals; interpretative articles for newspapers, etc.
- C. Membership and participation in professional associations such as Indian AEA and state associations.
- D. Arrange awards and recognition for good work of SEOs—for best specific programmes or good comprehensive work. Impartial judges. Recognition day and wide publicity.
- E. Arrange for opportunities for higher training for the best SEOs in the district, division, or state. Keep this possibility before them as an incentive.
- F. Try to improve conditions of service.
 1. Longer tours and less frequent repostings.
 2. Reduce number and frequency of routine and regular reports. Simplify them.
 3. Simplify cumbersome administrative procedures.
 4. Attempt to improve human relations and create more equality among different ranks of service.
 - a. Equalize privileges of rank.
 - b. Set same behaviour standards for all-time schedules, fulfilment of promises, keeping of appointments, promptness in reporting, quality of work, honesty without excuses, production and work loads.

In evaluating student papers, the instructor must avoid the mistake of expecting them to conform to the model. Only in certain rigid or formalized subjects such as arithmetic can close approximation be expected.

Papers must be evaluated on individual merit. However, in most assignments, certain essential ideas can be expected even though often they need not be in any fixed form or order.

Effective Assignments

THE purpose of an assignment is to induce the student to engage in a learning experience. That it needs to be clearly understood by the student is obvious. For this reason written assignments are preferred to oral. Written instructions are more likely to be completely and exactly thought out and presented than are oral instructions. Written instructions leave records; there is no doubt about what was said. All receive the same assignment and can be held accountable for it. Written instructions are unaffected by noise and classroom disturbances. Absent members can be handed the assignments upon their return. Oral explanations can still be given to clarify and motivate although a written assignment that communicates properly will need no oral supplement.

Effective assignments must be worthwhile. Routine busywork has no place in a serious learning institution. Assignments should have "face validity." They must appear to be worth doing by those who want to learn. They must lead to new information, concepts, perfection of skills, new insights, change of outlook and attitudes, deeper appreciations, or other educational objectives.

Motivation

An effective assignment must be in a setting which provides motivation.

1. Intrinsic worth of the activity, if accepted by the students, is the best possible motivation. If students wholeheartedly understand the objectives and want to accomplish them, the problem of motivation is solved. Normally such assignments satisfy some basic need of the learner

2. If high intrinsic motivation is not there, *persuasion* is the next best way of inducing study. The teacher can sell or convince the students that the assignment is worth doing—for their long-range benefit if possible. To do so he must have a sound and

defensible assignment. He can show how it fits into their purposes and how it would yield results usable later on the job. As most people want to be effective workers, assignments can appeal to the desire for improved effectiveness and eventually improved status, salary and other benefits.

3. The use of *incentives* is a third and widely used method of motivation. If students do not easily see the value of learning exercises or cannot be persuaded to do them for deferred benefits, more immediate rewards can be offered. Awards, prizes, praise, marking systems, diplomas and certificates, reports to parents and employers and similar devices are used to induce learning. Psychologists have demonstrated that praise usually yields considerably better learning results than blame. The positive approach is better than the negative. Incentives work best if students can see them as directly contributing to their own objectives. If carefully devised, incentives, can begin to have intrinsic value.

Psychologists have demonstrated that incentives are most effective if the reward is immediate. Anticipated results on end-of-year examinations have little power to induce daily study through the term. Frequent tests and short quizzes quickly scored with marks posted almost immediately are effective incentives. Study is spread throughout the term and does not pile up prior to examinations. If tests are given over a reasonable amount of specifically assigned readings, those readings will be studied carefully. If all tests count toward the final mark, preparation will be made for them. If questions, problems and exercise assigned as daily, weekly or unit work are evaluated and frame a part of the final mark, they will be done. Continuous internal assessment that cumulatively determines the final success or failure in a course is a powerful incentive.

4. *Force* is the fourth way to induce students to do assignments. While force is

often used to teach animals, it is unworthy of using with adult human beings in a democracy except in the most extreme cases.

Good assignments are specific. They must

1. Tell the learner what to do—point up the objectives and indicate the nature of outcome.

2. Indicate the materials and resources to be used.

3. Give guidance on method.

4. Call for the application of learning wherever possible.

Bibliographies

Bibliographies also should be specific. A long list of book titles will induce little reading. Most students do not have well developed skills for quickly locating information in books. Without chapter and page citations, most students will not try or will only ineffectively tackle reading assignments. One, two, three or a limited number of chapter or page assignments will be read. The instructor should indicate priorities. A few require readings will induce more work than many optional references. Only the advance scholar can be expected to make good use of unannotated, non-specific, general bibliographies.

A good assignment will indicate the materials and procedures to be used by the student. It will not waste his time by expecting him to thrash through a lot of straw before finding the grain.

Below is an overall short-unit assignment sheet given to the students early in a course. The lecture outline is a map to help the students follow the instructor. Students can also take notes around this framework if necessary.

Note-Taking

The author as instructor differs radically from many teachers who think they should give the students no notes. Apparently many instructors think that student note-taking is highly educative. They require students to take copious notes. In extreme cases, instructors in some classes do little more than dictate their lectures for students to copy—often allowing too little time for writing.

Actually, the physical writing of notes, especially under pressure, interferes greatly with mental activity. Creative imagination, forward thinking, application and relating of knowledge are practically impossible while one is busy with manual writing. Whatever notes students should have should be prepared by the instructor in advance, reproduced and handed over for study after class. They are likely to be infinitely better, more complete and better organized than anything the students can do. They become good instructional material. Students thereby will be free for mental activity during the lecture. Note-taking as a device intended to keep students mentally alert is a sad commentary indeed on the quality of teaching.

Times when students should take notes are two: (a) When the lecturer has had no time to prepare notes (and for regular teachers, such times should be very infrequent), and (b) when individuals are stimulated to significant thoughts which are not likely to be in the regular notes.

A UNIT ASSIGNMENT

Methods and Techniques of the New Concept of Social Education

Lecture Outline

- I. Role of Education in Community Development. (See three-page note)
 - A. Basic Framework—Assumption
 - The Thinking Process
 - The Problem Solving Process
 - The Educative Process
 - B. Ways of inducing People to Do Things—Motivation
 - C. Steps in the Educative Process.
 - The Process and the Educator's Contribution
- II. Educational Methods—Brief Overview
 - A. Approaches
 - Individual: Tutoring, guided reading, correspondence instruction, etc.
 - Group approaches: Discussion as a primary method.
 - Mass Media: Press, radio, cinema, dramatics, exhibitions, TV, etc.
 - Strengths and weaknesses of each approach.
 - B. Community Organization Methods
 - Methods with organized interest groups
 - Methods with informal and autonomous groups
 - C. Extension methods

Exercises, Questions, and Problems

(First three are for class discussion. Others will be assigned exercises)

1. Where does formal instruction (classes) fit into the Problem Solving Process ?
2. If villagers do not recognize a specific but real problem, how can the SEO or the VLW help them see, understand, accept and do something about it ?
3. In what respects is the setting of targets for a village or block by outsiders not in harmony with the best ideals of democracy, the findings of psychology, and the principles of good education ? In what respects can the outside setting of targets be justified ?
4. Paper exercise : Exercise in Application of Theory
5. Paper exercise : Observation and Definition of Problem.
6. Worksheet : Characteristics of Good Procedure in Defining the Problem.

Selected Readings

(Starred items are required reading)

1. Britt, S.H. Selected Readings in Social Psychology. Rinehart and Co., New York, 1959. p. 123-128.
- *2. Community Projects Administration, Government of India : Manual of Social Education. New Delhi, 1955. Ch. 2.
- *3. Cook, L. and E. Intergroup Education. McGraw Hill Book Co., New York, 1954. Ch. 8. Changing People, a Study of Methods.
- *4. Dean, J.P. and A. Rosen. A Manual of Intergroup Relations. University of Chicago Press, Chicago, 1953. Read the 27 italicized propositions spread through the book. Spend a minute thinking on each. What meaning does it have for you ?
- *5. Kempfer, H. Adult Education. McGraw Hill Book Co., New York, 1955. Ch. 2 : The Kinds of Adult Education Needed.
6. Kempfer, H. Adult Education, Ch. 8,9, and 10.
7. Knowles, M. Informal Adult Education. Association Press, New York, 1950. Ch. 2 : Understanding Human Nature. Ch. 3 : How to Teach Adults.
8. Monroe, W.S. Encyclopaedia of Educational Research. Macmillan Co., New York, 1950. p. 755-761. Motivation.
9. National Society for the Study of Education. Audio-Visual Materials of Instruction. 48th Yearbook, Part I. University of Chicago Press, 1949. Ch. I. : Communication in the Modern World.
- *10. Sheats, P. et al : Adult Education, Dryden Press, New York, 1953. Ch. 14 : Methods.

On the above assignment sheet, five core readings are required and will provide content for tests. Students are told early to expect one or more tests over these readings. Unstarred readings are included for the small number of

students who, for various reasons, will voluntarily read more than is required. Various devices can be used to increase this non-core reading : voluntary oral or written reports, extra credit or marks, notebooks, abstracts on cards, and the like. Some of the unstarred items can provide readings for required reports.

Problems 4, 5 and 6 above constitute a series of increasingly-intensive paper exercise on the same problem. They are designed to give practice in application of theory to the problem-solving process. The first one is assigned after the theory of problem solving had been presented and discussed in class.

I

Exercise in Application of Theory

Many women in Begumpur, on the outskirts of Delhi, feel the need to earn extra money to supplement the family income. They have several hours of spare time daily. A few of them find work in a nearby "food factory" from 8 to 4. Some could organize their households to accept employment outside the village but family responsibilities would keep others in the village,

About a dozen homes have sewing machines. As they increase, their owners will have less opportunity to make money by sewing for other families in the village.

About 15 families are farmers and men in the remainder have some other occupation. Many of them work in Delhi. About a third of the villagers are Harijans who do not mix much with the other groups.

In light of the steps in the problem solving process, what would you, as an educator, do to help these women solve their problem ? Try to convert the theory of *The Role of Education in Community Development* into a practical approach to the above problem. Discipline your thinking so that

- (a) you will *not* work out what you think is the best solution for these women, but *instead*.
- (b) indicate how you, as an educator, might help these women to think through their own problem and develop a satisfactory solution.

In your small groups on Friday (3 to 4 p.m.) discuss the procedures for helping the women solve their problem.

Then prepare individual procedure and leave your paper on the instructor's desk by 10.30 a.m. next Tuesday, January 20.

This assignment was given on Thursday and discussed on Friday in groups. Four days later on Tuesday individual reports were due. Papers were read and evaluated by the instructor between Tuesday and class-time

Thursday. Depending upon instructor time available and findings in the papers, the instructor can capitalize upon this type of assignment further :

1. Going over the papers in short individual conferences with the students.
2. Grouping the papers either by Friday's small discussion groups or by quality of papers and holding group conferences on them.
3. Returning the papers in class and discussing them. Possibly good points from one or two of the best papers can be read aloud and favourably commented upon.

If the instructor's comments and questions as written on the return papers show careful attention to them, students will begin to appreciate the care he gives and will attempt to put more quality into future papers. This assumes of course that every assignment counts towards the final mark.

II

Here is the second assignment on the same problem given after the papers of the first assignment were discussed in class. It calls for further application of theory to only the first stage of the problem-solving process—**Definition of the Problem.**

Note that, while it calls for the most careful thinking, it asks for purely objective answers. No opportunity is given in the answer for fluent writing, flowery language or bluffing. Only four numbers need be written. The more the students help one another on this type of assignment, the better. Discussion will help the less alert to catch onto the principle involved. They may learn better how to go about deciding on the relative merit of the four approaches to the definition of problem. Good students may allow the poor ones merely to copy their answers. If they do, the good students are cutting their own throats by narrowing the spread between the good and the weak. As it is normal for good students to want to stand on the quality of their own work, there is likely to be little student copying without understanding.

Observation of Definition of Problem

Here are four illustrations of ways in which an educator (VLW, SEO, etc.) could help the women of Begumpur *define their problem*. Rank them in order

of merit : 1 (best), 2, 3 and 4 (worst). Affix your name and leave on the instructor's desk by next Tuesday at 10:30. Remember to limit your judgment of these four illustrations to the definition-of-problem step and do not judge them as examples of the complete problem-solving process. Refer to previous papers and discuss among your friends as you wish.

—A. The Gram Sevika called a meeting of women having sewing machines. They discussed the possibilities of sewing for the village and for the Delhi market. She assessed their different sewing skills, found how much time they could spare, etc. She asked several women to find out the answers to a number of questions and report back to the group a week later. She appointed a committee of two to find out how many other women might be interested in sewing. At the second meeting 15 came, discussed, and decided they wanted to try making shirts and trousers for men. Three more women said they were going to buy machines.

—B. After checking with local women leaders, the Social Education Worker called a meeting of women desiring to find out "How to supplement our family income." Twenty-five came, but no Harijans. She asked.

- (a) how many were free to accept work outside the village, in the village, and how many could work only in the home.
- (b) how their husbands felt about the matter.
- (c) what ideas they had about work they could take up.
- (d) what occupational skills they had.
- (e) whether or not they would be interested in cooperating with Harijan women if the work decided upon should require working together.

Some were irritated by the last question but 11 said they could cooperate. The SEW outlined briefly the possibilities in each of 7 cottage industries and 3 village industries that had been successful in villages in the District. She asked that they go home and think about the ones in which they would be most interested. They were asked to return in a week. At that time she showed 3 films on cottage industries and introduced two speaker who talked briefly but enthusiastically about their industries—soap making and brick making. Forty women came to a meeting a week later. After discussion, they polled the women and found that 6 could take work outside the village, 20 wanted work in the village, and 14 could work only in their homes. Four women said they would ask their husbands to look into employment opportunities outside the village. They decided to ask the panchayat to see if a factory of some kind could be set up in the village.

—C. A respected village women called a meeting of women interested in supplementing the family income. SEO coached the convenor on the purpose of the meeting and kinds of questions she should raise for discussion. Twenty came. Convenor got the women to mention and discuss several problem and matters that they worried about and were concerned about, but they always seemed to return to the need for more money. When they began asking SEO what

they could do to make more money, she said she was not sure. Instead she asked why they wanted more money, whether they might do more things to conserve money around the home instead, what skills they had, etc. Some of the women were disturbed (and almost irritated) by the last question. They realized that they had no salable skill. SEO suggested that they rethink the matter and talk it over with their families: whether or not they should seek work outside the village, outside the home in the village, or plan on some cottage industry. She asked that they come again next week and bring all other women interested in earning more money ready to report their family thinking. She also wanted them to find out whether or not their families preferred that they keep a cleaner and more attractive home or to work for money.

She announced 2 films to be shown 4 nights hence to anyone who wanted to come. As no Harijans were present, the SEO asked if they should be invited to see the films. After discussion, the women decided to ask the panchayat head if he would invite a very few Harijan men and their wives.

Forty-five women met 3 days later and continued discussion until it became evident that most women present wanted work within the village.

—D. The SEO and the VLW got the panchayat head to call a meeting of men and women interested in remunerative employment for women but he would not chair the meeting. The VLW persuaded another villager, a young man, to lead the meeting. Twenty men and 12 women spent an hour thinking up and discussing the kinds of work the women might do. When they saw that they needed to know more about nearby employment opportunities and the possibilities of cottage industries, several men indicated that they would make further inquiry round about before the next meeting.

All but 3 of the same group met a week later. Discussion narrowed down their interests to cottage industries. They seemed to favour industries A, B, and C but asked the SEO to have specialists in these fields come to tell them about the work at their next meeting. One specialist came. The SEO showed a film on industry B, and arranged for a jeepload to visit a village 40 miles away which made C. The VLW went along. At another meeting they discussed the three possibilities again.

Scoring the Problem

The above "definitions" include more than bare definitions of problem. While this "contamination" makes the assignment more difficult, it illustrates the point that often the various problem-solving stages go on simultaneously. Seldom is problem-definition a pure activity which is finished before data are gathered or other stages taken up.

How does one know which of the above ways of going about problem definition is best, second, and third? After all, isn't the best answer a matter of opinion? How can it be proved best?

The assignment was first given to the staff which ranked the four items. The tabulated answers, while not unanimous, showed considerable agreement. The first batch of students likewise showed similar agreement. After students are taught the theory (principles), if their answer agree with the combined judgments of the faculty, one is reasonably sure that his key is right.

Here are the results of a class of 22 students.

Solution	Best	Next Best	Next	Worst
A			3 (1)	19 (21)
B	3 (3)	8 (7)	10 (11)	1 (1)
C	19 (20)	(1)	1 (1)	2
D		14 (15)	8 (7)	

Numbers outside the parentheses show that 19 agree that C is the best and 19 say that A is worst. D ranks second best and B is third.

How is such a rank-order problem scored?

An arbitrary value of 8 points was given to this rank-order problem. Scoring was done by laying the student ranking alongside the key. The difference between the numbers in the key and those on the student's paper were added and the sum subtracted from 8 to give the positive score. Thus:

	A	B	C	D	
Correct rankings were	4	3	1	2	
A student rating of	1	2	4	3	scored 0, (8-8)
(Difference between 1 & 4, 2 & 3, 4 & 1, 3 & 2 totalled 8.)					

A student rating of	2	3	1	4	scored 4, (8-4)
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After the papers are scored and marks recorded, a good discussion can help the students clarify reasons why C is best, D is second best, and so on. If this is done, step III cannot be carried out.

III

If rankings on papers are merely observed by the instructor, recorded without any marks put on the papers, and returned; a third good assignment can be given. The following

worksheet was passed out with the returned unmarked papers. Students were asked to go through each of the four proposed problem-definitions again and study each one against the 15 Characteristics of Good Procedure in Defining the Problem. This worksheet was a

tool which the students could use to analyse in more careful detail each of the four definition-processes than they had done before. If the worksheet is used carefully, presumably the sums of the columns will give an index of the rank.

A worksheet

Characteristics of Good Procedure Defining the Problem

Examine the four ways of going about the definition of the problem in Begumpur and reflect each against these criteria. How well did each meet each criterion? Rate each of the four illustrations (A, B, C and D) by the following scale:

0—not at all
1—slightly

2—average
3—very well

Criteria	A	B	C	D
1. People affected assume primary responsibility for defining the problem; the educator (or other expert on the educative process) does not define the problem for them.				
2. People affected express their ideas about the nature of their problems <i>before</i> educator gives his views.				
3. Educator's role is largely question-asking and suggestion-giving—not decision-making.				
4. All who are affected by the problem help with its delimitation and definition.				
5. Problem is considered in a broad context; connection of problem with other problems is recognized.				
6. Causes and nature of the problem are studied from every useful angle.				
7. Social worth of the problem is considered: To how many people is it important?				
8. The priority of importance of the problem is determined in relation to many other problems and to the number of people it affects.				
9. Problem is considered in light of national objectives and ideals—welfare of all, equitable distribution of income, more food production, etc.				
10. Examination of problem broadens vision of people, reveals hitherto unrecognized needs, or throws new light on nature of their problems.				
11. Cooperation is encouraged, factionalism avoided, caste feelings reduced, and other social ideals supported.				
12. Unrelated factors are identified and discarded; thinking is disciplined.				
13. Discussion should continue until most people agree on what the problem is.				
14. Definition of problem should generate enough enthusiasm to carry through the remainder of the problem-solving process.				
15. Local leadership is prominently used and new leaders given the opportunity to develop.				

As a result of using this worksheet, some of the batch of 22 shifted their rankings. The revised tabulation is indicated in parentheses in the table above. Most shifts were in the direction of the key. Those who were correct originally usually had their judgments confirmed.

By the time students work through the three successive phases of the assignment on this one problem, they have had good exercise on paper problems. They are now ready for phase II and III assignments on other stages of the problem-solving process. The next steps are field observation and analysis and eventually field practice in conducting groups through the process. (See earlier article on problem-solving.)

Other Problems

1. The following problem might be suitable for a refresher group of Social Education Organizers. It provides for individual thinking, small group discussion, practice in symposium presentation and panel discussion of the problem. Four members have practice in symposium and panel planning.

A village club of 30 young men, age 14—35, engages largely in musical, singing, athletic and other recreational activities. Most of them are illiterate although four can read and write upto the fifth standard. The club operates under its own leadership; it has no sponsor or outside leader. On his first visit to the village, a VLW sees this group as potentially useful in SE and CD. He has the following ideas about how to start but, recognizing that you may be able to offer some help, asks you for your advice before proceeding :

1. Show them a film which would reveal men in other Indian villages working on voluntary labour projects aimed at CD.
2. Meet with them to become acquainted and to see if they had any ideas regarding other things they might like to do.
3. Meet with them and tell them what some of the best youth clubs in the block are doing.
4. Arrange to take them to a nearby fair for a day.
5. Procure a teacher and announce that a literacy class would be started for them.
6. Tell them about several projects which, if carried out, would likely benefit both them and the village.

Individual Thought Questions

A. What questions would you raise with the VLW ?

B. What would you suggest as a good approach that the VLW might make (or plan that he might tentatively chalk out) to get this club working more seriously toward both community improvement and their own individual member improvement ?

Small Group Discussion

Spend 3:00 to 4:00 P.M. Friday in your small groups thinking and talking this situation through. At the end of the hour select one member to present the best thoughts of your group in a symposium-panel next week. In the symposium each of the four spokesmen will have five minutes to present his group's approach with reasons. After that time, I shall serve as Chairman, and convert the group into a panel for discussion. Participation will be extended to the "floor" after the panel has had a chance to discuss the situation among themselves for a few minutes.

The four symposium members should meet the instructor in his office at 9:45 next Monday morning for further planning.

2. Thought questions based on situations identified by others—if they fit the group—sometime provide good discussion material.

A. What are your reactions to this admission ?

"By and large, school inspection also continues in its traditional way. It continues to be a game of hide-and-seek; the teacher endeavouring all kinds of window-dressing to present to the inspector a picture which is far from what actually obtains in the day-to-day practices and to inspector, in his turn, coming as a super-boss and trying to find fault with the teacher's work—concerning himself more with the checking of accounts rather than taking on active interest in the educational problems of the school. The role of the inspector as a sympathetic guide to whom the teacher can confidently look for advice in finding solutions to the numerous problems that fact him is yet a concept on paper."—From Notes on the Meeting of the

Co-ordinating Committee of the Ministry of Community Development and the Ministry of Education and Scientific Research held at New Delhi, November 8, 1957.

B. What practical steps can be taken to remedy this situation ?

Toward the Real and Concrete

"Nothing is so educative as a stone wall." It is there and is easily understood.

Academic verbalism traditionally plagues teaching. Teachers who themselves may have learned through real experience easily fall into the trap of theorizing and generalizing

with students who lack sufficient experience for real understanding. Learning is most effective when it is based on first-hand experience. Admittedly limited time makes this impractical for much of the learning crowded into most training courses. Conceivably teachers could provide nothing but actual experience but cover only a limited part of the curriculum. What students learned might be learned well. Or teachers could cover the whole curriculum (often including irrelevant and useless material) in an academic fashion with students learning only to verbalize without acquiring use skills. Obviously a balance is the wisest way. Students should have enough real experience to know what it is like and to whet their appetites for more on the job.

Assignments, then, are most effective if they take the student through real experience. Whenever possible, paper problems should present practical exercises for consideration and solution. These should be as close to real life and field experience as possible. They are even better if they take students into community and institutional life and require work in natural settings.

Condensed Course For Adult Women

(Continued from page 4)

It is too early to say anything positive about this experiment. Nevertheless, it has a few lessons for adult educators. Adults are willing to join a course if they are sure that it will end into a public examination, a pass in which will help them in increasing their earning capacity. An educational programme with a vocational bias is likely to enjoy greater support and participation from adults. The keenness with which adult women, in these course attend their classes and the improvement that they are making from one test to another, bears out the above observation. The problem of motivation, the headache of all adult education workers, has not to be faced in this scheme, for adult women who join the course has strong motivation for education. Therefore, if we could have a separate examination for adults, equivalent to a public examination to be covered in 5 years instead of 10 years for children at present we are likely to have more attendance, more literate and more useful adults.

Another observation is that the teachers for condensed course may be given refresher course. A trained teacher of today is not trained to handle adult women. She hardly knows techniques of human relationship and psychology of adult learning. A refresher course will equip her with these and she will be more effective in her class.

Lastly, the syllabus needs re-casting in the light of adult experience and mental make-up. Some of the subject matter, necessary for an adult, can be ignored, and substituted by matter, which can be of use for a development worker. Subject like home science, child craft and family planning will have to be given more emphasis. The test books also need some revision. Books written for children are hardly suitable for adult women.

For the success of the scheme, a short-term refresher course for teachers is essential and the Central Social Welfare Board would do well to direct its attention to some of the problems indicated above, because the education of adult women is a paramount necessity for the future of free India.

(From material Supplied by

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Book Review

A Remedial Reading Method: By C.A.V. Moxon, Published by Methuen and Co., London: 1962; Pp. 129. Price 17s 6d.

THIS book describes a method of learning to read. The method is described as "A Remedial Reading Method". It has been developed and tested over a number of years with backward readers of all ages and types and has succeeded where ordinary methods have failed.

The remarkable success lies in the fact that this method calls for activity by the pupil; it involves dropping cards through slots, lifting flaps, opening shutters, playing card games and so on. The apparatus is ingenious in conception but easy to make and robust in use. Numerous diagrams show clearly how it can be made.

This method cures backwardness in reading; it also rebuilds confidence and self-esteem of children and so becomes an important remedial tool in improving the child's behaviour and all round performance. As such it has great possibilities, it should be studied carefully by every reader and psychologist working in a child guidance clinic.

The method is fun, and for the first time shows children that reading, and process of learning can be enjoyable.

The method seems to be logical in its approach, phonic in principle, and both analytical and synthetic in operation. It has also proved of great value in teaching adult illiterates to read and in teaching English to foreign students, clarifying the problems of English spelling and pronunciation.

Effective use of DISPLAY material in Schools. By H.S. Bhola, Published by Central Institute of Education, Delhi; Pp. 39.

THIS booklet describes how the display board can become an indispensable medium of communication in schools.

This monograph indicates what materials are best suited for making these boards move effectively because a display board is like an individual. To be a success in life it must be friendly and appealing. It must have colour, balance, personality—even a sense of humour.

The monograph also describes with the help of designs how pictorial and other material can be utilised for making displays attractive. For it must please before it can perform as it is one of those instructional tools that can help teacher to teach effectively.

Pushpa Malik

Correspondence Course of Delhi University

The Correspondence Course for the B.A. (Pass Degree), instituted by the University of Delhi will begin from September this year.

Admissions to the Course, which is the first of its kind in India, will be made on an all-India basis in August. In view of the limited number of seats, selection will be strictly on merit.

The duration of the Course will be 3 years for those who have passed Intermediate examination and 4 years for those who have passed the Higher Secondary Examination or an equivalent examination.

For admissions made in 1962, a student will be required to offer English and Hindi and any one of the following group of two subjects:

- (i) History and Economics
- (ii) Mathematics and Economics
- (iii) Economics and Commerce
- (iv) History and Commerce
- (v) Mathematics and Commerce
- (vi) Mathematics and History
- (vii) History and Political Science
- (viii) Economic and Political Science

The medium of instruction will be English.

The other Universities that have agreed to introduce this course are Bhagalpur, Bihar, Gujarat, Gauhati, Ranchi, Vikram, Saugar, Jabalpur and Aligarh.

The Universities that have agreed to start evening colleges are: Andhra; Aligarh; Bhagalpur; Bihar; Bombay; Gauhati; Gujarat; Jadavpur; Jabalpur; Karnatak; Lucknow; Panjab; Rajasthan; Sri Venkateswara; Saugar; Ranchi; Utkal and Vikram.

A provision of Rs. 120 lakhs has been made for instituting correspondence course and evening college during the Third Plan. Tentatively, it is proposed that a sum of Rs. 68 lakhs would be spent on correspondence course and Rs. 52 lakhs on evening colleges.

New 15-Year CUMULATIVE TIME DEPOSIT Savings Scheme

With effect from 1st June, 1962, a new 15-year account with a maximum monthly deposit of Rs. 300 has been introduced. The existing limit of monthly deposits in the 10-year account has also been increased to Rs. 200 with effect from the same date.

INCOME-TAX REBATE

As in the case of life insurance premia and contributions to Provident Funds, the deposits made in the 10 and 15-year accounts will be eligible for earning a rebate on Income-Tax, subject to the overall limit of Rs. 10,000 or $\frac{1}{4}$ of income, whichever is less.

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Further particulars from the nearest Post Office Savings Bank.

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Special issue on
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Perspective Plan

THE Standing Committee on Social Education met in New Delhi recently. The Committee has decided to draw up a perspective plan for the development of Social Education. While drawing up the plan, we would like the Committee to keep the following facts in mind :

(a) That programmes of Social Education should be looked upon in practice as investment of the highest priority in human development. It is an investment which yields rich and immediate dividend ;

(b) That Social Education must include programmes and activities which help adults to change their traditional attitudes which hinder development and to adopt new attitudes which are essential for an era of scientific and technological development, and the democracy that we are trying to build; and

(c) That voluntary agencies are essential for promoting social education. An official machinery which we inherited from our imperialist master is hardly suited to guide, direct and supervise a programme which attempts to change the traditional pattern of living, thinking and acting of the people. It is true that a purely voluntary agency will not be able effectively to make the supreme effort needed, both in men and money, specially money, to carry enlightenment and hope to every home. It is therefore, necessary to evolve a machinery for this gigantic effort. This machinery should be able to combine the flexibility of a voluntary organisation and the financial stability of an official agency. It should be susceptible to people's influence and answerable to them.

We have great hopes that the Standing Committee will give some thought to the points mentioned above, and will give a new lease to Social Education in the country and help us to make a supreme effort to make India a true democracy.

Education Minister Calls for Coordination Among Official and Voluntary Agencies

The Union Minister of Education K.L. Shrimali has called for a concerted drive to tackle the various problems relating to social education and stressed the need for greater coordination among the voluntary and Government agencies working in this field.

Dr. Shrimali was inaugurating the first meeting of the Standing Committee on Social Education on the 20th, August.

He said the Ministry of Education had recently approached the Planning Commission and the Ministry of Finance to make funds available for this sector of education over and above the ceilings already fixed for it. He was hopeful that some favourable decision would soon be taken in this regard.

Referring to the urgency of the problem, Dr. Shrimali said that judged even from a narrow angle the social education had a close co-relation with productivity. Everyone today realised that investment in education had a tremendous bearing on the various sectors of national economy. No democracy today could thrive, if it allowed large mass of its people to remain unaware of the problems and the day-to-day changes affecting their lives.

Earlier presiding over the meeting, the chairman of the committee. Dr. M.S. Mehta, Vice-Chancellor of Rajasthan University and President of the Indian Adult Education Association observed that very little hard thinking had been done in the field of social education.

The committee has set up Sub-committees to draw up a perspective plan and to clarify the concept of Social Education.

On the 20th evening, the IAEA was at home to the members of the Standing Committee at the Shafiq Memorial.

Life Member

Shrimati Bimla Bhatnagar, Instructor, Home Science, National Fundamental Education Centre, New Delhi, has become life member of the Association.

Dr. Mehta on Unesco National Commission

The Government of India have reconstituted the Indian National Commission for Cooperation with Unesco. Dr. K.L. Shrimali, Union Minister of Education is the President and Shri P.N. Kirpal, is Secretary-General of the Commission. Dr. M.S. Mehta President of the Indian Adult Education Association has been nominated a member of the Education Sub-Commission. Other members of the Commission include Shri K.G. Saiyidan, Shrimati Kamladevi Chattopadhyaya, Prof. A.R. Wadia, and Dr. G.C. Chatterjee.

Social Educators Leave for Denmark

Shri D. Sarma, Social Education Officer Assam and a member of the Executive Committee of the Indian Adult Education Association and Kumari A. Vishalakshi, DSEO south Kanara and a life member of the Association have left for Elsinore, Denmark to study the Danish Folk School.

Shri Sarma is expected to return in the first week of October.

Donation from West Germany

Dr. H. Kloppenburg has collected Rs. 1134.73 in West Germany for the Building Fund of the Association. He had earlier sent Rs. 143-28 collected from children of West Germany who by this contribution want to express their feelings for India. The collection of Rs. 1134.73 was made at Bremen, where Dr. Kloppenburg spoke about IAEA's work.

In his latest letter Dr. Kloppenburg writes, "I hope to be able to send you further collections during the winter months."

Adult Education Department in Agra University

Agra University at its recent meeting has decided to establish Adult Education Department this year to promote adult education movement.

A number of other universities are also planning to establish adult education department.

The University of Rajasthan was the first University in India to take this decision. It is hoped the department will start functioning this year.

International Conference on Adult Education

AN international conference on adult education was held in conjunction with the meetings of the World Confederation of Organisations of the Teaching Profession, July 26-28 at Stockholm, Sweden. Last years' meetings were held in New Delhi in cooperation with the Indian Adult Education Association.

The Adult Education meeting was attended by Shri K.S. Muniswamy of Mysore State Adult Education Council and Shrimati Helen Kempfer, of the Indian Adult Education Association.

This year's conference theme stressed the impact of technological and scientific change on education.

Points stressed at the Adult Education conference included the following :

Educators should not stress too dogmatically the need for adaptation to change, should help people understand what is taking place so they can control their future instead of merely adapting to it.

Scientific and technological change does not merely present problems. It also opens up opportunities for a fuller and richer life unknown to previous generations.

In the technologically advanced countries, technological development has brought about a more equal distribution of goods and services. However, technological development has actually widened the gap between the developed and developing countries. The population explosion resulting from better medicine in the developing countries has nullified to a great extent any benefits arising from better techniques in agriculture and industry.

The family is losing ground as the place where children learn cultural and ethical values, creating a gap as yet unfilled. Children tend to be more sensitive to culture and more attuned to the times than their parents. At the present time they spend more time with their own age groups than with their families, as in times past. Thus for the first time in history, children are learning the culture

from other children, not from their parents. A horizontalization of society is taking place with children associating with children, parents away from home working, and grand-parents living away from their children.

Vocational guidance and job training in the past were considered needs peculiar to young people. But now adults who need help in finding new kinds of work and in getting job training. Thus the educational needs of youth and adults are becoming more alike.

Schools can no longer hope to train young people for their future needs. The rate of change is too fast for that. Schools at least can only hope to teach the skills and attitudes needed for continuing education throughout life. People will then have to look to adult education at the time they need new information and skills.

Much of what is called education today is not really adult education. It is merely remedial education, remedying deficiencies of primary, secondary, and higher education. The real job of adult education is to bring adults up to date with changing developments, and to provide training for which they were not ready at an earlier age. For example, the best time to offer parent education is when people are parents or are about to become parents.

Out of our growing mobility and increasing contacts with new people and peoples, a feeling of rootlessness and insecurity is growing ; yet at the same time a new kind of men may be emerging, able to live happily and at peace with other people anywhere in the world. In this context, communications skills take on new importance. Teaching a second and third language is an important task for children.

With increasing specialization and the growth of large-scale organisations, communication becomes a problem even within the same organisation. Specialists develop their own vocabularies that other specialists do not comprehend. Social barriers and mis-trust may make it hard for supervisors, workers and management to talk. Broad general education

(Continued on page 23)

Adult Education for Tunisian Women

Rauni Turkia

TUNISIA is a Moslem country where women have full civil rights, including the right to vote. But in a country where over 65 per cent of the total population is illiterate and where women have traditionally been strictly confined to a narrow family circle, we might well ask what exactly these rights mean, and what is being done to give them more than theoretical validity. Tunisia is using its broadcasting service to educate its women and every afternoon an educational programme is given for women in colloquial Arabic. This has proved an effective way of providing popular education. The radio represents their only access to any education at all: for the illiterate the radio is the only alternative to ignorance.

The aim of the women's programmes is to replace the years of schooling most of their listeners never had; to give them some idea of the world outside their close family circles; to create and nourish the thirst for knowledge that alone can develop fully responsible citizens. These programmes appeal to a very large audience and are light and entertaining. Each day they offer Tunisian women short items of political and scientific news and also something of historical and geographical interest. This 'teaching' is not restricted to theory, but also touches on a practical everyday problems; great emphasis is laid, for examples, on the education and care of children, hygiene, cooking and dressmaking. This is an acknowledgement of the fact that it is here that teaching must begin—at home, with the problems of everyday life; if a woman is to be a useful and responsible citizen, she must be a responsible housewife, and a wise mother capable of directing her own life. Listeners are also told about the laws of their country and the new rights they now have. The women's programme also includes a course in literary Arabic—here again the breaking down of the language barrier constitutes a first step towards full participation in national life.

Adult education for women in Tunisia in the more usual sense of the term is in the

hands of the National Union of Tunisian Women (UNFT). There are 102 literacy centres for women in Tunisia. These classes are never limited to the teaching of reading, writing and arithmetic, but also include child care, dietetics, hygiene and civic instruction. The scope of adult education is not confined to education for the new social and political role of women; it also means children whose lives are saved because their mothers have learned how to care for them; better nourished families; outbreaks of disease controlled because the community has learned the principles of hygiene.

Obviously it takes time to reach all the women in the country. Quite specifically, it takes the time needed to educate enough people to teach them, and Tunisia is training its teachers now. In 1959 the UNFT started a successful campaign of education for young women social workers; born in the country and thoroughly familiar with the traditional Tunisian way of life, they can influence their fellow-countrywomen in a way no outsider could. They are known as *animatrices sociales*. Their training takes several months, and consists of basic civic education, and basic education in hygiene, child care, nutrition, household economics and similar matters—and everything in such a practical way that what they learn can be directly adapted to the actual conditions they are to work in. Their aim is not only to help their less privileged countrywomen in practical ways, but also to give them a new interest in life, to 'animate' their inner possibilities, to open their eyes to the world about them.

It requires great courage to become an *animatrice sociale*. It is an act of total revolution for a young unmarried Moslem girl to decide to take this kind of training, and to go off to a village afterwards to work entirely alone. The first groups of these social workers were true pioneers in the field of women's emancipation; they live in the village they work in, visiting the homes and teaching domestic science and the fundamentals of citizenship.

(Continued on page 22)

TEACHING THROUGH TESTS

Material on pages 5 through 20 is the second instalment of the material prepared by Dr. Homer Kempfer on Educational Methods. The first instalment appeared in the August issue. Dr. Kempfer is Deputy Chief Education Advisor, USAID. He was formerly Adult Education Adviser, Union Ministry of Education, assigned to the National Fundamental Education Centre.

TESTS and examinations are most commonly thought of as tools of assessment—of finding out what students have learned after instruction is over. With external examinations teachers and students both try to anticipate the examination questions. Teaching and learning goes on accordingly. With internal assessment the teacher can better follow pre-determined instructional objectives. He will design his own examination to measure the learning of his students. However, students still want to pass the periodic and final examinations and will study accordingly. Under any system of assessment, examinations and tests greatly influence student learning activity.

Since this is true, why not deliberately and systematically use examinations and tests as instructional devices? Many teachers do so to very good advantage.

Open-Book Assignments

If home work is given any weight in determining the final mark, this weight serves to motivate study. One strong feature of internal assessment is that it induces students to study throughout the term. They thereby learn much more (and learn it more thoroughly and with greater retention) than by cramming for a few weeks prior to a single terminal examination. Class record books can be set up so that scores or marks earned on every assigned exercise and test is recorded for totalling at the end.

Daily or unit assignments can include a number of tests items, problems or examina-

tion questions. Students can work these out on an open-book basis. Specific texts and references are assigned and test items are provided by the teachers to cover each reference. When backed up with periodic closed-book examinations, completion of the test items is evidence (although not proof) that the students did the work. Not many students are willing to work out the tests for classmates. Likewise, students soon learn that those who do the work are the ones who profit most. Cheating is usually no more of a problem than when students get together to work out home assignments in arithmetic. They may, in fact, learn much from each other.

1. The simplest items will call for factual answers which can be found in the text or reference cited. Presumably the teacher will prepare such items on the most important points and facts. Students can see what is important. Trivia should be omitted from these open-book exercises although they can go into more detail than any other level of testing.
2. A more worthwhile type of item will call for a synthesis of knowledge. Material learned previously will have to be combined with matter in the present assignment. Or, various elements in the current assignment will need to be put together in new combinations. Answers to questions calling for a synthesis of knowledge cannot be found directly in the text.
3. A third type will call for the application of knowledge. For most useful learning, knowledge should be applied to a variety of situations. Such questions require real thought and are valuable.

Prompt Marking and Reporting Back

Psychologists have clearly demonstrated the importance of prompt reward in learning. By definition, learning is creation of new behaviour by means of new responses which

turn out to be satisfying. If a person does not know whether or not his response was correct or satisfying, he cannot know what to repeat. Even if the approval or satisfaction is only delayed, there is great loss in learning. Immediate satisfaction is necessary for most effective learning.

Assignments, then, need to provide rewards as quickly as possible. The old system of handing back corrected essay papers several days or weeks after they are prepared violates this psychological principle. Even if the teacher discusses the returned papers thoroughly, the students, already in the middle of another part of the course, find it difficult to reorient their minds to the paper finished some time back.

For this reason, the essay-type of assignment, while helpful in certain learning situations, is weak as a teaching device unless it can be evaluated and returned promptly. New type objective items, discussed in more detail in a later article, are better for open-book assignments and examinations. As teaching devices, they are especially good because they can be scored promptly, returned and discussed within a matter of minutes or at most overnight. Students also like them because of the definite feeling of accomplishment as each one is finished.

Open-book tests can be corrected by the instructor or an assistant. If they count toward a cumulative mark, their prompt return and discussion offers a learning situation that should not be missed. Students will pay especially close attention if the content is also likely to appear on later tests or examinations.

If marks are arrayed on the blackboard from top to bottom and the median and quartile points shown, each student can see how well he has done compared with the rest of the class. This feedback should stimulate the weak and lazy students to work harder henceforth. Those above the median can feel their satisfaction but know that they will have to work to maintain their standing.

If the teacher plans to use the same test on succeeding batches of students, he may want to re-collect the papers at the end of the period. Otherwise, he can leave them with the students as study material in preparation for later examinations.

Self-Check Tests

Students can correct many of their own open-book tests with economy and profit. Good correspondence courses and many classroom instructors give short student-marked tests as a part of their daily assignments. Students study the text, mark the five to 20 test items in the self-check test and turn to the key to score them. In addition to correcting each item, students get an idea of how well they have mastered the assignment. The weak are encouraged to go back over their text. Those with few or no mistakes can go head.

Results of self-check tests are never seen by the teacher and do not count toward the total score. Such tests are purely instructional and for the information and benefit of the student. Marks on periodic proctored tests are used for assessing learning and enter into the cumulative mark.

Daily Quizzes

Daily or frequent short quizzes are a favourite technique for "keeping the students' noses to the grindstone." They are especially valuable in mathematics, science and other subjects where specific information or principles are being learned or where, if one gets behind, he easily gets lost.

Aside from announcing the general policy early in the course, the instructor may want to announce certain quizzes or may depend upon "pop quizzes" to keep the class on their toes. In addition to the assessment value, quizzes provide the teacher with a diagnostic tool. He can quickly tell how effective his teaching has been, wherein he needs to review or repeat, and which students are not mastering the assignments or understanding the class lectures. Remedial action can be taken at the next class period.

Quizzes are usually short—from two to 10 or 15 minutes. Occasionally students can retain their papers while the instructor announces and discusses the answer to each item. However, a sufficient percentage of the papers have to be collected, scored and marks recorded to give motivational meaning to the quiz system.

Effective Devices. Most quizzes are given at the opening of the class period and must

be finished within a definite and enforced time limit. Papers not handed in promptly are refused and count zero. If only objective items are used, the papers can be handed to an assistant to score and record in time to return them before or at the close of the class session. Often the last few minutes can be used in discussion and correction of items.

Double benefits can be obtained if the papers are evaluated and recorded without any item being marked. The key is laid alongside the responses and the number right counted. This number is recorded and written at the top of the student's paper. When handed back, each student knows his score but has no confirmation on any item. The class can be invited to improve their papers, to perfection if possible, and hand them in at next meeting. If assured that this study assignment will count, this technique will induce most students to study their assignment well.

A dramatic way of doing this is possible with a quiz of only a few items especially if the answer-pattern can be structured or memorised. (e. g., if odd numbered items are True and even ones are False.) The instructor can glance over each paper, jot the score in his record book and announce it as he hands it back to the owner without making a mark on the paper.

Periodic Tests

Weekly, biweekly, monthly or occasional tests usually require from a half to a whole period. Quarterly and mid-term tests are common with some teachers. Tests planned to cover instructional units are preferred to those strictly geared to the calendar.

The planning and administration of tests differs primarily in the detail covered. Quizzes can be most detailed. Periodic tests concentrate more on larger syntheses and generalizations and bigger units of knowledge. Detail is only incidental unless it is crucial. Prompt return of papers and posting of marks is important. Upto a whole period can be profitably spent in post-mortem review of the test content and answers.

Periodic tests become better instructional devices if a clear indication is given of the content to be covered. As the teacher's

purpose is to induce the student to prepare for the test, he can assist by focusing the student's attention to the areas to be covered.

This focus is systematized by some teachers who prepare a surplus of test questions or items—often several times as many as will be used. Twenty or 30 essay questions may be given to students as a guide to study. The teacher can promise to select all test questions from the list. Or three of five on the test can be taken from the preliminary review list. This technique approximates the system of accumulating copies of all past examination questions as a guide to study. It is, however, more under the control of the teacher and is likely to be of more benefit to serious students.

Teachers who teach the same course repeatedly often develop a comprehensive card file of objective items. The list may include practically every significant element in the course. The list should be revised every term as the teacher discards certain materials and adds others to the syllabi. Some teachers duplicate all or a major fraction of the items and distribute them to the class in advance without answers. If the students master these items, the process is in direct line with the instructional objectives. A 10 to 30 per cent sample may be taken for the test. Or, if explained to the students in advance, only a part of the test may be taken from these items.

Final Examinations

Unless the group meets after the final examination is given and evaluated, a post-mortem discussion of questions and answers is not possible. Most of the instructional advantages will have to be developed in advance.

All the quizzes and periodic tests as well as assignments can be grist for the final examination. Students can be encouraged to review quizzes and tests systematically both during the term and prior to the final. Again a clear and definite indication of the coverage will help focus study.

Time in Testing. "If one is testing all the time, when does he teach?"

Two answers: A teacher does not test all

the time. Much of the testing during the term is teaching.

Time spent in testing can be quite flexible. Usually 10 percent of the class time is sufficient to spend in proctored testing. This allows frequent short quizzes, biweekly half-hour unit tests, three quarterlies and a final examination. Class time spent discussing the test is additional as is time on open-book test-assignments.

If classtime is too precious to spend on post-mortem reviews of tests, special group or individual sessions can be set up. After corrected papers are returned, if several students want to confer about items, they can meet in a group with the teacher. Otherwise, they may meet the instructor or assistant individually.

The intent of instructional testing is to induce students to study systematically and purposefully throughout the term. Through

a planned system of quizzes, periodic tests and final examinations, constant guidance and motivation can be given to students. A single end-of-term examination cannot possibly give this type of guidance and motivation. The feedback of results is too late for either the students or the teachers to benefit by modifying plans and activities during the course. Undoubtedly the single final examination system to considerably extent is responsible for the great student wastage wherever it is used.

A system of internal quizzes and tests does not rule out an external examination. Where internal assessment is allowed to count a significant amount in the final total mark, quizzes and tests can become a worthwhile supplement to other instructional methods. The instructional system becomes less rigid. It is easier to adapt instruction to local conditions. The formal lockstep can be eased up a bit and yet essential standards can be maintained.

Test Items and Examination Questions

PROFESSIONAL teachers, or even teachers working at the craftsman level, need many tools in their kits.

In teaching, the traditional lecture has a place but it cannot serve all purposes. (A hammer is a useful tool, but a carpenter cannot do all his work with it.) A variety of other teaching methods, techniques, and approaches must be used.

Likewise, in assessing knowledge, skills, attitudes, and abilities of students, the traditional essay question cannot serve all purposes. A variety of tools is needed. This article discusses the major types of test and examination items, their functions, and techniques of use. Inasmuch as the different tools of assessment have different uses, it is assumed that teachers, like carpenters, will want to select the tool most appropriate for the purpose.

Essay Questions

Uses and Strengths : The essay question is good to assess how well students (a) can select and organize knowledge to support a

line of reasoning, (b) can express themselves in writing, (c) can show creativity and originality of thought, or (d) can formulate and express principles or interpret facts. Properly prepared, essay questions may be more valid for certain types of assessment than any other question form.

a. The limited sampling of the essay question gives the essay examination low validity. Seldom does an essay question call forth more than half the information possessed by a student on the point being covered. Spelling, handwriting, language, and bluffing enter into the answer as well as the desired content. The essay question permits students to say nothing extremely well and get credit for expression rather than content of their answers.

b. Low reliability is the result of limited sampling and subjectivity in marking. Numerous studies have shown that different readers differ widely on the marks assigned. Successive evaluations by the same readers of the same papers also differ widely. One study showed that "passing or failing of about 40

per cent depends not on what they know or do not know, but on *who* reads the papers." Another 10 per cent depends upon *when* the paper is read.

c. The essay question is very time-consuming for both the taker and the reader. It is inefficient. Time limits force a small sampling. As its reliability and validity are relatively limited, this form of item cannot justifiably be used except where it is clearly the best way to measure the elements desired. The saving of time used in preparing the essay examination is more apparent than real. Proper formulation of essay questions takes more time than commonly thought. With only a few students, hastily composed essay questions may seem economical, but with larger numbers and repeated classes, objective items become more economical when weighed against other factors. Ordinarily the essay question should not be used if objective items can accomplish the purpose equally well.

Construction : Essay questions normally require the student to list, outline, describe, contrast, compare, explain, discuss, develop, summarize, or evaluate. Every question should be carefully drafted with important directional words selected to eliminate semantic difficulties. Without these indicators, answers will not be comparable. The question should give hints regarding the structure of the answer desired unless this objective is to be measured. To be sure that answers do not take longer than the time allowed, questions should delimit the subject. Consider these questions :

Too vague Discuss the freedom movement.
Too many clues Describe the development of the freedom movement, indicating its origin; its development under the Congress leadership, the Gandhian influence, and how it culminated in Independence in 1947.

About right Identify the major milestones in the freedom movement and indicate the significance of each.

Questions should be of such a range of difficulty that all students can demonstrate their level of competence. Students should not be given a choice of questions but should all respond to the same stimuli. Questions are seldom of equal merit or importance and a choice throws in unequal and unknown elements.

Marking : Certain techniques, rigorously followed, can materially improve the quality of paper evaluation.

1. A key or model answer should be developed for each question. This should contain all the essential elements expected in the answer together with whatever weights are desired for each point. This model answer can often be improved by reading a number of papers and adding new elements considered meritorious or essential.

2. All answers to the same question should be evaluated and marks assigned before going on to the next question. Array papers in order of merit, top to bottom, into several piles. Re-evaluate within each pile and rearrange by merit.

3. Re-evaluate enough papers to develop consistency in the evaluation.

4. Have two readers evaluate all papers wherever possible, after agreeing on standards and model answers in advance.

5. Rigorously ignore handwriting, spelling, and language usage unless those elements are being tested.

6. Identity of authors should not be known to the evaluator. Good question construction and careful and scientific marking can greatly improve the merits of the essay question. Unfortunately, most circumstances do not provide or encourage the great care necessary for effective use of this form of question.

Problems

Problems are similar to essay questions. They allow the student to compose his answer within specified boundaries. Problems may call for art production, diagnoses of trouble, construction of things, derivation of mathematical answers, musical composition or written materials.

Problems are evaluated by establishing specific criteria or standards expected of a perfect solution and rating or comparing the actual with the ideal. Fundamentally, construction and marking principles are the same as for the essay question.

Completion and Short Answer

Uses and Strengths : Short answer and completion items are relatively objective and

True-False

Uses and Strengths. True-False, Yes-No, Right-Wrong, Same-Opposite and other forms of alternate response items are most useful whenever it is important to assess recognition of bright and wrong. While good T-F items may require careful thinking, recall, and synthesis of information, they inherently demand recognition rather than construction of solutions.

True-False items are applicable to a wide range of subject matter at all levels. They are relatively easy to construct and score. They give a wide sampling per unit of time. The alternate response item is the most popular type with teachers although it should be used only in those situations in which better forms cannot be used.

Weaknesses. The T-F item is wide open to guessing. Facing students with false statements is of questionable merit although the damage done has probably been over-emphasized.

Items need to be prepared carefully. Easily prepared items are often deceptively weak. Items which measure significant outcomes are particularly hard to write.

A rather long list of items is necessary to give desired reliability. Fifty to 75 items are usually a minimum for comprehensive tests.

The T-F item is weak in diagnosis. Often items are cast in T-F form which in real life do not appear as alternatives. T-F items are likely to be textbookish, academic, and unrealistic.

Construction. While T-F items look simple to make, their construction offers several pitfalls. General rules include :

- (a) Avoid the obvious, the trivial and the self-evident statement.
- (b) Avoid ambiguous statements and statements containing two or more facts.
- (c) Avoid unduly complex and highly qualified statements.
- (d) Avoid strong adjectives and adverbs ; they often are clues indicating false statements.

- (e) Use roughly equal numbers of true and false statements.
- (f) Avoid tricky statements.
- (g) Avoid exact language of the textbooks.

Below are items used on specific reading assignments dealing with leadership, discussion, and supervision. Some are purely factual while others call for a synthesis of knowledge gained from careful reading:

- A. Put a plus sign before true statements and a zero before false statements.
 - 1. When someone discovers that he alone possesses the information required for solution of the group's problem, he is motivated to lead.
 - 2. The desire for personal power is the primary motive for attempting leadership.
 - 3. Leaders are born, not made.
 - 4. Generally in a group the person who "has the best ideas" is also the "best liked."
 - 5. Whether or not a person will attempt to lead depends upon how his previous attempts have been received by the other members of the group.
 - 6. Participation is an effective way to build interest and cooperation.
 - 7. In a professional staff meeting, subjects for discussion should provide a problem requiring a solution rather than an opportunity for criticism of an individual or group.
 - 8. After a group discusses freely, morale will be highest when the supervisor retains the right to make the final decision.
 - 9. A good discussion leader will help protect the rights and feelings of the minority.
 - 10. Group pressures can best operate when all members of the group can participate and discuss freely.
 - 11. Hostility can often be reduced by permitting free expression without resentment or opposition.
- B. According to Maier, reasons why supervisor training programmes often fail are :
 - 1. Training often fails to change attitudes.
 - 2. There has been inadequate communication.
 - 3. Attitudes of people higher up often are not in harmony with those which lower supervisors are expected to demonstrate.
 - 4. Human relations training deals too much with what is "right" and "wrong" with the situation.
 - 5. Training of supervisors requires that they act unnaturally unless basic attitudes are changed.
 - 6. Supervisors are inadequately trained in techniques.

Note the layout and response system. All answers are on the left and can be laid alongside a key for easy marking. Plus and 0 are simple and hard to confuse. If instructions require writing a T or F, some students leave a doubtful mark to argue about when marked incorrect. T and F can be printed at the left of the statement and the correct initial circled. Instructions to cross out the incorrect answer or underline the right one are sometimes confusing. The words *True* and *False* and *Yes* and *No*, while not long words, are not as simple as + and O. An X and a tick mark are sometimes confused.

Marking: The number of items correctly marked is accepted as the total score by many teachers. However, this marking system is misleading. An ignorant person, totally unfamiliar with the subject, could guess about half of the T-F items correctly. The number right would be around 50% although 0 more correctly represents his score. For this reason T-F items should be corrected for guessing by subtracting the number of wrong answers from the number right. This R-W formula does not change the relative ranking of students but will create a sounder psychological climate. The formula and its reason should be explained to the students prior to taking the test. This system is often said to penalize guessing although actually it does not. It equalizes the chances of those who want to leave some items unmarked with those who mark every item. Unmarked items in the R-W formula are counted neither right nor wrong.

Multiple-Choice

Uses and Strengths: The multiple-choice item is a statement which presents several alternatives, one of which must be chosen for correct completion. It has become the favorite of professional test-makers. While it can test for simple recall and factual knowledge, it is particularly effective in penetrating into the depth of knowledge possessed by students. It can call for the highest type of synthesis and application of knowledge. It can demand an understanding of complex forces and relationships. It is good for measuring critical thinking and complex mental processes. If questions are well prepared, students must be able to exercise

judgment and discrimination as well as problem-solving ability.

M-C items have great flexibility and can be used in almost any subject field. They can test a wide range of abilities. In form, M-C items may present from three to seven or eight alternatives. Five is a favorite; three are not much better than a T-F. Four or more choices reduce chance error to insignificance.

Weaknesses: The deficiencies of M-C items are primarily those of their makers. Writing good items requires skill if they are to require the student to interpret, discriminate, select, and evaluate rather than to memorize. All alternatives presented should be reasonably plausible. Otherwise, if certain alternatives are obviously wrong, the item is weakened thereby.

The M-C item cannot measure all types of objectives. While it can measure art appreciation, it cannot measure art production. It is usually limited by being a paper-and-pencil test although ingenuous test-makers can arrange non-paper M-C tests.

Construction: Most of the suggestions for writing T-F items apply to M-C items. The item-writer needs to attempt to measure some significant outcome and write his item accordingly. Ordinarily, inasmuch as the M-C item can be used to measure the higher mental processes, the items should be designed for the purpose.

A major problem is to prepare the desired number of plausible alternatives. Only one should be completely correct; the others should distract those who are not fully informed and capable of selecting the correct answer. All optional responses must be grammatically consistent and should offer no clues to the right answer. Almost never can good optional responses be copied from the textbook.

Of the several layouts, those which provide answer spaces in a column at the left or right are easiest to score. Here are four multiple-choice items selected from an open-book examination late in the course to test understanding of theory and application of principles.

The DESO wants to stimulate the establishment and continued development of village organizations which would form the habit of using the problem-solving approach on local problems. He also wants to utilize the principles of action research. In each of the following items, what would be his best choice or expectation? Place the letter of the best answer in the blank space at the left of the item.

- 1. He would encourage (a) the building of community centre buildings or the rental of suitable quarters, (b) literacy campaigns, (c) establishment of libraries, (d) different groups within village to keep each other informed of their plans and thinking.
- 2. He would (a) set up a controlled experiment involving two similar villages, (b) require that every village make a self-survey, (c) try to induce the BDOs to have the VLWs make a simple survey, (d) encourage every organization willing to do so to make a systematic study.
- 3. He would expect most effective motivation to action (a) to arise from within the groups, (b) to come from the block staff, (c) to be inspired by higher government officers, (d) to come from the better-off economic groups.
- 4. He would realize that (a) careful sampling procedures, (b) feedback to the group of information gathered, (c) analysis of information by experts, (d) widespread participation in action tasks, is most important in getting action.

(Reader exercise: Mark answers to the above four items according to instructions. Examine the choices that seem not to be equally plausible. The greater the implausibility, the weaker the item. Implausible alternatives only take up space and time and add nothing to the discriminating power of the item. Score your self-check test by these answers: 1-d, 2-d, 3-a, 4-b).

Note wherein different choices seem right. If two or more are equally defensible among fair-minded people, the item should be modified until one choice is preferred. If there is any doubt in the testmaker's mind about the correct answer, he should have several sophisticated staff members and outsiders indicate the best answers. If a high per cent agree on the best answer, he is reasonably sure that it is the best. If they widely disagree and no alternative has a clear majority, he is fairly sure that no choice should be considered correct as it stands. It may be faulty in either substance or form.

Other forms for laying out items are illus-

trated by these seven.

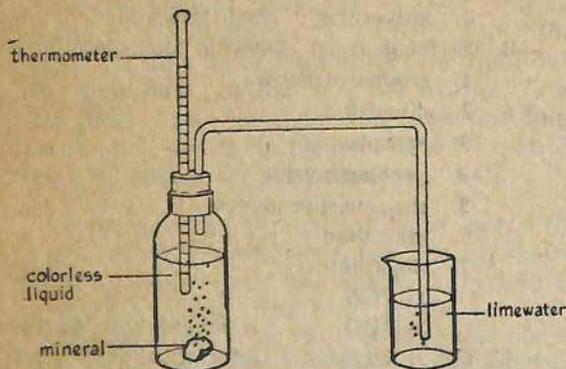
- A. In which of the following books is the role of the discussion group chairman most thoroughly treated?
 1. Bergevin and Morris: Group Processes and Adult Education
 2. Nanavatty: Group Discussion
 3. Strauss: New Ways to Better Meetings
 4. Sheats et al: Adult Education
- B. The fundamental *method* in adult education is
 1. group dynamics
 2. discussion
 3. role playing
 4. problem solving
 5. the educative process
 6. evaluation
 7. the lecture
 - 1) VLW
 - 2) BDO
- C. The
 - 3) Sarpanch
 - 4) Villagers
 - 5) SEO
 is (are) likely to be best informed about the problems of the village.
- D. *Group work* in *social work* most closely compares with (what ?) in *school work* ?

1	2	3	4	5
field	the	group	the	coun-
observ-	lecture	discussion	recitation	selling
tion				D.-
- E. Supervisory work with
 - 1) the able and interested,
 - 2) the average,
 - 3) the less able but interested,
 - 4) all interested
 SEOs is likely to pay greatest dividends.
- () F. What is the the chief role of the educator of adults ?
 - 1) To be an expert in educational processes, approaches, methods, and techniques,
 - 2) To teach people the right answers,
 - 3) To bring in solutions from the outside,
 - 4) To be a coordinator of a team,
 - 5) To be a consultant.
- G.() In evaluating the merits of a literacy programme, on which of these would it be best to gather data ?
 1. Per cent of population enrolled
 2. Per cent of illiterates enrolled
 3. Per cent who passed the test a year later
 4. Average per cent of attendance
 5. Opinions of those enrolled regarding the value of instruction.

The following example coming from the field of chemistry shows how problem-solving ability can be measured. The items were prepared by the Educational Testing Service, Princeton, New Jersey, USA. The student is placed in a realistic laboratory situation and faced with a problem to which he has not been previously exposed. All data are pro-

vided for a sequence of several items. Only three are shown here.

A piece of mineral is placed in a bottle half-filled with a colourless liquid. A two-holed rubber stopper is then placed in the bottle. The system is then sealed by inserting a thermometer and connecting a glass tube to the stoppered bottle and a beaker of limewater as shown in the accompanying diagram.



The following series of observations is recorded :

I. Observations during the first few minutes :

1. Bubbles of a colourless gas rise to the top of the stoppered bottle from the mineral.
2. Bubbles of colourless gas begin to come out of the glass tube and rise to the surface of the limewater.
3. The limewater remains colourless throughout this period of time.
4. The thermometer reads 20°C .

II. Observations at the end of thirty minutes :

1. Bubbles of colorless gas continue to rise in the stoppered bottle.
2. The piece of mineral has become noticeably smaller.
3. There is no apparent change in the level of the colorless liquid in the bottle.
4. The colorless liquid in the bottle remains colourless.
5. The thermometer reads 24°C .
6. The limewater is cloudy.

Question 2.

What is the most probable explanation of the fact that the limewater remained colourless throughout the first few minutes ?

- (A) The composition of the gas given off by the mineral changed as the experiment progressed.
- (B) The solution of limewater was too weak to react immediately with the gas bubbles.
- (C) The bubbles of gas coming from the tube during the first few minutes were air bubbles.

(D) The composition of the colourless liquid changed as the experiment progressed.

(E) There is insufficient evidence to account for the fact that the limewater remained colorless.

Question 3.

Which of the following statements concerning the above experiment involves an interpretation of the data ?

- (A) The piece of mineral was noticeably smaller at the end of thirty minutes.
- (B) Heat energy was given off as a result of the reaction between the mineral and the colorless liquid.
- (C) The bubbles of gas rising from the mineral remained colourless throughout the experiment.
- (D) There was no apparent change in the level of the colourless liquid at the end of thirty minutes.
- (E) There was a four degree rise in temperature at the end of thirty minutes.

Question 5.

Which one of the following is the best explanation for the appearance of gas bubbles at the end of the tube in the beaker of limewater ?

- (A) The pressure exerted by the colorless liquid is greater than that exerted by the limewater.
- (B) The bubbles coming from the mineral cause an increased gas pressure in the stoppered bottle.
- (C) The temperature increase at the end of thirty minutes causes an expansion of gas in the stoppered bottle.
- (D) The decrease in the size of the piece of mineral causes reduced pressure in the stoppered bottle.
- (E) The glass tube serves as a siphon for the flow of gas from the bottle to the beaker.

The correct answer to Question 5 is B. Most good students would quickly reject answer E, although less able students might consider it because the arrangement looks like a siphon and they have heard of the use of siphons in transferring fluids.

Response D embodies an incorrect statement. Some students may not know this, but even if the statement were correct, it would offer a wrong explanation for the appearance of the bubbles in the beaker.

Response C sounds plausible. In itself, it is somewhat correct, since the temperature increase will cause an increase in gas pressure in the stoppered bottle. However, students who are in command of the subject will realize that the increase in gas pressure due to the rise in temperature is insignificant compared with that caused by the bubbles coming from the mineral.

Response A is both vague and irrelevant. It is unspecific about where the pressure is exerted and has nothing to do with the cause of the bubbles.

Students who understand the forces at work in this situation will know that bubbles would appear at the end of the tube in the beaker when the pressure exerted by the gas from the stoppered bottle exceeds the pressure exerted by the limewater at the end of the tube. They would further realize that the limewater pressure remains essentially constant in the situation as described. Response B, therefore, sets forth the condition that would prompt the appearance of gas bubbles at the end of the tube in the beaker.

Marking: The scoring-key should be prepared by the testmaker at the same time he prepares the test. After the key is prepared, a few clerks within a few days could score the thousands of multiple-choice examinations given in a city, district, state or region. A corps of highly qualified readers requiring weeks and months would not be needed. Results could be available promptly. If the items were all well prepared, the objective examinations would almost surely give a more reliable and more valid measure of the achievement of students than can be obtained by essay-type items.

The M-C item is open to guessing. The correction-for-chance formula for M-C items is:

$$S = R - \frac{W}{O-1}$$

S is the score corrected for guessing.

R is the number of right responses.

W is the number of wrong responses (omitted items are not counted).

O is the number of options presented for each item.

This formula can be applied to a group of items only if they have the same number of options. With items having a variable number of options, they can be grouped and the formula applied to all items having the same number of options.

Rank Order

Uses and Strengths: The rank-order items is a variation of the M-C. The rank-order items presents alternatives of varying merit as adjudged by experts. The test-taker is required to indicate which alternative is best, second best, third and so on. Usually such items have from three to five alternative answers. Beyond six or seven too much discrimination is required to be practical for either the taker or the maker.

This type is especially useful in measuring the synthesis and application of knowledge, problem-solving, appreciation and in probing depth of competence. Rank-order items, partly because of the time required to take, are especially good for assignments or open-book examinations.

Weaknesses: The rank-order item, to accomplish its best purposes, often is difficult to make. The testmaker must be sure that the alternatives can be defensibly arrayed in an order of merit. If a panel of experts agree on the rankings, he can be reasonably sure. Analysis of the rankings given by well-taught students can confirm his key. Analysis of a sufficient number of student rankings can reveal how close or far apart the alternatives are. If some alternatives are grossly too far out of line, they can be modified for subsequent use and again analyzed.

Construction: Rank-order items are constructed much the same as M-C. Usually an introductory problem has to be written. This must define the problem and present substantial data. Alternatives often have to be several sentences long in order to introduce the varying elements on which they can be differentiated. Rank-order items often occupy a half page and may run to two or three pages. Here is one used as an assignment after the students had studied the theory of evaluation.

An SEO and VLW worked closely for a year in a half dozen neighbouring villages on a special "community organization and discussion programme" designed to help the villagers prepare for the changes likely to be brought on by the anticipated introduction within the next two years of (a) electricity, (b) four new industrial plants nearby, (c) a new road and (d) an army camp within 7 miles. They wanted the villages and families to be able to adjust to the changes likely to occur, to reduce caste barriers, and to get the villagers in the habit of facing, discussing, and tackling their problems in a realistic manner.

Which of these procedures is likely to give the soundest *evaluation* of the special programme? Rate the best as 1; the second best, 2; third best, 3; and worst, 4.

- A. The BDO was invited to talk with village leaders and acquire an impression about the special programme. He was carefully briefed on the aims of the intensive work and the methods used by the SEO and VLW. The SEO and VLW also discussed the year's

meetings with numerous villagers and shared their impressions with the BDO.

- B. Before the project started the SEO and VLW found out how many organizations existed in villages, what meetings were held in the first month, how many attended, age and sex breakdown, etc. They made another count of these elements after a year and compared results. They interviewed a representative sample of 10 men in each village during the 12th month to find out what changes they thought had been made in the thinking of the villagers during the year.
- C. The SEO and VLW analyzed by caste the attendance of all village-wide meetings for a month (caste and small spontaneous meeting were omitted). They selected the 10 most representative and influential leaders in each village and through indirect conversational methods and observation rated their attitudes on intercaste meetings. They attended and kept notes on all village-wide meetings and panchayat group meetings, and women's, men's, and youth meetings for a month and tried to observe how well they followed some problem-solving procedure. They repeated all this during the 12th month and analyzed the changes they observed.
- D. The SEO and VLW took a primary teacher in each village into confidence and interested him in making observations and noting down evidence of changes in outlook and attitude. Together they worked out a list of things to watch for. The data were compiled at the end of the year. The teachers attended most meetings and attended a lot of chaupal meetings as well.

Marking : The total value of the rank-order item is assigned arbitrarily. If each subpoint is marked in agreement with the key, the item is given full value. If the ratings are exactly reversed, the score should be zero. A convenient value for a two-place rank-order item is 2 ; for a three-place item, a value of 4, for a four-place, a value of 8 ; for a five-place, a value of 12. Deviations of subparts from the key are added and the sum subtracted from this total value to give the item score. The item values, of course can be larger multiples of those suggested above. An example of a four-place rank-order item and its scoring is given in the article on "Effective Assignments" in the previous issue of the *Journal* (August 1962).

Matching Exercises

Uses and Strengths : Matching items are used in test situations where information needs to be related : definitions, vocabulary, identifi-

cation of people or titles or books, events and dates or persons, foreign words and mother tongue equivalents, rules and examples, tools and their use, symbols and their names, causes and effects, problems and their solutions, and the like. This type of item is especially useful in testing the who, what, when and where types of situations.

Weaknesses : The item is largely confined to measuring rote memory although it can be a convenient way of laying out problems and answers for easy scoring. The matching item is not well adapted to measuring understanding. It is likely to contain irrelevant clues. If too long and awkwardly made, it may be quite time-consuming for the taker. Often the M-C type of item can measure better than the matching item.

Construction : Only homogeneous material should be included in each side of a matching exercise. Dissimilar materials such as dates, people, events, and titles in one column severely reduce the worth of the item.

Matching items often are too easy. Difficulty can be added by making the list from which answers must be chosen longer than necessary or by requiring some of them to be used more than once. The "answer list" should consist of items of one or two words if possible. Fewer than five items increases the chance of guessing. Exercises longer than 15 items are likely to be too time consuming. All items in both columns should be on a single page. Turning or looking elsewhere is annoying and time-consuming.

Here is a matching exercise used to test understanding of the problem-solving process.

A panchayat committee is charged with taking leadership in improving the agriculture of the village. It is using the problem-solving process. Place the number of the appropriate stage on the line opposite each activity. Use each one as often as necessary.

Stage

- | | |
|---|----------------------------|
| -a. It develops alternative plans for curbing open grazing. | 1. Defining the problem |
| -b. It studies books and research reports on agriculture. | 2. Fact finding |
| -c. It brings an expert to test the soil. | 3. Analysis and projection |
| | 4. Decision |
| | 5. Action |
| | 6. Evaluation |

- d. It discusses two plans with the villagers and asks them to select one.
- e. It notes in what respects a plan failed (and succeeded) to accomplish its purpose.
- f. It looks at distance from markets, transportation available, likely prices, likely yield, and similar factors in relation to each other.
- g. The group agrees that increased agricultural production is the second most important problem of the village.
- h. The group feels discouraged because it does not know what to do.

Another matching exercise to test understanding of the problem-solving process appears below. It was used after the students had acquired additional sophistication.

These statements might have been said in village meetings. With which stage of the problem-solving process is each most closely associated? Put the proper stage number in the blanks at the left.

Stage

- | | |
|---|---|
| <ul style="list-style-type: none"> -a. "Which plan do you think we ought to do first?" -b. "Let's ask them why they don't come to our meeting?" -c. "How can we get our bumper crops to market when our pucca roads aren't ready?" -d. "If we build better roads, we can probably get a bus through our village." -e. "We could have gone faster if we would have rigged up the crane in the first place." -f. "I don't see why this thing doesn't work. It worked all right for my father." -g. "This is the third year our crops have failed in spite of good rains. I think it is poison in the soil." -h. "Here's what we found out on our tour." | <ol style="list-style-type: none"> 1. Defining the Problem 2. Fact Finding 3. Analysis and Projection 4. Decision 5. Action 6. Evaluation |
|---|---|

In usage it was found that items *a, f* and *g* above were weak in that no one alternative was desirable to the exclusion of all other answers.

Below is an attempt to assess understanding of what went on in two meetings from a paper record of them.

(Reader exercise. The matching exercise below was not a complete success. See if you can figure out why. The expected answers have been provided to help with your analysis.)

What goes on here ?

The following is an account of two meetings. Identify each process, stage of process, method, technique, or person in italics and place the letter preceding it in the appropriate blank at the bottom. Thus *x* near the end of the first paragraph is "adjournment". There may be some duplication and some unnecessary suggestions in the answers.

(a) *Shri Das* invited a committee chairman to define the problem and then (b) *asked each committee member in turn* (c) *to document and comment on the matter.* (d) *A general discussion followed during which a majority of the group proposed their solutions with reasons for their views.* To obtain clarification of one proposal, *Shri Das* asked three in the group (e) *to act out an impromptu scene illustrating their suggestions.* He then appointed a committee (f) *to interview four well-informed persons about certain aspects of the situation* and (x) *disbanded the meeting.*

At the next meeting (g) *the committee report was given.* *Shri Das* then asked the entire group (h) *to turn their imagination loose and come up with whatever possible solutions they could think of quickly.* He then divided the 20 suggestions into four lists and (i) *assigned one list to each of the four batches of 6 or 7 people each* (j) *to select the two best ideas within their groups.* In 20 minutes the batches reported back. After further discussion, *Shri Das* asked for a (k) *non-binding show of hands* on the four major proposals under consideration. The vote was divided 5-7-4-8. (l) *One group member* (m) *informed Das that three had not voted.*

Das invited a Man long experienced in the problem field to come in from an adjoining room. A (n) *note-taker* briefly outlined the problem and (o) *read the data and main reasons advanced for each proposal.* The (p) *Man* was asked (q) *to supply additional information and to verify the data already before the group* but to avoid indicating which solution he favoured. *Shri Das* (r) *was able to narrow discussion to the two main proposals.* (s) *A standing vote showed 11 favouring plan A, 6 favouring Plan B, and 4 favouring Plan C, with 6 not voting.* At the suggestion of *Shri Das*, (t) *several members immediately got busy carrying out Plan A.*

Answer List

- | | |
|--|--|
| <ul style="list-style-type: none"> x adjournment c definition of problem f g q Fact finding d j Analysis and projection k r Arriving at a decision t Action stage m feedback s unstable decision stable decision b circular response h brainstorming i Buzz groups | <ul style="list-style-type: none"> o summarization l observer n recorder panel debate forum spokesman p consultant study group crackpot or crank a discussion leader symposium e role playing |
|--|--|

This exercise included too many diverse elements in a complex setting. More care in formulating the account and the items might have made it a good test. The 20 items also made it quite time consuming.

Marking: Each subpart of a matching exercise normally carries a value of one point. The score is the number right. No correction is made for guessing as the chance factor is ordinarily quite low.

Other types

The above constitute the major types of items and questions which can be used on pencil-and-paper tests and examinations. Obviously many variations in form can be arranged. Additional item-types which sometimes go by separate name are: project analysis, factor rating, factor counting, open-end statements, provide-an-answer, labelling items, and arrangements-of-elements.

The professional teacher who tries to design each test question or item to measure what he most wants to assess will gradually become skilled in selecting the form best suited to his needs. Typically the best test will contain several types of items. This should be because several techniques are needed to measure effectively, reliably, and with validity the desired products of learning.

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Test Item Analysis

WHO tests the tests? Who examines the examinations?

Are the examinations any good?

Are the questions too easy? Too difficult? Or correctly pitched?

Do they discriminate between those who know the subject and those who do not?

Teachers and examiners may know the answers to the questions they ask but they usually do not know the answers to the above questions. However, there are ways of finding out. Item-or question-analysis often shows flagrant and unsuspected weaknesses in examinations.

For example, responses to the problems on the Question Paper of the West Bengal Board of Secondary Education, *School Final Examination, 1952: Mathematics—Compulsory*, were recently analysed. (See item 1 in Bibliography) Problems which were arbitrarily assigned a value of 5 marks were found to be of widely unequal merit. Some should have been given only 2 marks while others deserved 10. Some problems were very difficult and were solved by very few students. Others were so easy that practically all students solved them. Some problems discriminated only among the weak students; others only among the ablest.

The purpose of a good achievement test (and of items within it) is to differentiate between good and poor students. (Other tests may have purposes of diagnosis, instruction, or measurement of mastery.) Teachers and examiners need to be familiar with two concepts—*difficulty* and *discriminating power*—else they will be working blindly and most unscientifically.

Difficulty

If all who take an examination score 100%—pass it perfectly—it has been too easy. It has been valueless in differentiating among the takers. Likewise, an examination is worthless as a measuring device if everyone fails it. Ideally, a good examination will “spread the

students out.” Marks should be arrayed over a wide range so that clear and dependable distinctions can be made among them. To do this best requires items or questions which vary widely in difficulty. Some should be so easy that they are a challenge to and can be barely answered successfully by the weakest students. Others should be so difficult that the ablest student cannot answer them. Most items, of course, should vary between these extremes of difficulty.

Figure 1 shows three distributions of scores illustrating one good and two unfortunate arrays. Six students “went out of the top” of Test A. We do not know how much more strength they had. Likewise, we do not know how much strength seven students in Test B had; the test did not reach low enough. Test C spread the takers roughly along the normal curve of distribution.

Test A	Test B	Test C
Too easy	Too difficult	Good
100%	10%	94%
100	5	76
100	3	64
100	0	59
100	0	55
100	0	48
98	0	43
95	0	35
92	0	23
89	0	11

Figure 1

Item Difficulty

Item or question difficulty is represented by the per cent of students who answer the item correctly. The items in a good achievement test should range around 50% in difficulty; that is, about half the items should be answerable by more than 50% of the takers and an equal number by less than half. This would help assure the desired spread.

Figure 2 shows the difficulty of five items. With such data at hand, a test maker can,

- eliminate those items deemed to be too easy or difficult,
- balance the forthcoming examination by rejecting a surplus of either the too

difficult or too easy items and thereby bringing about an equilibrium, and

- (c) re-arrange the items in order of difficulty.

Even though only power tests call for items to be in strict order of difficulty, it is always encouraging to the weak student to have some items early in the examination on which he can succeed.

Item Number	Per cent who answered correctly	
1	52	average
2	17	difficult
3	97	very easy
4	44	average
5	30	moderately difficult

Figure 2

Obviously there is no way to assess the difficulty prior to administration of the test to at least one group. Item analysis becomes useful primarily with items which will be used again. In this sense, item analysis is operational research feeding back experience for improvement in successive examinations.

Discriminating Power

The ability of an item or question to differentiate between good and poor students is even more important than difficulty alone. A discriminating item, by definition, is one which strong students tend to answer correctly and weak ones do not. A simple way to compare the discriminating power of items in an examination or test requires five steps.

1. Array the scored papers in sequence from high to low according to total marks thereon.
2. Select the top 25% and the bottom 25%. (Some analysts take 30% at both ends; others prefer the top and bottom thirds. Statistically, the top and bottom 27% is slightly preferred.)
3. Fill in the first three columns of a form such as in Figure 3.

(Four hundred students took this test; 100 are in each quarter.)

4. Subtract the number of correct answers in the bottom quarter from the number in the top quarter.
5. Calculate a discrimination ratio by dividing Column 4 by Column 2.

Item No.	Number in top quarter who answered correctly	Number in bottom quarter who answered correctly	Difference Top-Bottom	Discrimination ratio. Col. 4 divided by Col. 2
1	40	20	20	.50
2	50	45	5	.10
3	85	80	5	.06
4	15	10	5	.33
5	60	60	0	.00
6	65	71	-6	-0.09
7	50	10	40	.80

Figure 3

In Figure 3, Items 1 and 7 clearly separate the good from the poor students. Item 5 has no discriminating power whatever—at least with these students. It is worthless. While the absolute differences are the same between Top and Bottom of Items 2,3, and 4, the latter is clearly more discriminating than the other two. Further analysis would be necessary to discover whether or not the differences in Items 2 and 3 were likely due to chance.

Item 6 shows the occasional quirk wherein poor students do better on an item than do abler students. Such an item may be miskeyed. If not, it may be ambiguous, include clues, or couched in such language that it is a "tricky" item which trips the good students more often than it does the weak. It needs revision or elimination. Item 4 is difficult and possibly could be revised to be more discriminating. Item 3 is easy; it needs revision to improve its discrimination. Item 2 is of average difficulty but weak in discrimination.

There are several other more refined ways of analyzing test items and examination questions for discriminating power. Gayen's study illustrates a more scientific and statistically-sound procedure. Most other procedures are more complicated than the one discussed herein which can be understood and used by classroom teachers. Only as test and examination makers analyze the merits of their questions-in-use can the science of achievement testing and student evaluation be improved.

Soviet School System

Question : What is the aim of the Soviet school reorganization law recently passed and what has it done to improve school life ?

Answer : One of its aims is to improve the quality of instruction and keep it up to the requirements of our age of atomic energy and sputniks. Another is to give all young people a better chance to finish high school. The law extends the period of compulsory education from seven to eight years. It also adds an extra year to the senior high school course. The combined elementary and high school course is 11 years ; the age range is 7 to 18.

Young workers are granted such privileges as a shorter workday with full pay and longer paid vacation periods to make it easier for them to go to high school evenings or after their work shift.

The curriculum has been revised to dovetail classroom teaching with work experience. New industrial and agricultural courses have been introduced, with an eye to more polytechnical content. *Methods of teaching have been revised to stress development of initiative and independent thinking.*

The over-all effect of the law is that the school has become more closely related to life, to the day-to-day activities of the workers and collective farmers.

Question : How is the 8-year grade school organized?

Answer : The first four years are spent with one teacher for all subjects—Russian

Zone Malkova, a prominent Soviet authority on education, has answered some typical questions about Soviet school system.

reading and writing (or whatever the language of the particular republic may be), arithmetic, introduction to science, geography, history, drawing, singing, physical culture and elementary manual training.

Beginning with the fifth grade, each subject is taught by a different teacher. Children begin the detailed study of history and natural science in fifth year ; in the sixth they take physics, algebra and geometry ; and in the seventh, chemistry. The goal of the 8-year school is to provide a solid foundation of general and polytechnical knowledge.

Question : How is class teaching tied in with productive work experience ?

Answer : The world's great teachers and thinkers have long advocated a combination of study and productive work as the key to the rounded development of the child. This is the guiding principle of Soviet education.

From the fifth to the eighth grade 15 per cent of class time is devoted to productive work in the school shop or on the school farm plot. The children learn to use tools and materials and acquire fundamental work habits. In the upper grades the work is more complex and socially productive. Ninth- to eleventh-grade students spend 30 per cent of their school time in factories, farms or laboratories working alongside adults on specific tasks and acquiring specific skills.

The teacher tries to link the classroom study of algebra, physics, chemistry and the other subjects to the students' practical work without watering down the theoretical material. Upper-grade pupils are given class problems connected with production processes. They may be asked to describe the physical theory on which a lathe operates or how coke is produced from coal. In that

TEST ITEM ANALYSIS

(Continued from page 20)

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way the laws of physics and chemical formulas take on more concrete meaning.

In the three years since the school re-organization law was enacted, there is no question but that the quality of instruction has improved.

Question : Do you have tests to check the students' progress ?

Answer : The word "test" in Russia is *proverka* or *opredeleniye*, closer to "control" or "check-up". In that sense of the word the Soviet schools, of course, test the students. Without systematic check-ups on progress, we have no way of gauging the effectiveness of the teaching.

Every teacher assigns "control tasks" to the class from time to time. The questions the teacher asks are designed to show how well the students have mastered the material. They are, in a way, "achievement tests"—a measure of the pupils' learning and the instructor's teaching.

Our schools do not, however, go in for the type of the tests known as I. Q. tests.

Question : In that case, what provision do you make for individual differences.

Answer : The standard course of study is the minimum—quite a high minimum, incidentally, not one built around the poorest students. In each class there are sure to be a dozen or more children who find that minimum easy. For them, the teacher has additional tasks—an independent report, an extra reading assignment, coaching one of the poor students.

As for the weak students—we have them, of course, in most classes—the teacher tries to find out why the child is falling behind and to eliminate the cause. The reason may be lack of parental supervision, the child's failure to master previous material without which the new material cannot be understood, or simply a lack of interest in school.

This last presents a particularly serious problem. Interest is the vital stimulus in the educational process. That is why teachers work so hard to discover and develop the special interest of each student. Every school has clubs for young physicists, historians and

the like. Many children are active in the various circles of neighbourhood Pioneer Clubs and the Young Technicians and Young Naturalists Clubs. Membership and materials are free of charge. These well-equipped and well-organized extracurricular groups, in school and out, do a great deal to develop the children's interests and aptitudes.

Question : What is your marking system for promotion from one grade to the next ?

Answer : We use a five-point system ; five is the highest mark and 2 and 1 correspond to failing. The student is marked for his "control work", homework, and classroom answers. The school year is divided into four quarters. At the end of each quarter the teacher tallies all the marks with his general impression of the student and gives him a grade for the quarter. Similary for the final mark at the end of the year the teacher takes into consideration the final "control work," the marks received for each quarter, and his own impression of the student's classroom performance.

A student with a "2" mark in one or two subjects must study during the summer under the guidance of a teacher and pass a test before he is promoted. If he has a failing "2" in three or more subjects, he stays in the same grade and repeats the whole year's work.

At the end of the eighth and eleventh grades students take state examinations to earn their graduation diplomas from the 8- and 11-year schools respectively.

Adult Education for Tunisian Women

(Continued from page 4)

This is adult education at its most difficult, where the very possibilities for basic education have first to be created. But in this patient way foundations are laid, and the women are beginning to find a new self-confidence. Only a few months ago the UNFT started a woman's magazine in Arabic, the first of its kind in the country, and this will help to provide education for those women who have recently learned to read ; UNFT also uses films to reach its women audiences.

(From material supplied by
the Education Clearing House,
UNESCO, Paris.)

(Continued from page 3)

becomes essential if experts are to understand each other and work together. Human relations training in large organisations is helping break down barriers between management and workers, between officials and the public, and between those who serve and those who are served.

Formally recognized adult education is only one of many influences on the adult. Adult education has a responsibility to encourage communication and cooperation among agencies influencing adults. Such agencies include the mass media: television, radio, and newspapers.

The problem of adult education is not a problem for adult educators only. It is a problem for politicians, industrialists, and all who have a responsibility for society. Adult education does have a responsibility for bringing these people together and helping them talk to and understand each other.

One important change taking place is the shift from producing to service occupations. Fewer people are required in agriculture and industry. More people are needed to distribute goods, coordinate activities, and provide services such as education and employment counseling. One of the adult education's responsibilities is to help people understand the changes taking place so that wiser decisions can be made. For example, heavier demands for education at all levels create a competition for financing and teachers. The shift from producing to service means that a higher percentage of national income must go to services such as education. Unless people understand this, school budgets and resources are not likely to keep pace with the increasing demand.

Not only more education, but a new kind of education has become necessary: where the old divisions of education no longer have meaning, and where youth education prepares not for life, but for continuing education throughout life. The individual will receive a broad general background of skills, information, and attitudes. Then he will study what he needs when he needs it. Rapid

obsolescence of knowledge makes any other system invalid.

Members from developing countries pointed out that education will be different according to the stage of development of the school system. Where four or five years of schooling is the average, the schools will have to prepare students not for secondary education, but for adult education. Such countries should not blindly follow educational systems of other countries, which are likely already outmoded. Instead they should plan in terms of emerging concepts and their own resources and needs.

Education is investment in human resources. It balances investment in physical resources. Education is not merely a social service; it is basic to development. Money put into education must be considered as part of the capital investment of the country.

Literacy Instruction by TV

The public schools of Philadelphia, Pennsylvania (U.S.A.), have developed literacy lessons for adults on television. They have been used successfully and are now being made available to all television stations in the U.S. which desire to cooperate with the schools in reducing adult illiteracy. Half-hour programmes five days a week for 20 weeks are able to take the serious students from total illiteracy to approximately the third standard level. From that point, the new literates are urged to enroll in public school adult programmes for continuing education.

New CAAE President

Dr. Andrew Stewart, chairman of the Board of Broadcast Governors, has been elected President of the Canadian Association for Adult Education for 1962-63. Dr. Stewart has been Chairman of the Board of Broadcast Governors since his retirement as President of the University of Alberta in 1959, which post he had held since 1950. To the challenging task that continuing education faces in Canada in the next decade, Dr. Stewart brings a wide experience of agriculture, political economy, economics, education and the mass media. His leadership will enable the Association to play a key role in focussing attention and resources upon the education of adults.

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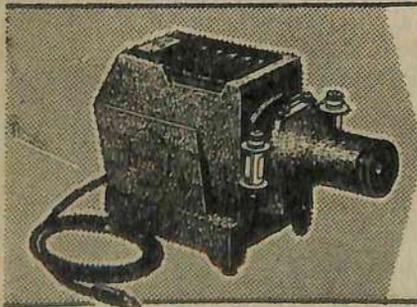
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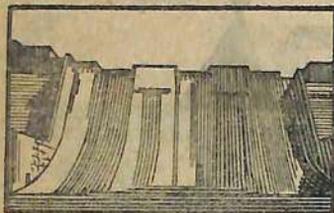
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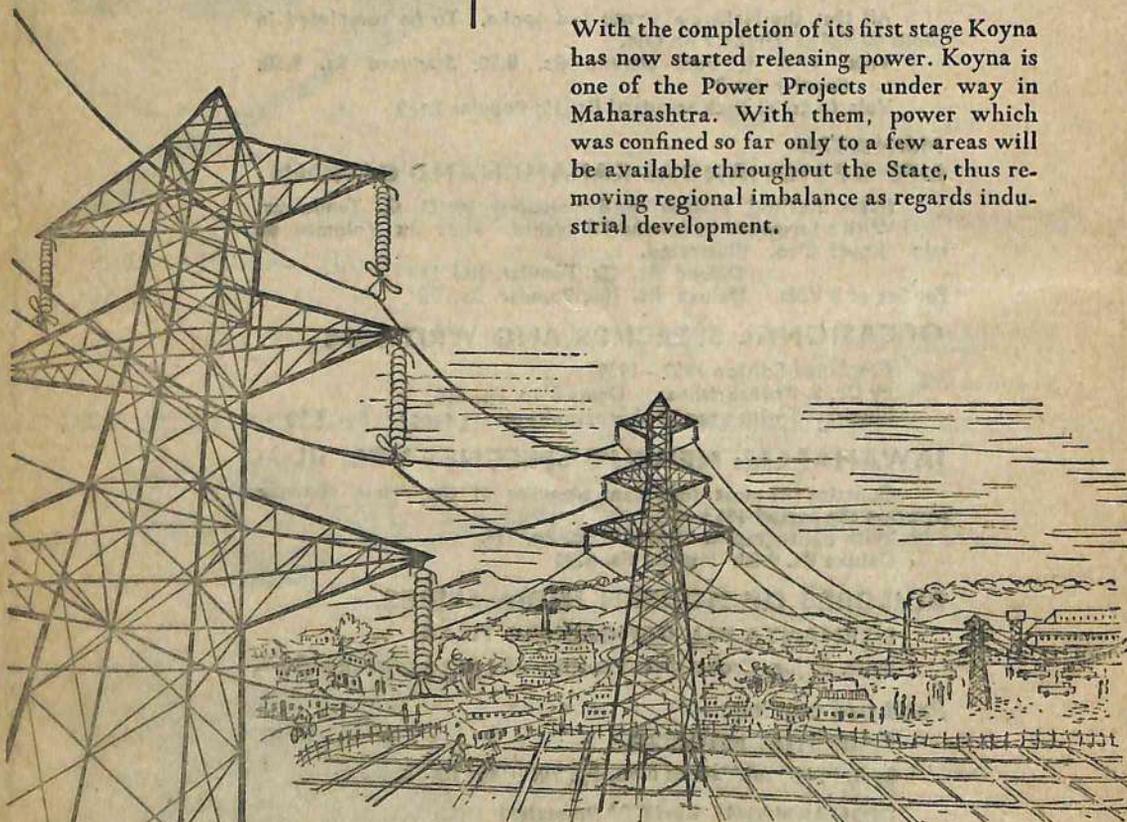
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Social Education And the Youth

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GRANT FOR TAGORE HALL

The Ministry of Education has sanctioned a grant of Rupees thirty nine thousand only for the completion of the auditorium named after Poet Tagore. Last year, at the opening of the Shafiq Memorial Building, the Prime Minister, Shri Jawaharlal Nehru on behalf of the Education Minister promised a suitable grant for the completion of the Tagore Hall. We are grateful to the Prime Minister and the Education Minister for this grant.

For the construction of the auditorium our estimate is Rs. 78000/- and we need another Rs. 50,000/- for furniture, equipment etc. Thus, the total need was 1,28,000/- we will now have to raise Rs. 89000/- on our own, to enable us to make proper use of the Auditorium.

To raise Rs. 89,000/- for a voluntary organisation is not an easy thing, but an organisation which has been able to raise over two lakhs of rupees for the first phase of the building should not be deterred by this hurculean task. Just as two lakhs of rupees were raised we should raise 89 thousand. Let each one of Social Education workers, gird up his loin and collect at least ten rupees and send it to the Association. Others can send a day's salary. If all of us decide and make a determined effort, there is no reason why we should not succeed. In the past we had succeeded, now also we are determined to succeed.

SOCIAL EDUCATION AND THE YOUTH

The National Seminar on Social Education and The Youth will be held in Gauhati in December this year.

Shri Madan Mohan, M.L.C. National Commissioner (Scouts), has very kindly agreed to be the Director of the Seminar.

The Seminar will be followed by the Annual Conference.

LIFE MEMBER

Shri N. Badriah has become a life member of the Association Shri Badriah is President of the Mysore State Adult Education Council, and Vice-President of the Indian Adult Education Association. At present he is in Indonesia on an Unesco assignment.

ADDITIONAL FUND FOR ADULT LITERACY

The Planning Commission has given an assurance that additional resources required for the Literacy and Adult Education Programme will be provided over and above the ceilings fixed. This is disclosed in a circular issued by the Education Secretary, to all States and Union Territories. The Education Department of State Governments and Union Territories have been advised to formulate a detailed programme for Adult Literacy and Education for the period 1962-63 to 1965-66.

The circular points out that the pace of the effort for removal of illiteracy has been very slow. This is a matter of concern to all of us. Vigorous efforts, therefore, have to be made at the Central, State and local levels to liquidate illiteracy within as short a period as possible. The tempo of literacy work has to be increased during the remaining years of the Third Plan and organised effort should start immediately this year, the circular urges.

COOPERATION & EMANCIPATION OF WOMEN

An International Seminar on the Contribution of Cooperation to the Emancipation of Women will be held in New Delhi from November 19 to December 1. The International Federation of Workers' Educational Associations has deputed Shrimati Bimla Dutta to represent it at the Seminar. Shrimati Dutta, edits the Hindi Magazine, "Proudh Shiksha", brought out by the Association.

The discussion at the Seminar will take place in three parts. The first part deals with (i) Changing Economic and Social Order and its significance for women and (ii) Educational needs of women in the Developing Countries. The second part deals with (i) Role of Cooperation in Social and Economic development. The third part deals with (i) What is the value of Women's Participation in the Cooperative movement and (ii) Problems of Collaboration at national, regional and international levels.

The Seminar is being organised by the International Cooperative Alliance and arrangements are being looked after by the I.C.A. Education Centre in New Delhi.

Draft Working Paper

National Seminar on Social Education and the Youth

The tentative draft working paper of the National Seminar on Social Education to be held in Assam, in December, 1962 is given below. Readers are requested to send their comments, by the 15th November, 1962 to help the Director and the Secretariat to prepare the final working paper of the Seminar. —Ed.

Introduction

Social Education has to be related to the needs, aspirations and capacities of those who come within its ambit.

The young can not only benefit from Social Education, but can play an important role in implementing the various items of its programme. It will be useful for the Seminar to think of their needs and problems; and capacities and attitudes which may contribute to the shaping of the contents and methods of Social Education. It will also be useful to discuss an appropriate programme of Social Education for the youth and organisational structure for imparting Social Education to them. It may also be considered in what way existing youth organisation can help in the promotion of Social Education.

Below is given a tentative list of questions which the Seminar may discuss. The list is only illustrative and not exhaustive.

I

The significant characteristics of youth and their needs

Q. 1 What do we mean by youth? What are the upper and lower age limits for youth?

Usually youth refers to the age group of 12 to 25. This includes the period of adolescence and early adulthood and may be broken up into two groups namely, 12 to 17 and 18 to 25. The Seminar may consider whether these age limits may be adopted.

Q. 2 What are the characteristics of youth? How are these of significance for Social Education?

The characteristics may perhaps be con-

veniently stated under subheads like Physiological, Psychological, Sociological, Economic, Cultural etc.

Q. 3 In view of the above characteristics, what are the needs of youth?

The Seminar may like to discuss whether and in what way the needs of youth will differ according to their sex, age; rural urban residence background; and income, education and social status of parents. The needs of the young who go to the School may be different from the needs of those who do not go to the school.

II

Extent to which needs of youth are met

Q. 4 To what extent the needs of youth are met by the social structure or by social action?

Q. 5 Which of the needs of youth should contribute to the shaping of the Social Education Programme?

III

Youth's Contribution to Society

Q. 6 What can the youth contribute to the Society?

The capacity of the youth to contribute to the society may be classified according to variables stated under question 3 above.

Q. 7 How can Social Education tap the resources inherent in the youth?

IV

The agencies for organising youth work and the contents of the programme

Q. 8 Which organisations have taken up

Social Education or related activities for the young in India ?

The Seminar may enumerate the organisations and discuss the extent of work done by each. The Seminar may also discuss the approaches and methods adopted by the different organisations.

Q. 9 In view of the special Social Education needs of the youth, is it necessary to strengthen some organisations ? Which organisations need to be strengthened and in what direction ?

Q. 10 What should be the important contents of Social Education programme for the young ? Are there any suggestions for Social Education schemes to provide for these contents ?

In considering schemes for Social Education programme for youth, various needs of the young like physical, intellectual, developmental, technical etc., will perhaps have to be taken into account.

WELTHEY EISHER BACK IN INDIA

The President of the World Education, New York has returned to India on October 1, after his tour of Canada, United States and Italy. She spoke about the need for eradicating illiteracy in India on television, radio and in public meeting in the United States. Her book "To Light a Candle", published early this year has gone in for a second edition : She is now back in Literacy House in Lucknow, of which she is a founder.

MUSTAQ AHMED FOR ROME

Shri Mustaq Ahmed, Head, School of Social Writing and Mass Communication Literacy House, Lucknow left for Rome on September 22 to attend the International Conference on Illiteracy. He was elected Chairman of a Commission and from report available, it is stated that, his contribution was of a very high order and was greatly appreciated.

FIRST VARSITY ADULT EDUCATION DIRECTOR

Shri Sohan Singh has been appointed Director of Adult Education Department, University of Rajasthan. Shri Sohan Singh retired on the 12th September as Director National Fundamental Education Centre, at New Delhi.

A number of farewell functions have been held in the capital in honour of Shri Sohan Singh.

Shri H.P. Saksena has been asked to take over as Director, National Fundamental Education Centre.

V.S. MATHUR FOR TOKYO

Shri V.S. Mathur, former General Secretary IAEA and Director ICFTU Asian Trade Union College who had recently returned from West Germany, left for Tokyo on the 11th. October. He is expected to meet Adult Education and Workers' Education leader in the East.

ADMINISTRATION OF WELFARE AGENCIES

The Chairman, Central Social Welfare Board, Shrimati Achchama J. Mathai, will inaugurate a Seminar on "Problems of Administration of Welfare Agencies", on October 13. It has been organised by the Delhi State Branch of the Indian Conference of Social Work. Shri V.M. Kulkarni will be the Director the Seminar, which will discuss the subject in four sections : (i) Problems of Finance, (ii) Utilization of Volunteers and their Training, (iii) Staff at its role and (iv) Programme Planning. The Chairmen of sections will be Sarvashri S.C. Dutta, D.V. Kulkarni, S.N. Ranade and M.C. Nanavatty.

EXTENSION LECTURES

The University of Delhi is starting from middle of November, a series of lectures covering cultural, historical, economic aspects of India. The series is entitled "Introducing India." The talks by eminent teachers of the University will be delivered at ten Centres, throughout the city of Delhi.

SOCIAL EDUCATION AND YOUTH

Meher C. Nanayatty, Director, Social Education, Ministry of Community Development and Panchayati Raj

THE youth has a significant role to play in the development of every progressive community. He imparts momentum and vitality. This is more so in a traditional society like ours. India is undergoing a stage of transition from authoritarian structure of social organisations to democratic way of living. In the rural society there is a strong bias for the benevolent patriarch. Youth while growing under the benevolent patriarch has to learn to exercise democratic rights and obligations. This is difficult to acquire. It offers conflicts, at times disintegration. It is in this background that we should examine the place of youth programme in the field of social education.

Programme of Social Education for Youth

Social education by the very expression of the term is education for life in society. It is an education with a social bias. To say so is not to differentiate education from social education. It is only meant to indicate the necessary emphasis. For promoting social education among youth, we will have to ensure the necessary social atmosphere in the family and the emphasis on acquiring social values in the school. If these two major institutions ensure proper development of social values, the child at the age of 12 would enter into the age of youth with receptivity towards the programme of social education. The youth in his development during the age of 12 to 25 experiences pressure of demands from two sides—one from within the other from without. The pressure from within relates to his physical, emotional and intellectual needs; the pressure from without relates to the expectations of him from the family, the community and the society. He requires facilities for the expression of his extra physical energy, through outdoor life in nature, through games, sports, athletics, hiking and trekking, etc. He seeks acceptance and support from the adults to feel secured without being dominated by the authority of the adults. He is in need of educational facilities for satisfying his intellectual curiosity and for promoting intellectual growth.

For meeting the pressures from without, he requires facilities for training in occupation, education for family responsibilities and education in citizenship. In all these programmes, the process of social education for promoting social values needs to be stimulated.

Historically speaking, social education has responsibility for promoting adult literacy and education. More than 50 per cent of the youth in the age group 12 to 14 and 14 to 18 do not attend schools in rural areas wherein stay 82 per cent of the youth of the country. They require facility for formal education. If it cannot be given immediately during the third Five Year Plan due to paucity of funds, there is an urgent need for offering facilities of adult education for at least an hour a day or two hours three days a week, for education in citizenship and in occupation. Some of them if illiterate should be made literate as a first priority.

In a democratic society, citizens are not only to be educated in fulfilling their obligations and assuming their privileges, they are to be encouraged to bring about a change in the very social system—change to overcome some of the social practices affecting the functioning of democratic institutions. Youth in absence of vested interests in things worldly are more suited to bring about the desired social change. Social education for social action, therefore, should form an integral part of the youth programme.

There seems to prevail a one-sided approach towards the activities of youth and his welfare. There is an overemphasis on the responsibilities of the youth to the family, the community and the society. It is true that youth as an energetic individual full of ideology has an obligation to fulfil towards the welfare of the family, the community and the society. But only a healthy youth, physically active, intellectually virile and socially responsible can fulfil these expectations. To make him a healthy youth, it is the responsibility of the family, the community and the society, to ensure his healthy growth

by providing him the necessary facilities to fulfil his physical, emotional, intellectual and social needs. Any society which does not ensure these facilities neglects the wholesome growth of the personality of youth. Such a society has little or no right to expect returns from youth. In fact it should be recognised as a mutual responsibility for the society to look after the well being of the youth and for the youth to work for the welfare of the members of the society. Many a times, this mutual obligation is overlooked. There is, therefore, need for educating the society, the community and the family for their obligation to youth.

Programme of Youth Organisation

The programme of social education for youth should primarily meet the needs of youth according to the requirements of social environments. It is therefore, necessary to differentiate the programme of youth in rural and urban areas.

In rural areas, due to lack of educational facilities and assumption of responsibilities of family occupation at an early age, the period of youth is shorter compared to urban areas. It is true that those differences between the age of youth in rural and urban areas will lessen with increasing urbanisation, development of educational facilities and raising the economic standards of rural life. At the present stage, however, it is necessary to differentiate the programmes. In addition, the programme has to be differentiated to meet the needs of different sexes and of different groups within the same sex.

(A) For Rural Areas

An effective programme for the youth in the age group 12 to 25 years may include the following :

1. Recreational programmes :

- (i) Organisation of indigenous games and athletic.
- (ii) Organisation of outdoor life through camps and hikes.
- (iii) Organisation of annual sports, festivals.

2. Opportunities for creative expression through :

- (i) Folk songs and folk dances.
- (ii) dramas.
- (iii) Drawings, paintings, etc.
- (iv) Celebration of national festivals in a manner so as to promote integration of various sections of the community.
- (v) Annual youth rallies and festivals.

3. Provision for continuation of interest in education through an effective social education programme including :

- (i) Wall-new sheets.
- (ii) Health education.
- (iii) Discussion on current affairs.
- (iv) General education.
- (v) Radio youth forums.
- (vi) Effective use of libraries and reading rooms.

The programme of continuation education is necessary if the funds and the energy to be spent on Universal Primary Education are not to be wasted. As a first step, efforts have to be made to ensure that all children in the age group of 6 to 11 attend school. Thereafter, the programme of informal education should be provided at the school-cum-community centre with the activities mentioned above. The effort must be to encourage the youth to maintain their interest in reading, writing and learning.

4. Education for citizenship through observation of the activities of the first two basic institutions and participation in the activities of the third :

- (i) The village panchayat.
- (ii) The village cooperative
- (iii) The village school.

Citizenship education should emphasise national unity.

5, *Development of occupational interest in agriculture, animal husbandry, cottage industries, etc. through :*

- (i) individual projects
 - (ii) group projects
- } for handling crops, animals, birds, tools, etc.
- (iii) educational visits to agricultural farms, poultry farms, etc.
 - (iv) demonstrations.

The emphasis in these activities should be on acquainting the youth with scientific methods for promoting economic programmes.

6. *Utilisation of services of the youth in various campaigns as an integral part of the Block and village development plans:*

- (i) Promotion of compost pits and use of green manure.
- (ii) Use of improved seeds.
- (iii) Adoption of new methods of agriculture.
- (iv) Village sanitation.
- (v) Inoculation against infectious disease.
- (vi) anti-Malaria programme.
- (vii) Removal of illiteracy etc.

(B) Urban Areas

Similar programmes need to be worked out in detail for urban areas keeping in view the prevailing conditions of industrialisation in the cities and the resulting slums. The key to the effective participation of youth in all these programmes lies in :

- (a) Systematic understanding of the youth.
- (b) Recognition of their ability and interests.
- (c) Providing facilities for creative expression mainly through group competitive pursuits.

In all these programmes, efforts have to

be made to promote the process of social education.

It is here that the field workers face a challenge, a challenge of understanding the dynamics of youth and creating the necessary physical and social conditions through which the educational processes are generated to promote social values among youth.

Role of the Youth Organisations

The youth worker has two fold role to perform. He has to develop programme to suit interest of its members. Once the interest is crystalised and inter-relationship established, the organisation can take service programme for the community. Youth is an age of idealism. It is therefore necessary to help the youth organisation to harness their interest in the service of the community. They may take many forms according to the requirements of the community interest of youth and the nature of leadership prevalent in youth organisations. The following are only the suggestive programmes :

(a) Emergency relief and community defence : The youth should be encouraged to give help to the community in emergency. This may be in the form of first aid, ambulance brigade or red cross services. The experience of U.P. and Bihar in organising Raksha Dal with the help of village youth indicates the direction in which the energy of youth can be harnessed. In all these activities the youth learn to help others and serve the cause of social services. This is social education in action.

(b) Adult literacy, libraries and reading rooms : In a country having 75% of adult illiterate it is necessary to harness the services of youth in removing illiteracy. To begin with they can encourage to promote campaigns for literacy. It is necessary to create an atmosphere of urgency in the hearts of the citizens to remove this blot of illiteracy from the life of the country. Literacy campaigns like all other campaigns however have limitations in terms of lasting results. It is, therefore, desirable to promote regular literacy classes as a follow up literacy campaign. Once the adult is made literate his reading interest must be continued with the help of

libraries and reading rooms. For doing all members of youth organisations should be literate themselves. It may be developed as a matter of prestige for the youth organisation to make their own members literate within the first six months of their enrolment.

(c) Other campaigns : Similar to literacy campaigns youth should be encouraged to promote campaigns in the fields of health and sanitation, agriculture production, etc. from time to time according to seasonal requirements. This will help to focus the attention of the community to the importance of change and improvement, besides maintaining the interest of the youth alive. Campaigns, however, have their negative effect in terms of superficiality of purpose. This needs to be guarded against with care.

(d) Development of community assets : Youth should like to associate with the community assets such as school, building, community centre, village wells, village pond, etc. Once these assets are developed they need to be maintained. The youth should be associated with the maintenance of the community assets as well.

(e) Social action : In a traditional society like ours, there are various aspects of social life such as untouchability, regionalism, casteism that require the attention of the community. Youth who have no or limited vested interest can be inspired to promote social education for social change. Civic consciousness is an essential part of citizenship education.

In all these and many other activities the interest of youth need to be developed gradually and with care. Each activity should be so developed that it promotes social education besides giving sense of achievement to the members of youth organisation.

ORGANISATIONAL PATTERN

Although the programme of social education for youth is indicated above, it needs to be underlined that the programme has to be developed according to the needs, requirements and willingness of the youth themselves. Youth is an age when an individual

likes to be left free by the adults to do what he likes. This urge for freedom of association and of action is inherent in the very growth of youth and needs to be acknowledged and responded. Any programme forced from above is likely to be responded negatively by youth. In fact, it is the willing participation of the youth in the development of the programme that ensures the establishment of youth organisations. The adults have to make themselves available for help and guidance whenever youth require them. Youth organisation must be a voluntary organisation formed voluntarily and maintained voluntarily by youth. The very ensuring of voluntariness in the association of youth provides for its growth. This does not imply that freedom can be used as licence. In fact the support and recognition of youth by the community provides indirect control to work within social structures and social practices.

In a welfare state, the Government and voluntary organisations are equal partners in the gigantic task of developing the country. They cannot afford to have distrust for each other. They have to work together to harness the available resources of men and money in promoting social welfare. It is this healthy attitude towards the government and the voluntary organisations that needs to be promoted among youth. The youth is to be encouraged to identify with the effort of the Government duly constituted through democratic elections and to recognise the need, simultaneously, for promoting voluntary organisations in harnessing the energy of the people, for their welfare. Any sign of competition or distrust is harmful to the youth movement. Talking of the youth movement, it is necessary to realise that there is hardly an organised youth movement in the country, either under government or voluntary or joint auspices. There are disjointed organisations and discordant efforts. These organisations are to be related with each other to develop into a national movement for harnessing the energy of the youth in the development of the country. Seeds of development should be sown before the fertility of soil is lost. This is possible only by the joint efforts of all-government, non-government and voluntary organisations.

The Youth and Social Change

The need of a literacy drive

H. P. Saksena, Director, National Fundamental Education Centre, New Delhi

"There's not a joy the world can give like that it takes away, when the glow of early thought declines in feeling's dull decay."

George Gordon, Lord Byron

The adored period of youth

As man advances in age he longingly looks behind and pines for the golden period of youth which has passed away and will never return. Many a poet has beautifully expressed his feelings about the romantic period of youth. To Wordsworth the meadow, grove and stream, the earth and in fact every common sight seemed to be apparell'd in celestial light and had the glory and freshness of a dream. There are some characteristics of youth which hold it out so distinctly from the other periods of one's life.

Age as a Variable

Age is one of the most important variables which affect human understanding, needs and behaviour. The variable has to be taken into account by those who feel concerned with meeting the needs of the people and influencing their behaviour for their development. The needs of the young are quite different from those of the small children, the middle aged and the retired. The needs of the young can be studied best in the context of their psychological and sociological traits.

Your Old men shall dream dreams,

Your Young men shall see Visions: (Old Testament, Joel, II, 28)

Youth is fired with idealism and the spirit for adventure. H. W. Longfellow was right when he wrote "A boy's will is wind's will, and the thoughts of youth are long, long thoughts".

Youth is also marked by enthusiasm, dash and physical vigour. The young not only see visions and have long, long thoughts but also feel motivated and have the vigour to establish

the new world of their dreams. Shakespeare has said: "Youth is hot and bold, age is weak and cold".

The Liberal Outlook

The thought and behaviour patterns of the people of advanced age are fairly set. Long exposure to culture and experience with repetitive phenomena bring about more or less rigid modes of response. They become conservative.

The young on the other hand exhibit liberal views. The fact that they have not been exposed to cultural influences for long accounts to a large extent for the flexible approach which characterizes youth.

The Urge for Freedom

The most fundamental characteristic of youth is the urge for freedom. This expresses itself in all fields related to their life. They want freedom to think for themselves, act as they think best and contribute to the shaping of the society according to their vision.

Widening Horizons of Social Intercourse

The urge for freedom is also reflected in the efforts to widen social contacts and relationships. Adolescents begin to reach out beyond the family which nurtured, educated and shaped them.

Helpless is the plight of babies when they are born. They are entirely dependent upon family care. Almost for a decade they need the fondling hand of the parents. For a few years the family is almost the only institution to provide educative influence. Gradually, however, the child peeps out of the four walls of the house and submits himself to the influence of his peers, other social groups, the

school and the community. The widening horizons of social life bring new educational experience.

The Period of Learning

Youth may well be described as the period of learning. During this period the young prepare themselves for participation in community life socially, mentally, culturally and economically. The whole context of their capacity to experience visions, liberal attitude, urge for freedom, expanding circle of social relationships and their physical vigour, create a favourable climate for learning. They also make the young an excellent agency for introducing social change. Those interested in introducing social change cannot afford to neglect the young people in the society.

Social Change

Preparation for social change involves a study of the traditional culture; an understanding of existing customs, manners and environment; an imagination and realistic projection of the requirements of future; and a vision of methods for adapting human effort to changed circumstances. New circumstances teach new duties. But before new duties are learned one has to study the existing circumstances and examine how they no longer fit into the vision of the future. One has to look to the past, the present and also to the future before forming ideas about the direction of social change.

Shall we guide the young to discover the right direction for change and work for establishing an order in keeping with our highest values? Unless we educate the young to appreciate the values which have sustained our society and brought us real happiness over myriads of centuries, there is every fear they may lose their moorings. Unless we guide them to see the inevitable forces working for change, they may develop orthodoxy, and ethno-centrism. Unless we assist them in appreciating the need of systematic evolutionary change, they may become revolutionaries. The young need well-rounded integrated education.

The Danger

We may either provide the young with an integrated education and make use of their

rich resources for social change or leave them alone to the forces operating in the country. Indeed if the young are not properly guided there is every danger of their being exploited by unsocial elements. The danger assumes a very potent form in the context of the increased means of transport and communications and some of the unwholesome consequences of industrialization such as class conflicts.

Built-in Devices for Education

Every culture has some built-in devices for education. In ancient and mediaeval India the itinerant sages, the ashrams, folk songs, folk lores, rural theatre, group reading of books of acknowledged value, bhajans and kirtans and such other devices ably served the purpose of transmitting culture and furnishing directions for human conduct.

Such devices as the above were well suited for a society in which the tempo of change was very slow, if any at all. During the last few decades and particularly during the last two, we have witnessed a fast rate of change. The speed of change is increasing. The old devices of education will hardly suit a society subjected to fast change. In fact they are either themselves crumbling or changing their form.

Today we need new devices for educating the people and particularly the young, so that they are helped to appreciate fundamental cultural values as also the demands of the new order. We need a balanced emphasis on both : culture and change.

The role of literacy in the education of youth

Literacy should have a big role in the education of the young. The edifice of youth education can be built only on the firm base of literacy. If the young are taught to read and write, if they are guided to imbibe a love for reading, helped to discriminate between good and bad literature, provided with facilities to obtain good books for reading, served with all conveniences to facilitate reading and discussing with friends, the process of self-education will be set to move. Nothing is as effective as self-education because the learner makes personal efforts and is not just a passive recipient in the process.

The above is not to belittle the importance of social education by word of mouth or by other modern devices. For the large number of young people whose environment does not produce sufficient motivation for literacy or for those who cannot for some reason be brought to the literacy class, education can only be imparted through word of mouth, A.V. aids, group discussions and such other media.

Social education is necessary even for those who have the necessary motivation for literacy. They have to be drawn to the literacy class by removing resistances if any. During the period of literacy instruction, they have to be helped to learn to solve their problems, to develop the faculty of discrimination between good and bad, to imbibe love for reading and use newly acquired knowledge for solving life's problems. Literacy is thus no substitute for Social Education. The two are complementary and not competitive.

Strenuous efforts should be made to impart literacy to all the young people who have the motivation. Pre-literacy work should be organized to promote motivation in apathetic quarters. Nothing will be as helpful in promoting Social Education as a massive, well organized literacy drive.

Technological developments and literacy

Youth is the period of preparation for adult life. During this period one chooses a profession to earn livelihood. In underdeveloped communities the choice may be a very limited one and in fact one may only follow the ancestral profession. It may be learned by working as an apprentice in the family itself. In the comparatively modernized communities one may have a wide selection and has to learn the selected profession in a formal educational institution. Modernization brings about the transition from a static tradition-bound social order to a dynamic pattern based on mobility. It replaces family apprenticeship by education and training in specialised institutions.

Developing countries need a large and expanding number of skilled technicians to work the machines. They need an army of young people who have broken away from the outmoded traditional methods of production

and learned the skills of the new scientific methods. Such people are not trained as apprentices in families but as students in specialised institutions. But will the specialised institutions admit illiterate young men to their portals?

Illiteracy among the younger generation will deprive it of the prospects of improving the level of living. Looked at from the social point of view it will put a brake on the process of national development. We in India want to speed up the process of socio-economic development. We want to achieve in a few years what other countries have taken centuries to accomplish. Indeed, this will only be possible if we train up the young to acquire the skills of modern scientific methods of production. But is this possible as long as many of our young people remain illiterate?

The ability to learn

Youth has been described earlier as the period of learning. In fact it is also the period when learning ability is at its highest. Researches done by Thorndike have shown that learning ability reaches its peak during the age of 20 to 25. After the age of 25 it declines gradually. The young can learn faster and better than the people of advanced age. Should we not catch illiterates at the age when their learning ability is at its best?

The bedrock of apathy

Those engaged in adult literacy work have often experienced that their campaign founders against the hard rock of public apathy. Lack of motivation on the part of the people is the biggest stumbling block. Particularly the rural and tribal populations are at a level of socio-economic life which does not create a demand for literacy. The people fail to see how literacy is likely to help them in solving the problems of life. They can very well carry on at their level of existence without being literate.

While lack of motivation for literacy may be generally true with regard to adults, there are segments of population characterized by high motivation. Those who are physically mobile, mentally empathetic, culturally liberal and have an urge to improve their way of life, feel strongly motivated to become literate.

There are many such people in industrial centres or in the vicinity of pockets of modernization.

Further, many of the young people in the age range of 12 to 25 exhibit extraordinary desire to become literate. Their psychological make-up draws them toward literacy. If literacy classes are organized keeping in view the other resistances which may operate, there is no reason why they should not register unprecedented success.

Studies of Drop-Outs

Unfortunately research workers in India in the field of Social Education have not given necessary attention to analyse the causes of drop-outs from adult literacy classes. It would be extremely enlightening to study the causes in relation to the different variables of the adult students.

Although scientific surveys have not been carried out adult literacy teachers have widely reported that the most important causes are carelessness, hard work during day time to earn livelihood, and poor eyesight. They also report that most of the cases of drop-outs are concentrated in the group above thirty years of age. This is understandable because the young are comparatively more eager to learn. The burden of supporting a family does not weigh as heavily on them as on the people of advanced age.

Youth Motivation for Literacy

Recently the National Fundamental Education Centre analysed a number of attendance registers collected at random from the literacy centres in the different parts of the country. The purpose was to isolate some of the variables associated with high attendance. Attendance was assumed to be an index of motivation.

The analysis showed that as the age of the male student increased his attendance decreased. Male students in the age group 10 to 14 had the highest average attendance; those in the age groups 15 to 19 and 20 to 24 had slightly less and those in the age group 25 to 29 had yet less. However after the age of

30 the average attendance showed steep decline.

As regards females highest average attendance was recorded by students in the age groups 25 to 29 and 20 to 24 respectively. It was considerably less in case of those who belonged to 15 to 19 and 10 to 14 groups. However it was very poor for students above thirty years of age. The comparatively lower attendance in case of age groups 10 to 14 and 15 to 19 may be accounted for by the restrictions placed by society on the movements of young girls.

Conclusion

The young need literacy as a firm base for their education; the future of the nation depends upon the extent to which the young are literate and educated; they have the ability to learn faster and better; very few of them drop out from the literacy classes and they register the highest average attendance and thus demonstrate highest motivation: shall we now organize our resources and make a big dent on illiteracy in this area ?

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Some Guidelines for Literacy work Through Youth Clubs

H. P. Saksena

Youth Illiteracy

It is hoped that by the end of the Third Five Year Plan all children in the age-group 6 to 11 years will be provided with free and compulsory education. Thus within approximately twenty years nearly all the young people in the age group 12 to 25 years will have gone through elementary schools. Perhaps a few of them may not make sufficient gain and may relapse into illiteracy after the age of compulsory education.

However, by the end of the Second Five Year Plan we could provide educational facilities to only 60 per cent of children in the age group 6 to 11. Nearly 40 per cent went without elementary education. At present nearly 50 per cent of the young people in the age group 12 to 25 are illiterate. The percentage of illiteracy in this age group will gradually decline as the illiterates cross the age of 25. However, for at least twenty years many young men and women will remain illiterate. Can we afford to let them remain illiterate ?

Below are suggested a few guidelines for organizing literacy work among the youth.

Literacy work among the youth will have greater chances of success if it is organized with the help of and preferably through the youth clubs :

If youth clubs are formed round activities of interest to the young people and if the details of the programme are drawn up with imagination, the young may be expected to be drawn towards them. If literacy could be one of the various items of the youth club programme which attract the young members, we may expect them to take advantage of literacy effort along with the other interesting items of the programme. Further, the different items of the programme may be so organized that they support each other.

If youth clubs organize literacy classes for

their illiterate members or the young who are not yet members the composition of the literacy class is likely to be homogeneous. Homogeneous groups learn better in comparison to heterogeneous aggregates.

Members of a homogeneous group like and help each other. They enjoy a sense of security and confidence. If the enthusiasm of some students declines the others push up their morale and thus help maintain attendance at a high level. Presence of friends in the class adds to the motivation for attending literacy classes.

An action programme succeeds best when it is promoted through an efficient organization. As regards literacy the efforts will bear fruit only if the teacher is regular and punctual, the class room equipment is supplied without any delay, necessary conveniences are provided and students are systematically encouraged to attend the class regularly. A youth club with a large membership may be expected to have the organizational pattern suitable for successful literacy effort.

In fact youth clubs themselves stand to gain by taking up literacy work. Literate young men will be better members of youth clubs as compared to the illiterate. They will be able to participate in intellectual programmes, make notes, keep records and communicate with others more effectively.

Youth Clubs should Conduct a Literacy Survey at an early stage

Youth clubs should find out the number of illiterates, semi-literates and literates in the village, in the age groups 12 to 17 and 18 to 25. They should make lists of persons with sufficiently high education and try to interest them in literacy work. A list should be drawn up of those members who might like to conduct literacy classes. It will be very helpful if the teachers for youth literacy classes could

be found from among the educated members of youth clubs. This will not only remove the strain upon the time of the teacher who otherwise will be required to conduct the literacy class for the youth, but also give the educated young people a chance to serve their illiterate friends and thereby strengthen the bonds between the young villagers.

Before taking up literacy work youth clubs should organize pre-literacy efforts

Literacy work does not often succeed because the students are not sufficiently motivated to go through the long period of study. Before starting literacy work it would be useful to divide the illiterates into two categories : those who demonstrate enthusiasm and motivation and those who appear to be more or less apathetic. It will be helpful to begin work with the former.

Efforts should be made to increase motivation or create it where it does not exist. Indeed the activities of the youth clubs would themselves create the motivation or increase it. The pace can be accelerated by systematic organization of youth club programmes.

Motivation for literacy can be increased by creating situations in which the illiterates feel that they lack the skill of communication and would gain if they learned to read and write. Unless the illiterates feel that their illiteracy is a handicap because it lowers their social, economic or cultural status, they will not develop the incentive to make the sacrifice of time and effort for becoming literate. The advantages of literacy have to be demonstrated repeatedly and by all possible methods and means.

Establishment of reading rooms and libraries, insistence on maintaining written records, public reading of newspapers or books of accepted value, putting up written notices, writing slogans on village walls, exhibiting wall news boards, asking educated people to tell the illiterates what they have gained from literacy are some of the many methods adopted to increase motivation for literacy.

The standard of literacy achievement should be maintained at a high level

Strange though it may seem, one important factor which ultimately contributes to

the failure of literacy effort is the desire to lower literacy standard and make it over-easy. Anything short of functional literacy serves no real purpose and the sacrifice made in getting it largely goes waste. The so called literate at an infra-functional level gets no real sense of achievement and can hardly bring about any inspiration in the minds of other illiterates with whom he comes in contact.

Literacy requires sustained activity for a continuous period of at least 5 to 6 months. Quick literacy campaigns for a month or two may only serve the purpose of motivating people for literacy : they should never be regarded as leading to an adequate literacy status. After passing the literacy test the student should be able to see for himself the useful change which has come over him and realise the many things which he can do now and which he could never do before. The meaningful gains made by such a person will instil the motivation for literacy in the minds of several illiterates and thus create or sustain an atmosphere in which literacy campaigns can succeed.

It will be useful to tell the prospective students about the sacrifice in time and energy which will be required of them if they want to become literate. Only those people should be admitted who are prepared to make full sacrifice.

Youth clubs should be assisted to adopt and develop appropriate methods and techniques of teaching literacy :

Volunteers who agree to teach youth or adult literacy classes will have to be trained in adolescent and adult psychology ; methods of teaching literacy ; techniques of using literacy class for a Social Education purpose ; class organization ; maintenance of records ; and behaviour in relation to students.

In many cases volunteers and adult literacy teachers receive a brief training for two or three days and are then asked to conduct literacy classes. This is inadequate and serves no real purpose. The training should help the teacher learn all the skills needed for the performance of his work. Care should be taken to see that no teacher goes to the adult literacy class without adequate training in appropriate skills.

The youth or adult teacher will need assistance even after this initial training. He has to be continuously fed with new ideas. This is particularly necessary if the organization of the literacy class and the educational atmosphere in it is to be utilised for inculcating social values. Not only should he be supplied with a handbook for teachers containing model lesson plans but it would be useful to furnish him with bulletins, handouts and such other material from time to time. The material may have to be prepared at district level by the officer in charge of Social Education.

District officers in charge of Social Education may do well to bring out a periodic (say monthly) bulletin containing guide material for the teachers and also accounts of successful work or interesting features in the literacy classes. The bulletin may also serve the purpose of maintaining teachers enthusiasm for literacy work.

Youth clubs should be provided with facilities in respect of class room and equipment

Youth clubs may have no suitable building of their own where literacy classes may be conducted. They should be in a position to use the school building during evening hours. The use of the school building for adult literacy classes has been allowed in nearly all the countries. If the procedure for obtaining school building for adult literacy is made cumbersome in effect, the classes sometime meet under unhygienic and insanitary conditions. To the extent the conditions are not satisfactory the enthusiasm of the teacher and the students declines and in some cases the classes melt away.

Every literacy class should have an access to the equipment required for teaching. Many a literacy classes suffer because the equipment is not supplied in time or the entire equipment is not supplied.

The beneficiaries of literacy should contribute at least part of the expenses involved

Who are the beneficiaries of the literacy programme? The nation, the state, the district, the village, the youth club and the individual all gain from literacy. Literacy opens the door for development. The nation can make no progress if the people are

illiterate. Literacy also opens up new opportunities for the individual. It would therefore appear that the expenses of a literacy campaign should be borne by the Central Government, the State Government, the village panchayat, the youth club, and also the individual.

Many ways of sharing the expenditure may be suggested. The Central Government may provide the supportive service of training key personnel, research and production of prototype material; the state government may provide administrative personnel and bring out material in regional languages; the panchayat may contribute part of the expenses on equipment; the youth club may supply the teacher and the individual may demonstrate his motivation by purchasing at least the premier and the reader.

In some countries the adult students have to pay for the literacy kit. In Ghana, for example, they have to pay as much as 2 s. and 6d. Students who pay something have the feeling of getting something worthwhile. What is received gratis is not valued.

Indeed there is also the counter argument that if adults have to pay they may not come at all to the literacy class. In fact it all depends upon people's motivation. If they are motivated they will not mind spending a small amount: if they are not they will not come to the class even if they are supplied everything free: It would be useful to persuade the students to pay at least partly.

Youth literacy work should be linked up with adult schools

The youth clubs should aspire not merely for literacy but guide the young people to go up the ladder of education as far as they can.

Perhaps in the industrial areas or in those places where the people are not bound by traditional modes of production and where the young have some time to spare for education, they may like to pass the middle and the matriculation examinations if condensed courses are offered. In such areas it would be very useful to establish a channel so that after passing the literacy test a person may join the condensed course for middle examination and then the course for matriculation.

The motivation for literacy may be expected to increase if the students know that it may usher them to higher studies and therefore better prospects.

Youth clubs should give due attention to libraries and reading rooms

Literacy is not an end in itself. It is a means to an end. It is expected that after becoming literate a person will read useful literature, discuss it with friends, think as to what changes he needs to make, make efforts to bring about the change and keep oneself open to the continuous process of change for progress.

The above objective will only be achieved if useful literature is within the reach of the new literate, if he is helped to discover it easily and if conveniences to read and discuss with friends are provided. Maximum advantage of literacy is possible only when there is a busy library and reading room programme.

It is only through the library and reading room movement that literacy gains can be made permanent. By constant practice in reading, a new literate will develop the skill of literacy to the extent that it becomes a part of his mental equipment and will therefore never be forgotten.

Youth clubs should take up a few intellectual and literary projects

For various reasons it is advisable for the youth clubs to take up at least a few intellectual-cum-literary projects, such as extension lectures, debates, symposia, kavi sammelans and mushairas. They not only furnish a very welcome variety and food for intellectual hunger but also provide a setting in which the advantages of literacy become apparent. They serve to motivate illiterates to learn to read and write. The literates find in them an opportunity to exercise and make use of their literacy skill.

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Cultural Youth Centres in France

By Lucien Trichaud

THE news items which follow are not the sort we often find in our morning newspaper but, although we seldom hear about them, these things are happening every day. The few examples cited are evidence that there are people, both old and young for whom the cultural and social development of their community, still has an importance, for whom the expressions 'team work' and 'civic spirit' are not simply out-moded and meaningless catch-phrases.

"Young people in the Lusignan district have discovered the remains of a Gallo-Roman villa, and have begun excavations under the direction of specialists living in the area. It is hoped that their investigations will reveal new facts about the history of the locality.

A "Local Interests Committee" set up in Rheims groups both young and older people in the study of matters affecting the life of the district—roads, lighting, housing, schools and community activities. They are cooperating closely itself with local bodies in promoting the development of their city.

The young people on the isolated island of Molene have decided to build a community centre. Among the social ills which the pioneer team is trying to cure are. The illiteracy, alcoholism, partial unemployment, and the problems brought about by bad weather and enforced inactivity.

At Besancon, specialized teams of young people, most of them workers, are studying contemporary problems relating to such topics as municipal administration, the worker's life, racism, and under-developed countries. Specialists direct them in their studies, which may take the form of classes, group discussions or individual projects, and the students arrange exhibitions to illustrate the themes studied.

In the district of Hengwiller, the people have organized commercial fruit-growing and set up a co-operative fruit-juice factory. This has given fresh impetus to the village's economic life and new life to the community.

In other places, young people are building a photographic laboratory, organizing courses for illiterate North Africans, welcoming groups of foreign visitors to their town, helping their district through an international 'pairing' scheme, preparing monographs on the place where they live, and so on."

For many years past, youth movements, and youth and adult education institutions have framed their educational programmes to include this sort of activity. More recently the Programme-Law passed by the French Parliament, at the instance of the High Commission for Youth and Sports, has given them shape and, so to speak, official sanction.

Measures of this sort are now still more urgently needed for a number of reasons—the fact that juvenile delinquency is, or appears to be again on the increase, the problems that arise as a result of the building of large housing blocks: the special psychological atmosphere created by certain major national problems such as the Algerian war, and the uncertainty born of the international situation itself.

One of the French youth and adult education institutions in which, of late, great hopes have been placed—even leading people to represent it, somewhat exaggeratedly as a remedy for all ills—is the 'cultural youth centre'.

Let us see exactly what these cultural youth centres are. While, as their name indicates, they cater primarily for the young and, in fact, the majority of the members and leaders are often young people, they are local institutions open to all the people living in the district, commune or group of communes in which they are situated.

From this preliminary definition a number of requirements emerge, leading to the following considerations :

(1) In determining the geographical boundaries of the area to be served by a centre, demographic, social, economic and

administrative factors must be taken into account.

(2) If the centre is to meet the needs of all the people in the district, it must be open to those who do not belong to any group, to the members of local associations and to local associations themselves, provided that they are concerned with either cultural activities or sport for adults or young people.

(3) Because the membership is so unrestricted, absolute religious and political neutrality is imperative.

(4) The fact that the centre is open to all should be reflected in the way it is conducted—all should have a share in running it—and also by an administrative structure which takes into account the centre's various educational requirements.

It can and does happen that a centre though open to all, is run more or less entirely by the members of a particular religious denomination or political party. In such a case, can it be said to be really open to everyone since not everybody has the chance to hold a responsible post in it? It was the appreciation of this as a principle of education, the importance of taking responsibility, which had a determining influence on the cultural youth centres when they were drawing up their rules of management.

(5) Finally we can say—still under the definition given above—that the work of the cultural youth centres comes under the heading of what the United Nations Bureau of Social Affairs, has called 'social and cultural action for community development'. The examples above show that a cultural youth centre is not simply an institution offering a variety of leisure-time activities. Perhaps it is even a mistake, here, to talk too much about 'leisure'—leisure may be a very different thing in different social or economic circumstances. There is not much in common between the leisure of a full-time office worker and the leisure time of a miner in the Moselle or a farm worker in Sicily. And if the starting-point be simply the idea of occupying leisure time, what argument can be used to draw groups of young people away from the 'café' and persuade them that they ought to be engaged in more 'respectable' or rewarding

activities? The cultural youth centres seek rather to divert young people from the purely selfish pursuit of pleasure by inducing them to share the life of a group, which in turn has its place in the life of the local community.

In this way problems—and sometimes the solution to them—may be seen not from a purely individual standpoint, but from that of the group and later, of the whole community. This sense of being 'involved', this realisation of responsibilities, this interest in human problems and appreciation of the common good, all are far more common among today's young people than is generally believed. Aristotle said of young people that 'when they have to do things, they are much more attracted to the beautiful than to the useful'. Young people today, I think, are also attracted to what is useful—for what is useful, what helps to make the harmonious life of a community, has something of beauty in it.

How does the organisation of the cultural youth centres meet the five criteria set out above? Each local institution is registered as a non-profit-making association, in accordance with the law of 1 July, 1901. Every centre, therefore, is a legally recognized own body corporate, competent to administer its affairs, raise funds, decide on its own activities, buy and sell, etc. It has a local administrative board, composed of the following three categories of members, in accordance with the principles set out above:

(a) 'Ex-officio members', who are the representatives of local public bodies, administrative departments and the national authority concerned, the French Federation of Cultural Youth Centres. The board will include, for example, the mayor of the commune in which the centre is situated, the director of Youth and Sports Services, representing the sponsoring authority of which more will be said below, the delegate of the Federation, and the Warden of the centre. In some cases, the Director of Agriculture or the Director of Public Health and Population Questions is also a member.

(b) 'Associate members', who may be chosen in their individual capacity because of some special qualifications (social welfare workers, teachers, doctors, architects, lawyers.

educationists, etc.) or delegates of local youth, sports or adult education associations. If the democratic character of the centres is to be preserved, everyone, no matter what his political or religious beliefs, should be eligible for appointment as an associate member whether elected individually or delegated. This sometimes raises one of the most difficult problems, for educational questions are closely bound up with social, political and even religious questions; in some districts where the disputes on school education have been carried into the field of adult education, it has not been possible to bring together the supporters of secular and denominational education on the same board. For this reason, the inclusion of this category of members, important, though it is, is optional under the statutes of the cultural youth centres. Yet, even if the people living in a village or district have not all the same tastes, the same background, the same upbringing and the same opinions—and obviously they cannot have—this is no reason why they should know nothing of one other, why they should quarrel, or why each group should try, even in educational matters, to get the better of its neighbour. It is only through their collaboration, and the sharing of responsibility, that the community as a whole will advance. This idea of disinterested co-operation—regarded by some as Utopian—is in fact the very basis of the work of the cultural youth centre and it is this which justifies the existence of the associate members.

(c) 'Elected members', come from among the centre's users and are elected by the statutory General Assembly, they may be old or young, white or black. They are appointed by general assent, expressed through an assembly in which all the rules of democratic procedure are observed, so that the voting is treated just as seriously as a public administrative or political vote. On first view, these balloting procedures may seem a somewhat exaggerated, but in fact these general assemblies of the cultural youth centres are making a worthwhile effort to revive the civic significance of elections.

These three categories of members form a tripartite council, which works on the principle of co-management. This system has been followed by the cultural youth centres for the

last fifteen years—not without difficulties, it is true, but much more smoothly than might have been expected. It might well be feared for example, that, on a board of this sort, all decisions would be taken by a coalition of the ex-officio members and associate members. However, since the number of elected members, chosen from among the centre's users, must never be exceeded by the number of representatives of the other two categories combined, the elected members always command a majority.

Again, it might be feared that pressure groups among the elected members might lead to decisions being influenced by political or religious considerations. To counter this possibility, two ex-officio members—the representative of the youth and sports services and the representative of the Federation—have a right of veto; in certain circumstances, on the advice of certain authorities, they may even close the centre.

Since the general assemblies and the administrative boards, are somewhat cumbersome bodies and cannot meet the many requirements of day-to-day management and also in order to provide an opportunity for members to learn how to work as a team, a 'House Committee' is set up at each centre. When a centre first begins the warden chooses the members of the 'House Committee' usually people who are specially interested in a specific activity or in helping in the general life of the centre. Later on the members of the Committee, are usually elected from among the group leaders—one or two representatives from the dramatic group, the debating society, the film-club, the library, the pottery workshop, the photographic laboratory, the domestic science classes, and so on. At first the appointments are deliberately experimental, so that the young people themselves may work out their own administrative structure and decide on their own rules of procedures, both for their general activities and for the committee's work; the committee members appointed in this way are not to be regarded as instructors, but as voluntary leaders or organizers helping in the centre's life and activities. They become accustomed to a world where self-fulfilment is the reward of voluntarily accepted responsibility. Mistakes are certainly made, but even mistakes

can be instructive if people are willing to learn from them. Young people in positions of responsibility should not be expected to be perfect; if we insist on perfection, we shall find ourselves without anyone who will take responsibility. And it is the young who, with the enthusiasm of youth, can show, both towards others and in judging their own actions, that uncompromising insistence on high standards which they do not always find in their elders.

We have already spoken of the warden. What does he do, where does he come from and who appoints him? Cultural youth centres are democratic, but not demagogic. Were they not assisted by specially trained, educationists, working either part or full time the board and committee could do little, and activities in the community or district would be seriously limited. "Some of the larger centres in fact need several as well as social welfare workers, and the warden has to be at one and the same time an administrator, a leader, a public relations officer and an educationist.

He has to be able to keep accounts and records, put his case to the local mayor, comfort a discouraged beginner, listen to a student's troubles, organise a film club meeting, act, if necessary, as Secretary to a special commission, and see that the centre is kept in good order. He must be everywhere, but unnoticed. He must have authority, and be trusted. He must be careful to see that the institutoin is not identified with his own opinions and views. He must be available at any time he is needed, and he must live a normal family life. He must be all things at once, yet always act as if he were of no importance and as if the centre would go on working in exactly the same way if he were not there. It is a difficult job with irregular hours and makes constant calls on time and energies, and the fact that men and women will undertake such work with enthusiasm is one of the more encouraging and hopeful features of our day.

Some of the wardens in these cultural youth centres have been teachers, others have been in industry, in youth movements or in social or administrative services. For the last few years it has been obligatory for wardens, before being appointed, to take a year's

special course, organised by the French Federation of Cultural Youth Centres, after which each appointment is submitted to the administrative board of the centre to which the prospective warden is to go. This is another feature of the educational methods referred to above—in order to safeguard local freedom and responsibility, no warden is appointed by the Federation before being approved by the local board. Wardens are paid, however, by the Federation, from funds allocated to it by the High Commission for Youth and Sports; this enables them to stay clear of local disputes over finance.

One of the major problems centres have to meet is that of maintaining a balance between the Administrative Board, the House Committee, the warden, the municipality, the associate members, the Federation and the sponsoring authorities. In spite of the statutory safeguards mentioned above, human beings are still human beings, sometimes a warden has a brush with his chairman; sometimes a mayor, tries to force his point of view or to make an electioneering issue out of the centre; or again some young people may express personal political opinions which are then attributed to the centre itself; or the fact that both sexes take part in the centre's activities may be criticized. Still, if none of these problems existed perhaps there would be no need for the centres. Learning to judge more wisely, to profit from one's mistakes, to avoid ill-will and to work, without prejudice, with one's fellows is all part of adult education—one aspect of the training in citizenship that the centres try to provide. At this point it may be asked what means in the centres used for carrying out their work. They may be listed under heading: (a) buildings; (b) activities, functions and services, and (c) the National Federation.

When the premises are organized account is taken of the area to be served; there is a growing tendency for the organization, in a large town, for example, to be planned as a main pilot-centre with district sub-centres. The pilot centre usually comprises three major sections—the 'activities' section with meeting rooms for individual members and associations, rooms for classes and activities, and workshops; the cultural and sports' section, with a cinema or theatre, an auditorium;

an exhibition room, a library and a record library; and the 'social' section, with the restaurant or dining-room, the young workers' club-room, the hostel accommodation for visiting groups, the domestic science centre and the emergency hostel accommodation.

From this outline it will be seen that a cultural youth centre is intended to be a many-sided institution, and that it cannot really be called successful unless it makes appeal to the whole population. And, the fact that its social activities are only part of a broader and more complex whole is an essential feature of its decentralized educational programme.

A district sub-centre is, of course, smaller; the most important room is neither the meeting room nor the theatre, but the common room, for there everyone is at liberty to drop in, meet and get to know other people. In both the district and the main centres, segregated groups and little clans should be avoided.

The nature of the activities, functions and services of a centre is governed by needs it has to meet; on point of fact, the activities of an institution of this kind are not ends, but, means. All sorts of recreational or educational activities are therefore organized by centres. Some may stress a particular aspect of the work or a particular group activity, as in the examples already mentioned at the beginning of this article. A centre which has an outstandingly good drama group, may organize successful tours; another may run a nursery garden and provide shrubs for the whole district.

The Federation never takes a direct part in the administration or organization of these activities, but it helps its 250 centres in the following ways:

—It encourages the establishment of new centres and assists them in the initial stages, enlisting the help of local groups, various movements, and, most important of all, the support of the communes and the High Commission for Youth and Sports. If premises have to be bought or built, for example, the communes, as the "owners", meet 50 per cent of the cost and the High Commission the

other 50 per cent. If the communes are unable to meet all their obligations, family allowances, funds, savings banks and departmental councils may give help for the purchase of buildings or equipment. The State itself does not finance the purchase of equipment. Over the past few years, however, many mayors and municipal councils have become aware of this problem and have voted substantial sums of money for the setting up of centres. Although politicians, administrators and educationists may sometimes disagree over educational principles, there is general awareness of the situation and will to cope with it must inevitably help to solve the problem.

—The Federation supervises the financial administration of the centres, and must satisfy itself regarding their impartiality and the principles according to which they conduct their activities. This part of its work is carried out by regional delegates who serve on the local administrative board, under the conditions set out above.

—The Federation pays the salaries or allowances of the educational staff from the funds allocated to it by the High Commission for Youth and Sports and by local communities.

—It also provides initial and further training for the permanent and voluntary teaching staff and leaders attached to the centres, through a system of long and short study courses.

It organises a number of technical services for the centres; these deal with buildings and furniture, travel, reception and international exchanges, rural affairs, publications, purchase of equipment, documentation, and the organizing of activities (this last service sends round lecturers, films, demonstration kits, gramophone records, etc.).

In accordance with the principles of decentralization to which it subscribes, the Federation does not take any direct part in organizing the activities of the centres. The local leaders are expected to take responsibility for them.

At the federal level, there is a system of tripartite co-management similar to that followed in the centres themselves. Representative of a number of Ministries including the High Commission for Youth and Sports, which is the sponsoring Ministry in this case, and of several national associations and movements, make up the National Council, together with the direct representatives of the centres, elected by the general assemblies. It is a matter of regret that not all the major national associations are so far represented on it; the youth centres, at least, hope that one day fuller co-operation will be achieved.

It is, unfortunately, impossible to cover all aspects of the centres work in an article

as short as this. Readers who are interested in the subject may obtain further information by applying direct to the Federation (1).

Our hope is that the ideal inspiring those who work these centres may awaken an echo in these troublous times. 'The noblest work that a man can do' said Saint Exupery 'is to unite people'. This is the task that these centres have set out to accomplish.

—(From Material supplied by the Education Clearing House. UNESCO, Paris)

(1) Federation française des Maisons des jeunes et de la culture. 15. rue de la Condamine, Paris, 17.

Proudh Shiksha

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Educational Activities for Youth in Foreign Land

K. G. Saiyidain

Shri K.G. Saiyidain, visited a number of countries in 1960, to study what is being done in the field of Youth development and Youth service in those countries. We are giving a short excerpts from his report, in the hope that these will help us to deal with "modern youth, with their emotional and psychological stresses and strains and their lack of adjustment to a rapidly changing and challenging world."—Ed.

A. France

IN France there is no voluntary or compulsory service for youth in the sense in which we are envisaging this idea. In fact here, as in many other European countries, there is a strong feeling against any kind of compulsion for youth because, in their mind, compulsion is associated with the memories of Hitler's authoritarian regime which has left unhealed scars on the national mind.

The French Ministry of Education have, concentrated on the promotion of different kinds of general youth activities and have adopted suitable measures for the purpose. There is a "High Commission for Youth" presided over by the Prime Minister on which all the concerned Ministries and other interested agencies are represented and which is responsible for the coordination of all activities in this field.

There is another committee, presided over by the High Commissioner for Youth, Mr. Herzog, the famous mountaineer, which acts as a liaison agency between the representatives of the government and non-government organisations. The State enters into an agreement with approved voluntary youth organisations to encourage activities like youth tours and excursions, holidays in youth hotels and meets about 50 per cent of the expenditure incurred. It also provides special training for the directors and 'monitors' of youth hotels and youth clubs in such subjects as music, painting, drama, film appreciation, plastics which are likely to interest young men and women in clubs and hostels. This training for youth leadership is a point of special emphasis in France. Its importance is, in fact, generally recognised and stressed in all the countries that I visited. An International Congress of

Youth Leaders which was organised in early 1960, under Unesco auspices and was attended by delegates from 15 countries, placed such training as a very high priority item in youth work. So far, the preliminary course of training in France for youth leaders has been a short one—for about two weeks—but many of the trainees return for further short courses for three successive years when they become eligible to receive a diploma. Short in-service training courses are also provided for Primary school teachers as youth leaders. From this year, a new advanced one-year course has been started for training youth leaders for more responsible position. I had an opportunity to visit the *Institute d' Education Nationale Populaire* at Marly where this new course has been initiated. This is the central institute for such training, established in 1953, which conducts courses of different kinds and duration for persons above 18 years of age who have already done some youth work in scouting or youth clubs or houses of culture etc. The centre provides training not only in special skills, arts and crafts but also aims at giving a general understanding of, and interest in, youth problems as they arise in the context of modern life—social integration, international understanding, new ideas and experiments in social sciences and new ways of dealing with moral and psychological troubles. In addition to the regular staff, teachers, writers, artists, social scientists, technicians, administrators drawn from various walks of life are invited to come and discuss these problems with the trainees who are given previously prepared briefing documents.

There are many youth organisations in the country open to all, irrespective of race or religion, and they help to select candidates—

both students and non-students in the age-group 18 to 30—from their own regions and localities to participate in youth tours and live in holiday homes and camps. The duration of the camps varies from one to two months. During this period, they participate in many practical activities and study social conditions in the neighbouring localities.

The 'summer camp movement' is quite strong in France. During the vacation, youths live in camps for three to six weeks where they do cultural as well as manual work. About eight to ten thousand youths participate in such camps every year which are supervised by the "permanent functionaries" of the youth movement. Government gives financial help for training instructors, providing publicity through press and radio and finding the right kind of work in right places. The 'work' undertaken includes projects like constructing houses for the poor, building youth hostels and sport centres, providing water and electricity, tree planting, afforestation, help in archaeological excavations and emergency assistance at the time of floods, famines and earthquakes. I was told that a very large majority of the students return to such work next year, 'because they like it'.

Closely allied to this movement are the "Holiday Camps" organised for children and adolescents in the 6—18 age-group by voluntary organisations, business and industrial concerns and educational institutions, with some financial help from Government. Their scope is much wider as they cover about one and a half million children and the number of monitors and directors—many of them honorary workers—is about one lakh. There are about 14,000 such centres scattered all over the country and the number of children in each camp varies from 50 to 300. The object of these camps is to improve the children's health, to create in them a sense of discipline and to engage them in some useful practical activities and manual work.

In addition to these activities at the national level, there is a 'Bureau of Youth Activities and International Contacts' which gives financial help to various private organisations to encourage international contacts amongst the youth and provides travel grants for them to visit neighbouring countries. This is obviously much easier in European countries where the distances are comparatively

smaller than it would be in a country like ours.

It is interesting to point out that, in spite of all these movements, only a small minority of student population joins organised youth movements. I was informed that the percentage may be only about 15 and of these about 60 to 70 per cent are drawn from the Catholic youth, as the 'collective idea is more familiar and acceptable to the Catholic Church'. Again, the majority of such youth are drawn from the upper and middle classes and perhaps only about 10 per cent are drawn from the working classes.

B. Yugoslavia

The Yugoslav youth organisation is about 40 years old, having been founded after the First World War. It had close links with the Communist Party at the time and was naturally persecuted by the then Government. Its resources were also very limited. At the outset of the Second World War, it had about 80,000 members who worked in the anti-Fascist resistance movement and, amongst other things, collected food, clothing and other necessities for their soldiers. At the end of the War, the Central Committee of Peoples Youth was formed—which has now a membership of about one and a half million in the age-group, 16—25 years.

The primary object of this 'social, political and cultural organisation' is twofold :

- (a) To discover the cultural and vocational interests of youths and organise suitable activities for promoting these interest, e.g., sports, scouting, holiday homes, mountaineering, cultural and social programmes and hobbies. Under the Central Committee there are separate wings for students, rural youth, intellectuals ("whose needs and interests may differ from the others to some extent") and specialist organisations looking after the different specialised activities mentioned above.
- (b) To make the youth feel that they have a crucial role to play in the programme of national development and should learn to take initiative and responsibility for building socialism in the country. This is only possible when the youth projects can be so organised

and presented that they will not be an imposition from above but evoke enthusiastic and willing participation. I was informed that, in order to encourage this feeling, some representatives of youth are also included amongst the members of local government bodies, workers councils and school boards so that they may learn to shoulder serious responsibilities. They also participate in the formulation of detailed annual Plans which are prepared locally in the context of the National Five-Year Plan and thus learn about the trends and schemes of planned development in the country.

The Central Committee also acts as an educational agency with wide ramifications. It organises large numbers of evening courses and seminars—for periods of three to six months—dealing mainly with civic and political education, with the help of instructors who are drawn from all available and suitable sources. The subjects included are generally those of practical and living interest, e.g., social, political and economic system of different countries, role of youth in nation-building, participation in communes etc. Shorter courses are organised for about a fortnight on subjects like agriculture, commerce and cultural developments in the field of art, drama and music etc. The actual work of organising them is done through local branches spread all over the country.

I paid a visit to the "Children's Pioneer City" near Belgrade. This is a beautiful and colourfully arranged park where children come for week-ends, for week-long visits as well as for one to two months' stay in summer holidays. There is no rigidly organised programme but many facilities are available to enable children to enjoy themselves. The 'City' provides a library, a reading room, a dining room, a technical workshop and equipment for sports, gymnastics, etc. The Pioneer Club arranges excursions and activities like poultry and bee-keeping.

"The largest independent organisation of youth" in Yugoslavia is the Holiday Union which is not affiliated to the Central Youth Organisation but maintains good and helpful relations with it. Its main function is to organise travel facilities for youth to visit industrial centres, farms, places of cultural

and historic interest and to go on excursion to holiday homes, youth hostels and health resorts. The duration of the tour is one to three weeks and a group usually consists of about 30 youths. There are about 50 such hostels on the sea-side and an equal number in big cities and historical and cultural sites of importance.

I was interested to note that the youth organisations shoulder their responsibilities in an efficient and responsible manner and there is no tendency to over-supervision of their activities by adults or by official agencies. Youth groups which go out on these tours are expected to look after themselves and are not accompanied by teachers. My general impression is that, in these various activities, the youths behave in a responsible way and there is a corresponding readiness on the part of educational authorities etc., to give them a free hand in organising their activities.

As in other educationally progressive countries, free extra-curricular activities are actively encouraged in schools. There are academic groups (to study special aspects of various prescribed subjects), cultural groups for art, drama, music etc., young technicians, groups for radio construction, electrical and mechanical projects, 'physical education groups' and 'cooperative groups' for such activities as bee-keeping, gardening, poultry which have been given a productive and economic emphasis. The cooperative movement is quite active in the schools. From 3,600 cooperatives with four lakhs of children as members in 1958-59, the number rose to 4,500 cooperatives with seven lakhs of members in 1960-61. They are particularly popular in villages and through them children learn many things—from weeding to tractor driving and using modern agricultural techniques—sometimes they show better and quicker results than the adult groups!

There are many out-of-school activities, organised on a voluntary basis through Pioneer groups, which also assist in the process of rapprochement between education and life, e.g., scouting, Red Cross, mountaineering.

In the Secondary schools the general principles of educational reorganisation are similar and the same kind of free activities are encouraged. But they are naturally organised by senior students with greater initiative and

confidence and carried on to a more advanced degree. An interesting feature of the Secondary schools is that students are required to spend a fortnight every year in a farm, factory, workshop or some other enterprise doing practical work of different kinds. Students welcome this opportunity, though some enterprises have found it difficult to accommodate all the students. Recently, Parliament has adopted a resolution to the effect that all enterprises of a certain minimum magnitude should provide such work facilities to students. This kind of work experience is useful in itself and may also become part of the orientation programme for the work camps.

In one form or another the work camp movement in this country has been going on for about twenty years. The first "Sana Youth Work Brigade" was formed in Bosnia in 1942, consisting mainly of girls, to gather the crops 'from under the very nose of the enemy' and to pass it on to the people's army. While exact data about the work done in the early years of the movement is not available, it is reported that between 1942 and 1945, when the war ended, the youth gave about '35 million voluntary work days' in various youth drives. But while the original impulse for these work drives came from the emergency created by the war, it was continued because of the imperative need to reconstruct the war-ravaged country. In this adventure, a special and significant role was assigned to youth. During the years immediately following the War, the youth brigades made themselves responsible for "clearing away the rubble, repairing roads and railways, restoring factories and schools and collecting scrap iron, rags, papers and other raw materials indispensable for the factories".

The question actually arises : what is the motivation behind the enthusiastic and wide response made to this movement by the youth ? The full answer will become clearer in due course but I may point out that, in response to a direct question which I put to many participants in camps, they stated that there were three things which appealed to them and attracted them to the camps.

First, the nature of the projects. These were carefully selected and appealed to the imagination and spirit of adventure in youth. Why ? Because they were arduous, perceptibly useful to the nation or the local community

and gave them a genuine sense of achievement. They felt that they were really making a significant contribution to the programme of nation-building. These projects are usually selected by the federal or local authorities and youth organisations are invited to carry them out. They may range from federal projects—like building hundreds of miles of rail-roads or the International Highway from the Austrian to the Greek border—to local and regional projects, like land irrigation, building schools, cultural houses and youth hostels, afforestation, reclaiming a flooded island near Zagreb and constructing industrial plants required under the Plan. Care is taken to see that they are real projects, not 'made work' and offer a genuine challenge to the youth.

Second, the programme of the camp involves interesting educational, social and cultural activities and a rich community life. This is an attraction to youth drawn from different towns and villages where community life of such scope and variety may not be available for them. Lectures on social, political and scientific topics are given not only by prominent invitees from outside but also by the participants themselves after due preparation in their fields of special competence. A special paper 'Youth at the Highway' is published to keep the brigades interested in, and informed about, the total project. This trains some of the youth in the techniques of editing and publication.

Third, the programme includes a variety of technical training courses which can be completed within a comparatively short time, e.g., motor driving, tractor driving, radio mechanism, welding, wood carving etc. This particularly appeals to the rural youth who get the necessary technical training free, and later, after passing the prescribed tests where required, they can adopt these trades as their whole-time or part-time occupations.

This triple motivation—apart from the prestige value attached to this work by the nation—draws very large numbers of students to the camps and gives them a sense of social worthfulness which is an antidote against a feeling of frustration. "Cassandra was a pessimist. If she had fought in the battle of Troy, she would not have been a pessimist". This is a lesson which youths of all nations need to learn who are struggling for a better life. Grace and hope and optimism will only

come to those who are part of the struggle and not to the grumblers or to the lazy and the idle rich who watch the drama from the 'privileged' seats! These work camps :—

- (a) make it possible to combine intellectual and practical work;
- (b) help in the process of national integration by bringing together youths from different classes and countries and from different regions of the country;
- (c) develop a certain common outlook and pride in the achievements of the country; and
- (d) cultivate better social relations and habits and improve the health of the participants.

The Yugoslav youths who were working on one of the major railway projects in 1946 expressed their response pithily in the words :

"We are building the railway; the railway is building us".

It seems clear to me that unless the work camps are so organised that the participants experience a sense of personal enrichment and fulfilment, they cannot become a creative educational influence in the life of youth.

According to the report on youth work drives, these camps "have become a school of a special type for the manifold education of youth, starting with the cultivation of the labour habits and ending with varied technical training, while also offering favourable conditions for a wealth of recreation and sports..... After fifteen years' experience it may, indeed, be said that the youth work drives have changed the face of the country."

C. Germany

The German youth are mostly interested in completing their studies as quickly as possible and starting to earn their living. This perhaps accounts, to some extent, for the fact that, unlike our students, they have no strong interest in politics and hardly create any problems of discipline. On the contrary, they are so disciplined that, as one educationist lightly remarked, he wished they were less disciplined! They are generally treated as mature and responsible adults at the age of 19 or 20, who can look after themselves. There is no idea of imposing any kind of school discipline on them and they are, on the whole, free from official or adult interference in their life and

activities. There is a feeling that, in a country like Germany where there is full employment and well-organised social services, there is not much room for honorary social work by youth. The objective situation, it was stated, does not favour it. It is a rich country and there is not much work to be done in 'building up' the country as happens in times of emergency. So the youth are neither interested in it nor can they find much attraction or significant work to do. So there is no strong national movement in favour of social service. The only thing I could discover was that there are some tentative proposals for introducing some form of social service for girls—on a voluntary basis in the first instance—for a period of about six months to a year. This is based on the consideration, which was urged in the Scandinavian countries also, that such service could be reasonably expected from girls as an alternative to military service put in by young men. This may also help to make good to some extent the shortage of staff for essential social services in hospitals, sanatoria, etc. The churches are reported to have made a beginning already and the hope was expressed that youth and women's organisations may also take it up. The general view, however, seems to be that the objectives that we have in view in our scheme and which are important should be achieved through a reconstructed system of education and the influence of youth organisations.

These youth organisations at various levels, from the local to the federal, play an important part in the social and political adjustment of youth and preparing them for the newly emerging conditions. There is a federal Youth Council with which 14 different youth organisations, with a total membership of about five million, are affiliated. They promote mutual exchange of ideas amongst them, formulate programmes of civic and political education for youth, advise on youth legislation and encourage international contacts. There is also a 'Working Association for Youth Uplift' which develops and coordinates social work by youth. This grew as a result of the situation created by the war when the country found on its hands the problem of numerous children and youth who had lost not only their parents but their roots in life. They had to be socially reintegrated and some purposeful work had to be found for

them. At a time when there was so little open employment! They needed houses near the industrial centres where they could find some work. There were many skilled workers, too, who were not, however, able to cope with the challenge of the new industrial conditions. It was necessary to help them in their intended work. The Association undertook to do so and arranged to provide a transitional year between the Elementary school and work. During this period, sometime for more than a year, pre-vocational training was provided for them to enable them to adjust to existing industrial needs. In this way attempts were made to link up education with vocational life and utilise the aptitude of the young workers more efficiently. Some attempt to import work experiences into education is also made through the practical emphasis in school education and an efficient system of apprenticeship is provided for engineers and medical men under training.

It is significant, however, that in Germany as well as in the Scandinavian countries, which are in a state of comparative affluence and where the problem of unemployment has, for the present, been solved, the delinquency curve is higher than it was when they were poorer and passing through difficult times. This was explained by some thoughtful educationists and psychologists as "luxury delinquency", due to the fact that many youth are coming into easy money and they often do not know what to do with it. They have not passed through the educative experience of hard work in the service of the community and, therefore, their social conscience is not adequately quickened. In the words of a distinguished Danish educationist, Rosenkjoer, "We have given the youth enough to live by but not enough to live for"—a fine statement with which I fully agree. It was, on the basis of some such feeling, that I had earlier argued with many educationists and others that, whether a country was rich or poor, it was imperative to build the spirit of social service into the minds and motions of all youth and, if necessary, to create situations in which they will be able to express and consolidate it.

D. The Scandinavian Countries

In Denmark, Norway and Sweden, like other European countries, there is no movement at present for the introduction of any

compulsory labour service for educational purposes.

The Scandinavian countries present an interesting picture socially and economically. They have small populations—varying between 3.5 and 4.5 millions—with comparatively large areas, considerable areas, considerable natural resources of one kind or another, a prosperous economy based on progressive agriculture and technology and highly developed social services. They were predominantly rural and somewhat backward countries till about the end of the 18th century (or the middle of the 19th century). In their reconstruction, education has since played a conscious and dominant role. Thus, till 1760, Denmark was poor in agriculture; there was fragmentation of land holdings; the condition of landless labour was very unsatisfactory and forced labour was exacted from them. The Danish Government brought about land reforms, took various measures to improve agriculture and, as early as 1804, introduced compulsory Elementary education for seven years. Thanks to the vision of some far-sighted educationists, a good system of adult education was built up, with its celebrated Folk Schools which owe their origin to Denmark's great and well-loved educationist, Grundtvig. These were started about 80 years ago and have now become a special and internationally recognised feature of the Scandinavian educational system. They provide a meeting ground between the common man and the educated classes and make it possible for the youths and adults to continue their general and cultural education and develop their character, personality and interests. This two-pronged educational attack on ignorance and illiteracy at the level of children and adults has had a far-reaching influence on the agricultural as well as technical and cultural progress of these countries. With improved facilities for education, national economy has become more balanced and, instead of being predominantly agricultural, the industrial and agricultural population has attained near-parity, with a slight weightage in favour of the latter. There is a keen appreciation of the relationship between school and community life and this idea permeates every stage of education. The Folk Schools, for instance, were designed not for the intelligentsia but mainly for the rural population

and, because of their original inspiration and the spirit in which they worked, they have evoked an enthusiastic response from the countryside. As the farmers obtained a greater measure of freedom and social justice, they began to exercise greater political influence and learnt to appreciate the fact that, without education, they will not be able to utilise their new opportunities effectively. This accounts for the appeal of these schools to the common people and quite a large number of ministers and members of the Parliament are reported to have been drawn from their alumni. They provide a variety of courses,—week-end, weekly, terminal and six-monthly—catering to different interests and needs of men and women. Their methods of study do not reproduce the stereotyped methods in schools but new and more flexible techniques and approaches have been developed over the years. The recruitment of staff is not hedged by too many rules and regulations laying down precise qualifications and conditions of training. The stress is on the selection of teachers who are personally suitable for this kind of work and have the capacity to learn from experience. The number of such schools is not large—varies from 60 to 100 in the three countries—but their impact on national life is considerable because they attempt to bridge the gulf between education and community life and provide enriching experience for those who are not able to proceed to higher education.

Another attractive idea has been worked out in Norway with this object in view—the establishment of what are known as *Samfunnhus*—('Society Houses') or 'Community Centres'. The school is envisaged as a focal point for different kinds of social, cultural and educational activities for the community. In some instances, separate buildings have been provided for the purpose and, in others, they are planned as combination 'school-community' centres, using the same plant facilities for children and adults in the day time and the evenings. Apart from such facilities as library, committee rooms, hall, gymnasium, swimming pool, cafeteria etc., health units and offices for local organisations and concerns are also provided in the compact plan. The teachers training colleges specially stress the idea of using the school as a multipurpose centre for community activities.

Another factor, which is of special importance in our situation, does not apply here with any force—the mixing together of various groups and classes. As social democracy has been attained in good measure, the social and economic differences between the rich and the poor, the educated and the uneducated, are not very marked and there is a high degree of democratic mobility. Through a fairly elaborate set-up of youth organisations, an effort has been made to achieve some of the objectives which we have in view in our own scheme. They plan various kinds of educational and cultural activities for children and youth outside the schools and, in some cases, these form part of the general adult education set-up. The Workers Educational Association of Sweden, for instance, is a very active body which brings together many voluntary organisations functioning in this field, e.g., the Youth League, the cooperative movement and the trade union organisation with its several hundred branches. The recently established "Young Falcon's Organisation" looks after children between the ages of six and sixteen. It is run by trained youth leaders who are given short training courses in how to conduct evening classes and discussion groups and how to organise leisure-time activities. For this purpose, children generally meet twice a week either in school buildings or in other conveniently available locations. Under a recent municipal law, space has to be provided in the basement of every large, new apartment house for a centre to promote children's leisure-time activities. The Central organisation also prepares materials for the use of voluntary agencies in their work, e.g., models, charts, pamphlets etc., which help them in the study of their neighbourhood or town or village and its social and economic activities. In order to meet the special needs of adolescents and young adult citizens between the age of 18 and 25, a publication entitled 'YOUNG TODAY' is brought out which publishes interesting and significant material about such themes as the life and occupations of youth, juvenile delinquency and drink, and problems of international understanding. It also advises trained youth leaders on how to conduct surveys about the needs and problems of youth. There are special discussion groups and projects relating to social welfare problems, the needs of the handicapped, sports and scouting, music,

art, films and filmstrips etc. The object of these voluntary group activities is to make the youth more sensitive to social issues and create in them to desire and the ability to seek for their solution. Work, similar in nature but at a more advanced level, is done for adults by the Workers Educational Association. In this way, the interests of children, adolescents and adults are catered for through these various agencies of 'continuation' education.

E. The United Kingdom

With the characteristic British genius for individual initiative, experiments have been made by individuals and voluntary organisations to work out different ways of adjusting the school to community life and making the youth respond to the needs of the modern age.

The 'service of youth' is the official title given to the "efforts made by statutory authorities and voluntary organisations to provide young people with opportunities for informal education, social intercourse and the creative use of leisure through membership of a group". Through various group activities and organised youth clubs, the idea is to provide opportunities for the youth both for 'close association with the adult community' and for 'withdrawal from it into a group of his own', where he can explore and cultivate his interests. The great value of such an experience is that he learns to function as the member of a community in which he can establish genuine personal relationships, discover his capacities and inclinations and enjoy the satisfaction that comes from making a personal contribution to a group of his own fellows and contemporaries.

The approach adopted in the country is, however, one of persuasion—a voluntary approach—and reliance is largely placed on the educative impact of leisure-time activities. The experience, which youth workers had during the war, convinced them that young people respond enthusiastically whenever there is the stimulus of a common social purpose with which they can identify themselves. As the Albermarle Report on Youth Service puts it, there is a strong need for the adolescents 'to find something they can do individually or in a chosen group which they feel is deeply worthwhile, beyond pleasure or personal reward'. It is recommended that the young people of different aptitudes and classes should have 'opportunities to display and to respect forms of pre-eminence in fields other

than academic'. If this is done both through the educational and the recreational approach and through participation in suitable forms of social service, it will have a tremendous impact on their character and personality.

There was general agreement that an essential condition for the success of the youth organisations is the high quality of leadership. "In the long run the youth service will stand or fall not by the magnificence of the premises provided by church or local education authority or by the generosity of the Ministry of Education but by the degree to which men and women of ability and goodwill are prepared to give themselves in friendship to young people". Not only is the choice of the right kind of youth leaders important but their proper training also, for which special provision has been made in the youth service programme of the Ministry of Education. In fact the very first step taken in connection with this programme is the setting up of the national college for the training of youth leaders at Leicester.

Amongst the different types of youth services, youth work camps can play an important part and, if they are properly integrated with them, they can provide valuable social, civic and moral education. They all attempt to provide worthwhile projects of work which will open out line opportunities for cooperation and better understanding and give the youth a sense of participation in some significant social purpose. Sometimes they may be small local projects for meeting some urgent need of the neighbouring community. Or they may be arduous and challenging tasks like rescuing refugees in a difficult international situation "Working on the Austro-Hungarian frontier in the winter of 1956-57, I saw the impact that refugee relief had upon students from universities of the West. Labouring at night in the snow to rescue frightened and exhausted refugees, these students felt—for the first time in their somewhat sheltered lives—that *they were really needed and that they had something to give*". The phrase that I have *underlined* brings out the psychological motivation which often makes heroes of ordinary men and women. 'Our young people', as Lewis Mumford has put it tersely, 'are starving for lack of real tasks and vital opportunities. Many of them live like sleep walkers, apparently in contact with their environment but actually dead to everything but the print

of newspapers and the blare of radio.' In India, as in other countries, there is need to awaken them to the challenging realities of their situation and to make them feel that they can *do* something to improve this situation.

Somewhat different in form but with objectives which are not dissimilar is the Duke of Edinburgh Award Scheme which was started in 1956 because of the growing concern with problems of delinquency, of teddy boys and other forms of social maladjustment. The idea is to encourage the youth to take up certain kinds of activities requiring courage, physical endurance and spirit of adventure, which would provide a healthy outlet for their energies, and to award them badges and certificates if they achieve certain prescribed standards. The following types of activities are included in the scheme :

- (a) Rescue and public service (life saving, fire service, civil defence, etc.);
- (b) Expeditions and excursions which will encourage the spirit of 'living dangerously'—hiking expeditions of a certain distance and duration, riding, swimming, canoeing, etc.;
- (c) Hobbies comprising about 100 different projects and pursuits, both practical and academic;
- (d) Passing physical fitness tests of different standards.

This scheme does not involve any camping as such and the element of social service is comparatively small. But it promotes physical fitness and encourages the spirit of adventure and enterprise and the cultivation of hobbies and interests. A scheme with such objectives can indirectly prepare the youth for participation in national service with greater interest and competence.

F. The United States of America

The Civilian Conservation Corps (C.C.C.) Scheme, which was worked out in the United States in 1930's, provides a very impressive and spectacular demonstration of what can be done by utilising the service of youth in construction projects. The initial motivation of this scheme was economic. It was launched as an emergency measure during the depression years to meet the menace of large scale unemployment which threatened not only the economic life of the country but also the morale of a large section of the population. But

it also had important educational and psychological implications which made its study relevant to our own scheme of National Youth Service. Such a study can throw a great deal of useful light not only on the problems of organisation but also its general approach and orientation.

In 1929, the United States was struck by the most serious depression in its history. It shook the foundations of the national economy as well as national confidence in the idea that it was launched on an irresistible fool-proof march towards ever increasing prosperity. The situation affected the youth very seriously who had neither jobs nor possibilities of further schooling. In 1933, millions of adults were reported to be out of work. The number of unemployed youth between the ages of 16 and 24 was estimated at about five million. Thus unemployment, lack of security and a haunting sense of failure to make any worthwhile social contribution led to an increasing feeling of frustration, demoralisation and lack of self-respect.

The C.C.C. was one of several schemes initiated by the Roosevelt Administration to combat the great depression and its dangers. Its object was to provide work for unemployed young men mainly in the conservation and restoration of natural resources all over the country through the organisation of big national projects of salvage and reconstruction. The basic law under which the Corps operated laid down that the C.C.C. "is established for the purpose of providing employment as well as vocational training for youthful citizens of the United States who are unemployed and in need of employment... through the performance of useful work in connection with the conservation and development of the natural resources of the country". The organisation was built up in a hurry in view of the emergent situation to be met and its broader social and educational implications were only slowly and—according to many discerning critics inadequately—realised. "Living together and working together were adequately prepared for, but not thinking together". Later, however, there was a somewhat fuller recognition of this aspect. Thus the Youth Commission of the American Council on Education recognised that the dual purpose of the project was to conserve natural resources and to provide useful training for youth, leading to the improvement of their

health, discipline, social habits, skills, efficiency in work and to an appreciation of the right values and the obligations of community membership. President Roosevelt himself expressed the view at a later stage that the moral and spiritual value of such work will be more important than the material gain. My own appraisal, however, is that this recognition was largely confined to educationists associated with the scheme and did not become a priority objective in actual practice! Part of the reason for this may be that the supreme direction of the scheme was vested in a labour leader, who had no special educational vision and the actual organisation was in the hands of the army which could not very well be expected to appreciate and implement the deeper educational purposes.

There were four aspects of the programme each of which contributed to the development of the youth. First, the work projects, which aimed at the conservation of natural resources and provided socially valuable work; and, through them, the youth learnt many useful skills. Second, the collective life in the camp offered the youth, many of whom had led rather bare and constricted lives, a unique type of educative experience. It became a kind of "civic laboratory" for them in which they learnt the social techniques of cooperative living and sharing responsibility with their fellow workers, in carrying out the different tasks necessary for running the camp smoothly and efficiently. This included maintaining healthful conditions of living, making the camps look neat and beautiful and establishing pleasant and helpful social relations. In addition, there were many learning situations offered by the organised camp life—building work first, aid, hospital duties, cooking, electrical work, clerical work and office practice, radio work, care of tools, safety instruction etc. Participants acquired experience of performing different kinds of jobs and some of them were thus enabled to discover and choose their future occupation. I was told, for instance, of a bright boy whose family had fallen on difficult days during the period of depression and who was, therefore, at a loose end unable to find work or receive higher education. He joined a CCC camp, was picked out by the doctor in charge as a hospital aid and, during the two years that he spent in the camp, he acquired real interest in medicine

and showed a special aptitude for it. In view of his record in the camp, he was assisted in his general and professional education and is now a well-known medical psychiatrist. But for this experience he might possibly have been just a clerk or a salesman today. The example is not an exception.

The third aspect of camp life was *recreation* which developed gradually and was organised with varied degrees of efficiency and understanding in different camps. This included many kinds of activities, not all to be found in any one camp but scattered over the whole project—indoor and outdoor *games and sports: art and crafts* like basket work, wood work, weaving, block making, book binding, printing, interior decoration, metal work, model work, model making, photography and pottery; *appreciative and creative activities* like music, drama, reading and writing, sculpture and architecture; and *collection of natural specimens* like flowers, butterflies, sea shells, insects, crystals, fossils, ferns etc. In such activities personal interests and competencies could, and did, find suitable expression.

The fourth aspect of camp life concerned *educational programmes*, comprising organised study periods as well as more informal educational activities. Educationists were agreed that these programmes should not be sharply dissociated from the work projects, the general camp life and the recreational activities. They should be flexible and based on the needs and interests of the campers, who (it was argued) 'wanted materials to be presented which are authentic, stimulating and above rather than below their mental grasp'. The educators should have utilized fully the fine opportunity for educational experimentation which was available to them under the freer conditions obtaining in the camps. They provided a new type of environment for youth which was not associated in their mind with the ordinary educational procedures and routines of classroom teachers and formal lessons. Such formal education failed to attract many of the youth in that age group, as they were anxious to live a more *realistic* life and get their grip on real work. All this realisation too, however, was more in the domain of theory than practice and these ideas were expressed clearly at the stage of assessment rather than implementation. It should, how-

ever, be reaffirmed that the educational ends in view were to be achieved not merely through the *specific* educational programme but through the entire camp 'experience' in all its phases and particularly, through the educative experience of productive work.

G. Japan

In Japan there is a keen realisation of the importance of youth work and problems of discipline, delinquency and maladjustment are a matter of concern to the educationists. Various measures have been taken to bring about a proper adjustment of youth to their fast changing world. There is a "Central Council on Juvenile Problems", attached to the Prime Minister's office, which serves as a coordinating body for all voluntary organisations. Its membership includes five persons from the Diet, 11 representatives of the various concerned Ministries and eight from the voluntary organisations. Some of the member organisations, e.g., the Young Farmers' League and the Community Youth Organisation conduct short duration camps for young farmers to carry out local projects. It was reported that, in the course of the year, six to eight thousand young farmers participate in these camps and the expenses are borne on a 50 : 50 basis locally and by the State Government. I did not, however, get the impression that it was either a large scale or a well-planned movement. In addition, there are I.V.S.P. camps, 4-H Clubs and other youth movements like scouting, guiding, Red Cross etc., and the regional youth organisations also occasionally take up social service projects.

In order to train youth for leadership, there is a National Youth Centre (at Gotemba) where batches of youth are sent for a period of two weeks (or less) in order to get an experience of living in youth communities and organising their own life and activities. During this period, they attend lectures on subjects of interest to them, participate in discussions seminars, games, music and other recreational activities, look after the building and garden and arrange hikes and excursions. These youths, not necessarily students, are selected by local education boards or youth organisations or business concerns and Government departments where they are employed. I had the impression, however, that this training is not inadequate. In addition to this

National Centre, which has fine facilities for residence, games and hobbies etc., there are over 50 local centres of smaller size and some more are being built with financial help from the Centre.

H. The Philippines

In the Philippines I found a keen consciousness of the intimate relationship between education and community life. Its community-school idea has received wide recognition and when I visited several schools, I was interested to find a real *report* between their work and curriculum and the activities of the surrounding community. As a result of this relationship, strong parent-teacher associations have developed which are a source of strength to the schools both financially and otherwise. Most schools have their advisory bodies, consisting of parents and other concerned interests in the community, who are associated with the process of selecting vocational courses and 'enriching the other curricular offerings'. As stated in a note provided by the Education Department, "part of the training of high school students is given in the school shops and on the school farms and the other part on farms outside the school and in factories, shops, business houses, transportation plants, mills, offices and homes of the community.

In order to import work experiences more systematically into schools, students are encouraged to maintain school and home gardens, to plant trees on a big scale, raise poultry and pigs, carry on wood work and ceramics, make handicraft articles and undertake projects in home making and family living. In the 1960 Boy Scout Week, for instance, the main theme was "conservation" and amongst the suggested activities to be undertaken by the scouts, were included such things as planting of trees in national, local and rural parks and plazas and in depleted and destroyed forest areas, construction of bird houses and animal sheds, campaign against pests, insects and animal diseases, visits to forest fire stations etc. Students are also utilised to demonstrate improved agricultural and animal husbandry techniques and better home making and interior decoration to the rural population. In these different ways an attempt is made to bridge the gulf between education and life and make education more practical. In at least one institution, the Philippines Union College

which has both school and college classes, all the students are required to do—side by side with their academic studies—some productive or manual work on the college campus. They work on the college farm and in the cafeteria, dairy, hospital, community clinic, dining room etc., and thus earn a part of their keep. The amount of work can be adjusted, but some work is compulsory. In order to make this arrangement feasible, the course has been extended—as at the Berea College in the U.S.A.—from four to five years.

In order to deal with problems of youth adjustment there is a Youth Welfare Coordinating Council which brings together the different agencies working in this area. There has recently been a study of what do the youth need and what are their most difficult problems. The Philippine University has also carried out a project of research in youth delinquency and the general failure of youth to meet their adult responsibilities. It has listed the numerous factors which contribute to this situation and suggested how the work of fighting against it should be distributed amongst the various social agencies and national and local youth

organisations. The Council is particularly concerned about the 13-17 age-group, of which about 80 per cent are out of school and it is considering the possibility of instituting a work camp movement for their benefit.

In the Philippines there is no national service scheme at present for high school graduates under the sponsorship of the Education Department. Recently, however, a movement has been launched which aims at organising student groups in the vacations to undertake community service projects in such areas as literacy, recreation, physical development, health campaigns and beautification of the urban and rural communities. The movement is still in its early stages. The duration of the service is short—at least a week—and probably the number of students brought within its scope is small, but it is important as a trend and as a recognition of the value of such work. The idea, however, is not new. It has been tried out in India in a variety of forms in different places and from 1940 to 1964; it was worked out in the Jammu & Kashmir State on a fairly large scale under the name of "Labour Week in Schools".

Association's Hindi Publications

(POSTAGE AND PACKING WILL BE EXTRA)

१. समाज शिक्षा की समस्याएं और उनके हल	१.५०	६. सहकारी समितियाँ और आधारभूत शिक्षा	२.५०
२. नवशिक्षित प्रौढ़ों के लिए साहित्य का निर्माण	१.५०	१०. प्रौढ़ और आधारभूत शिक्षा के लिए पुस्तकालय	२.५०
३. नवसाक्षरों के लिए पत्रिकाएँ	... २.००	११. प्रौढ़-शिक्षा में सामाजिक और राजनीतिक-उत्तरदायित्व	... २.५०
४. जनता कालेज की व्यवस्था और कार्य	... ०.५०	१२. ग्रामीण महिलाएं और विकास कार्य	... ०.५०
५. प्रौढ़-शिक्षा (आधुनिक विचारधाराएँ व प्रयोग)	२.००	१३. स्त्रियों की नागरिक शिक्षा	... २.००
६. आधारभूत शिक्षा (निरूपण और कार्यक्रम)	१.६५	१४. ऋषिकेश सेमिनार की रिपोर्ट	... १.००
७. समाज शिक्षा में मनोरंजन व सांस्कृतिक कार्य	०.७५	१५. लोक नाटक	... ३.००
८. सामुदायिक विकास में प्रौढ़-शिक्षा	... ०.५०	१६. मजदूरशिक्षा प्रणालियाँ और तकनीक	... ०.७५

Indian Adult Education Association

17-B Indraprastha Marg, NEW DELHI.

Rural Youth Need Agricultural Training

J. S. Pardeshi, Instructor, NFEC, New Delhi.

AGRICULTURE will continue to be the basis of Indian economy for a long time.

National interest centres around producing more crops to meet the demands of the fast growing population and provide adequate level of nutrition. For maximum production we must have all-round agricultural education. Because of its importance agriculture has been included as a subject in the curriculum of the Basic and Post-Basic schools, of the multi-purpose high schools and the rural institutes.

The programmes of these vocational schools, are designed to help students get a start and make satisfactory progress in farming. Instruction should include on farm demonstrations and experience. Training should be given not only on the farm allotted to him in the school premises but also on his own farm. On his own farm, as he grows his own crops and livestock, training can be given through young farmers club so that he gains confidence in successful farming.

Farming conditions are fast changing. As farming grows more complex there is a need for more training in farming and farm management. As research brings forth new ideas, the problems multiply many time over. The young farmer has to sort out the profitable ideas from the unimportant ones. Only training, education, and experience can help him to make the right decisions. Experience alone is inadequate; it does not keep one abreast of the new or changing situation. Learning through experience is slow, time consuming, and expensive. The smart farmer profits by someone else's experience, by studying, by listening, and by reasoning. After formal training in vocational schools young farmers should form or join a young Farmer's Club. Through the club they can continue their education and give encouragement and help to each other. The programme of the young farmers club should be thus complementary to the formal education received in vocational schools.

School responsibility for young farmers education

Agricultural education should be a part of the total vocational school programme. In providing instruction for young farmers the school has an opportunity to extend its services to the community. No amount of personal service, technical assistance, occasional consultations or printed materials will replace systematic group instruction and individual-on-farm instruction by teachers of vocational schools. The primary purpose of the programme of education in vocational agriculture is "to train present and prospective farmers for proficiency in farming."

A complete programme in vocational agriculture should include training in agriculture for high school boy, for out-of-school young farmers and for adult farmers. A programme for any one of these groups should take into consideration the needs of the other groups. If education in vocational agriculture is confined to the high school group, it may not reach the young men on farms who have significant and immediate problems of being established in farming.

It is important that all persons concerned with the developing programmes of vocational agriculture understand its basic purpose. Also, they need to recognize that the objectives of the programme relating to establishment and proficiency in farming are not attainable without working with out-of-school young farmers.

How To Start

Starting educational programmes for out-of-school young farmers is often difficult. To insure success it is important to approach the prospective farmers rightly.

Work with young farmers may start at any time. Much of the recruitment and preliminary work may be done by the Instructor in Agriculture serving in vocational schools,

Post-Basic schools, Multipurpose high schools, Rural Institutes etc., in few selected villages as a pilot project. They may visit their students especially during the summer months as a follow up programme.

Promoting and developing an educational programme for young farmers will involve many persons. The instructor should not attempt to do it alone. He should involve local leaders, progressive cultivators, village level workers, social education organiser. Members of the Panchayat may also be eager to share in developing a young farmers programme.

Advisory Committee

It is well for teacher also to constitute an Advisory Committee to give help. The Advisory Committee might include a member of the Panchayat, the VLW, the Social Education organiser and a few progressive agriculturists.

Criteria for enrolment

The young Farmers club is best begun as an extra curricular activity of students in the vocational agriculture programme; and continued as a post-school follow up activity. If the teacher has the time and energy, he can compile lists of out-of school youth and try to enlist their interest. Out-of-school youth may be enrolled as part of the schools adult education efforts or community extension service.

The criteria for enrolment may be determined by the teacher in consultation with the advisory body. The following qualifications may be taken into consideration :

1. The members chief objective should be a desire to get established in farming.
2. The member should have sufficient interest to assure regular attendance.
3. The members' age usually should be between 17 and 25.
4. The standard of formal education should not be a factor for membership.

Finding out prospective members

If the school wishes to make an active effort to extend its services into the young adult group, it is important that a complete list be compiled of all young men, between the ages of 17 and 25, working on farm. The information secured should include items such as the young farmers name address, ap-

proximate age, educational background, size of farm in acres, yield of each crop grown by him, livestock raised, gains from livestock, equipment available, condition of buildings, aspects of home living and other items.

Cultivators of small farm generally suffer most from the lack of modernization. Because the family, cannot afford it or because he cannot be spared from the farm. Young men from small farms frequently cannot get to vocational school. Such young farmers should also be brought into the youth club.

Planning the instructional programme

Instruction included in the young farmers club programme should be built around the interests, needs and problems of the members. These are often best discovered in individual farm surveys and in personal contacts with the members. Efforts should be made to make all members literate since literacy is essential for easy communication with members. It is also essential for record keeping required for good farm management.

Instructional content of the programme

Instruction must centre around immediate problems. It should have practical application value. It should help youngmen get established in farming. The methods used should provide leadership training, recreation, and social activities as well as instruction in good agricultural methods. Normally recreation and social activities should be built around agricultural projects. Thus there can be melas, contests, and meetings on member's farms to see success of individual projects. In the absence of such activities the programme may become monotonous and members may not continue in the organisation for long time. Novelty is essential to keep up the interest of the members and also it should be well spread throughout the year.

Instructional content should be aimed at acquainting the members with new developments with special reference to agriculture trends with the business outlook. The members should feel that they gain substantial knowledge to adjust in new changing society.

Procedure of conducting instructional programme

The instruction for young farmers should especially emphasize the development of skill,

abilities and understanding necessary to manage and operate a farm. There are two aspects to the instructional programme (1) Managerial skill and (2) operational skill. The programme is usually built around projects useful to club members and planned and carried out by them, a good motto is "Plan your work and work your plan."

Projects for educating young farmers are of two types (1) Individual project on their own farm, and (2) Group projects for the common benefit of the rural community.

Learning by doing is a basic principle of young farmers' education. Achieving actual application of improved methods is often best accomplished by projects of individual club members on their own farms. In the course of helping with individual projects the club director can supply theoretical information and on-the-spot-guidance.

Group projects help build up the young socially and develop in them a spirit of co-operation and community consciousness.

To develop managerial skill, members should be instructed in how to make a survey of their home farm, how to analyse the home farm conditions, how to compare the costs and income from different projects, and how to maintain proper records. A good set of farm account records will enable him to locate the strong and weak points of his farming practices. Unless records are kept and studied he can not have sure knowledge as to which farm enterprise is profitable. Net profits can be compared with those of other farmers in the area who also keep records. Such a comparison will either confirm his management practices or indicate the need for change and improvements.

True and accurate records are important to establish a credit rating. For instance the farmer seeking a loan from any cooperative society or any other organisation will find that a good set of records is an asset to him ; it is a recommendation of his efficiency, interest and ability.

Good production procedures can be taught in class-room instruction. Such instruction is often best centred around problems the boys have met in their work projects.

The leader explains what problem the boy has encountered. He then explains the theory

relevant to the problems, what may have caused the problem. If the problem has already been solved he can let the boy explain what was done and what the result was, if the problem has not been solved, the theory and information provide a springboard for discussion and plans about what to do.

Suggestions for conducting instructional plan by problem method

Following are few suggestions for conducting instruction by the problem method. These are steps which the leader has in mind but which he will translate into the appropriate data in his meetings with the boy.

1. Statement of problem (with objective)
2. Introduction of factual materials or specific information.
3. Analysis of problem (Factors to be considered and steps to be taken)
4. Statement of conclusion which the members should arrive at (for guidance).

General details of Lesson plan

1. What are your objectives in terms of members' behaviour? i.e. Do you want, to change their attitude?
—to impart knowledge?
—to improve skill?
2. How should the problem be introduced in order to get the maximum motivation and interest on the part of the young farmers? The introduction will vary with the nature of the problem but the following are suggestions :—
 - (a) Members may make a trip or tour to observe and discuss the problem in its natural setting.
Example : Problem of water logging and its drainage.

Take the group out to the area which is to be drained. The group may make general observations and a rough sketch of the spot, while factual information may be given at the site of the problem.

- (b) A demonstration may be made of one or more aspects of the problem. The demonstration may be either of *methods* or of *results*. Thus one may show *how* paddy is transplanted by the Japanese method or one may show resulting yields from Japanese and old

(Continued on page 40)

Youth Organisations in Sylvan Areas

Dr. B. H. Mehta, Head Tribal Welfare Department, Tata Institute of Social Sciences, Bombay

SINCE Independence, the accent on youth has been frequent, but the problem of approach has lacked the understanding of the basic realities of different social institutions prevailing in different types of communities in the country. The approach has to be so planned that it involves wholehearted response from youth. This response, as needed at present, must be in the first instance emotional with a capacity for generating *Action*. The appeal to the intellect is effective in urban areas, and especially amongst the middle class youths.

Youth programmes should be active, popular, capable of creating opportunity for responsibility and should prove of service and benefit to the youths themselves, in addition to proving their usefulness for the community.

Youth Work

Youth organisations mainly work in urban and rural areas; and it is generally accepted that the whole of India can be divided into only these two groups. This is not true. The Tata Institute of Social Sciences has carried out its programmes in sylvan areas. The people of such areas are generally called tribals by lay persons. The fact that such people may have been socially organised as a tribe in the past is not of such importance as the fact that these people are forest and mountain dwellers. As such their social, economic and cultural backgrounds are interestingly different from the rest of India, including the people of the rural areas who live mostly in the plains.

Work Among Non-Tribals

It has indeed been a pleasure for us to work amongst the Gond, Bhariya, Pradhans and also other non-tribal youth on the highlands of Central India. Here, nature is in its expensive glory, the mountain heights call for adventure, the flowing streams and the deep forests have a scope for youth, which plain and urban dwellers cannot imagine. The persons who go to work amongst such youths are from urban areas. Many are untrained, but the majority of them have a sincere desire

to live and work amongst tribal people. One has to live and learn amongst them, and it will be wrong to believe that educated people possess the natural capacity for leadership, organisation and adaptability to work in such areas. The opportunity of contact and impact between external leadership and the native leadership, which is invariably present even in Sylvan areas, on the whole is enriching national experience. It should bring humility, admiration and inspiration to those who go to serve the tribals, and hope, opportunity and scope of leadership for the tribal children.

Youths, throughout the world, are drawn to the new and the unknown. Vigorous activities appeal to them. The sole aim is to generate enthusiasm, create interest and promote participation. All rigorous games are played enthusiastically by tribal youth including games in which the bow and the arrow are used. In these are blended the old and new; the traditional as well as international items to show that playway and the play-world of youth knows no frontiers. On the other hand, they help to destroy barriers.

Bal Kendras

The *Bal Kendras*, as these Youth Organisations are called, do not stop at play alone. Besides games, they have organised Bhajan mandalis and Dance parties. These activities continue throughout the year without break.

Experience during the five years has convinced us that effective community development programmes and increased educational facilities have a queer demoralising influence on character. Personal ambitions are aroused, self-interest is promoted, persons become cleverer, and a little cunning, and they see the small success of little and petty dishonesties in the material world of administration, organisation, and economic endeavours around them. A sincere, fervent emotional and spiritual life retains human idealism, keeps the youth away from smoking and drinking, and they are able to strive for common community good along with their efforts for personal gain and success. It is fully realised that undue

emphasis on morality is hardly necessary and that religion has its unwelcome results, but the youth themselves prefer and enjoy exhilarating spiritual experiences. The worship of Nature, spiritual dances, and offering to Truth and *Mahadeo* do not appear to prevent the emergence of pure intelligence, and the gradual introduction of these helps to interest youths in elementary science.

The Tamia Block

The Tamia Development Project has seen the construction of 70 miles of new road, an addition of about 100 new wells in an area where only 225 wells existed in the course of a century to cover 500 Sq. miles of forest and mountainous land. All our houses and schools have been constructed by the youths themselves. They have learnt carpentry, tanning, shoe making, bee keeping, spinning and weaving, basket-making etc. Their response has been enthusiastic though their real gain in many of these village industries cannot be said to be very encouraging.

Those who had seen Tamia before 1955 can only assess the remarkable improvement in agriculture. This improvement has been far more rapid than the development of forestry which is taking place without the participation of the community. The greatest frustration of the tribal youth is the lack of opportunities and advantages given to them by the forest department. It is hostile to the spirit, philosophy, ideas and methods of community development. *If community development is not making a striking success in tribal areas, it is mainly due to lack of imagination, capacity and will on the part of the authorities to let the dwellers of the sylvan areas arrive on their own homelands.* No youth movement should be kept away from the pressing demands of an economic upsurge. The Department of Tribal Welfare of the Tata Institute therefore laid down four basic fundamentals for the economic programme:

1. Economic development must not be too hasty and gradual and slow programme development should be preferred to hasty and quick opportunities to earn money.
2. Existing economy must be first strengthened by augmenting food supply, and improving market prices and employment opportunities.

3. Possibilities of a new economy must be discussed by investigations carried out by the joint efforts of the investigators and the local community.
4. A new economy must be carefully and gradually introduced on the basis of the response of the people and their capacity to shoulder responsibility.

The main burden of effort is on the youth who are the chief element in the total manpower of the communities. However, these imperative economic activities come in the way of both educational and recreational activities of youth. The willingness to work and earn is uniform and unemployment has been banished.

Self-Help

The youth organisations have been working throughout on the principle of self-help. Almost everything has to be done by them, because there is no one else to do things in their 35,000 population contained in 187 villages. A youth organization is thus a training ground for development, responsibility and leadership. Their shoulders are weak; they have been accustomed to be submissive and obeying, but there is enough faith to believe that ultimately they will succeed.

In search of a new economy, the economic potential of every one of the 187 villages has been studied. A minor experiment in sale of forest products was also carried out. These efforts produced the following results :

1. An eleven acre demonstration farm was created with power irrigation and local exploitation of the small Tamia river. Production of flowers, vegetables, and improvement of local crops are the three aims of of the youth-managed demonstration farms.
2. A permanent training camp for youth is in existence along with the demonstration farm.
3. The Government of M.P. has permitted us to carry out a 50 acres experiment in forest development by community youths. This will be an experiment with community resources, providing basic training in elementary forestry to members of the youth organisations at the same time.

Training Programme

A full one year training programme for youths who are unable to receive further education after attending middle school has been organised in a Leadership-cum-Vocational Training Centre, which has been run during the last three years. A production centre in farming, carpentry, brick-making, pottery, spinning and weaving and tailoring accompanies the training programme. About 70 youths, who had left school and who were unable to receive further education, have taken advantage of this multipurpose training in language study, arithmetic, geography, history, physical education and nature study along with practical training in agriculture, and any two other crafts.

In areas of this kind, education has to receive a new orientation. After high school the tribal young man returns to his home a

frustrated youth, unable to earn and unable or unwilling to work on his farm. Tribal areas are under-populated areas and the male working and earning population is small; there are few to work as artisans and craftsman. The depopulation of the tribal area caused by inadequate education and unsuitable training will prove a calamity when intensive forestry will be introduced along with a land utilisation programme. As the mountain region is full of economic and natural resources, the absence of man-power may eventually lead to the destruction of the forest. Earnest efforts to give vocational guidance to urban minded youths have failed as the lure of the city calls them. Programmes of youth organisation and welfare without achieving their primary objectives are unable to face the problems of rapid and unexpected social changes.

—Courtesy "Youth Congress."

Rural Youth Need Agricultural Training

(Continued from page 37)

methods. Or if the problem is "providing good seed" the salt water method of separating the light kernels of paddy seed from the good seeds could be one of several demonstrations.

- (c) *Laboratory* : The school plot or school laboratory may be used for experiments in wide sense.
- (d) Prior statement of the problem and assignment of reading of written materials on the problem. If the member is neo-literate, simple reading material must be supplied.
- (e) Films, charts, pictures, graphs, models or actual objects or materials may be shown in the club centre.
- (f) Experiences of members may be brought out in discussions in the meeting. This is probably the best method, as both interest and learning of members is much higher in their own natural experiences than in improvised or projected experiences. The members much more readily get concepts of new relationships, and generalization when they feel some familiarity with the problem at hand.

III What are the logical steps in solution its problem ?

Example : Water logging and of drainage problem.

A. Factors to be considered :

1. Type of soil—ease of draining out water.
2. Slope and elevation of ground relative to surrounding area.
3. Accessibility for channel through neighbour's land.
4. Comparative cost of alternative methods, i.e. tile drain, surface levelling, pumping out water etc., utilizing of land for different crops which stand water logging better, comparison on of expected yields, profits etc.

Steps to be taken

Through study and analysis of all factors involved in the alternative solutions considered.

IV Selecting the best solution or arriving at certain decisions on how the problem can best be solved. These decisions about what should actually be done are the conclusions which the members arrive at with the guidance of the instructor. If these lines are followed then there is some hope of survival of rural youth clubs and we can extend useful adult education in rural areas. The impact of this type of education can also be measured.

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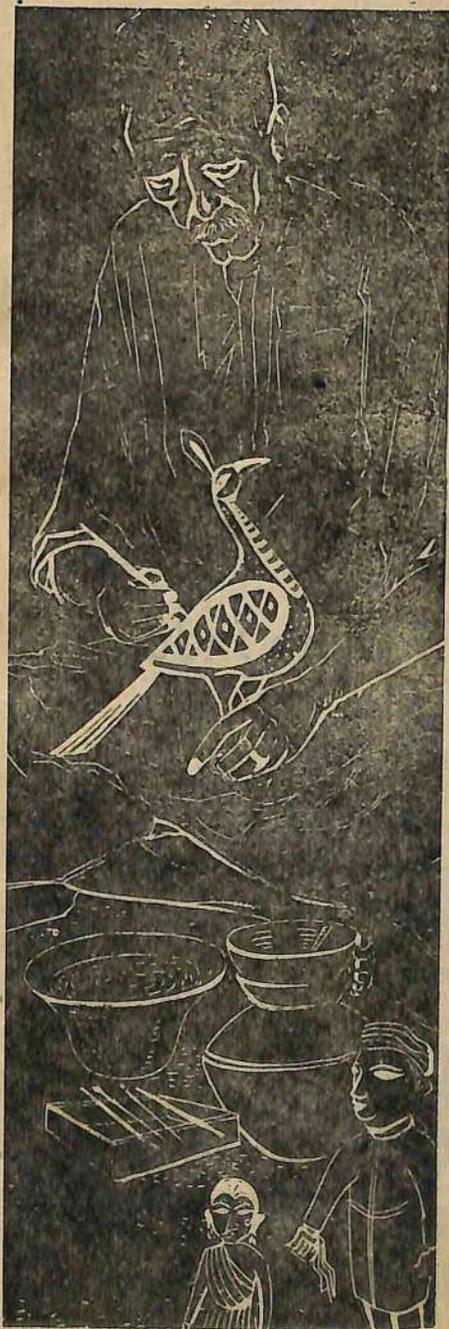
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New Approach to Literacy

THE latest census has reported sluggish progress in literacy during the past decade. The all-India literacy figure now stands at 23.7 per cent as against 16.6 per cent in 1951.

The 0.7 per cent gain per year has disappointed many who are aware, that no nation in modern times has ever gained a comfortable standard of living without literacy. An illiterate people cannot create and maintain a developing country like ours. They cannot take advantage of the benefits of science and technology. Illiterate farmers find it difficult to acquire newer agricultural knowledge and techniques just enough to feed the growing nation. The latest crises in our national life sharply underlines the need for a literate citizenary to drive out the aggressor from our territory.

To achieve our objective, we have to do a bit of re-thinking about the methods and approaches followed so far and if need be do away with some of our fond beliefs concerning literacy.

Learning takes place best when people have strong motives for learning. Literacy programme will yield very little if we try to organise it among weakly-motivated villagers, who do not feel much daily need to read and write, and whose environment makes little demand for literacy nor gives sufficient support and stimulation to maintain the literacy skill, with the result that newly-made literate relapse. Obviously, funds spent on such short-lived literacy yield no gain.

On the other hand in many areas, the situation is quite different. Great number of people in cities, industrial townships and cross roads of commerce feel a need to learn to read and write. Their daily lives stimulate and indeed demand literacy. Literacy for them, opens the way to further education, economic opportunity, advancement and better living. In one of our largest cities last year about 600 adult

literacy classes were conducted. It could set-up 1500 classes if funds had been available.

A much higher percentage of people in towns and cities want literacy than in rural areas. They are more ready to learn. They are more teachable, not because of higher intelligence but because of greater readiness and motivation. Teachers and teaching materials are easily available. These facts force us to think of new approach.

Literacy instruction for adults should be offered first where sizeable groups positively need and seriously want to learn to read and write. Instruction will be offered anywhere-in city, town or village-wherever people are ready to learn. The limited supply of educational energy can be spent more profitably on teaching those who want it.

In other areas, we must use our funds for creating a motivation for literacy. A promotional campaign for literacy must be launched. For this purpose the services of voluntary educational agencies should be utilised and the modern media of mass communication should be geared to the need of creating favourable climate for desiring literacy.

This new approach will yield better result and help in building up faster a literate population able to understand and undertake their duties and responsibilities and capable of standing up for their rights.

ALL INDIA ADULT EDUCATION CONFERENCE

The 19th session of the All India Adult Education Conference will be held on the 29th and 30th December, 1962 at Gauhati in Assam State. Shrimati Durgabai Deshmukh has very kindly agreed to preside over the Conference. The Governor of Assam, Shri Vishnu Sahay will inaugurate the conference.

On the 30th, a Symposium on "Social Education and technical development" will take place. Delegates who wish to take part in the Symposium should send an advance copy of their papers to the Secretariat of the Association at New Delhi by the 15th of November.

The Railway Board has given to non-official delegates the railway concession of "single fare for double journey."

Resolutions to be tabled for discussion in the Conference may kindly be sent to the office.

SOCIAL EDUCATION AND THE YOUTH

The 13th National Seminar on Social Education will be held in Gauhati from the 26th to 28th December, 1962. The subject of the Seminar is "Social Education and the Youth." Shri Madan Mohan, M.L.C. Chief Commissioner of Bharat Scouts and Guides will be Director of the Seminar. Shri G.C.S. Barooa, Additional Director of Public Instruction, Assam, will be the Associate Director. Shri D. Sarma, Social Education Officer, Assam Government, will be the Secretary-General of the Seminar.

Members intending to attend the Seminar are requested to send Rs. 5/- as delegation fee to enable the office to arrange for the despatch of the reading material, railway concession form and reservation of accommodation in Gauhati. The delegation fee may kindly be sent to the Hony. General Secretary of the Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi.

The draft working paper of the Seminar has already been despatched to the Institutional and individual members of the Association. It was also published in the October issue of the *Indian Journal of Adult Education*. Members are requested to send their comments to enable the Secretariat to finalise the working paper.

General Council

All Institutional members are requested to intimate to the Honorary General Secretary the names of their representatives on the General Council of the Association.

JLP ROCHE VICTORIA

It is with profound regret that we inform our readers that one of our Vice-Presidents, Shri J.L.P. Roche Victoria breathed his last on Oct. 18. Shri Roche Victoria was Food Minister in the composite Madras Cabinet and for many years was Chairman of the Tuticorin Municipal Committee. An outstanding Adult Educationist, Mr. Roche Victoria continued to work for the adult education movement till his end.

Cannot Win A War With Illiterate People

Nehru's Call to the Nation

You cannot win a war with illiterate people, declared Mr. Nehru, inaugurating the Co-operative Week on 3rd November in New Delhi. He ridiculed the suggestion that expenditure on education under the Third Plan should be curtailed because of the emergency.

MR Nehru said achievement of the Plan targets was necessary not only for winning a war but also for protecting India's freedom. Mr. Nehru said the Third Plan should not be shelved because of the Chinese aggression but non-essential items could be curtailed or postponed. He stressed the need to adopt a co-operative way of life, which he believed was more important than starting co-operatives in cities and villages. The present enthusiasm and unity of the people to face the enemy, Mr. Nehru said, had provided him with glimpses of the Co-operative Commonwealth he had dreamt to establish in India.

N.D.C.

Addressing the National Development Council on November 4 Mr. Nehru again emphasised the need for sticking to the Plan targets and stressed that expenditure on education should not be curtailed. He said that we have not only to win the war but also win the peace and in that context he said that education will play the most important part.

Call to the Nation

In an inspiring radio address to the nation on the 22nd of October, the Prime Minister asked his countrymen to meet the menace of unabashed Chinese aggression effectively and with faith and confidence. Mr. Nehru said no self-respecting country and certainly not India with her love of freedom could submit to this whatever the consequences may be. He said the price of freedom will have to be paid in full measure and no price is too great for the freedom of our people and of our motherland.

Mr. Nehru said the conflict may continue for long. We must prepare ourselves for it

mentally and otherwise. We must have faith in ourselves and I am certain that faith and our preparations will triumph. No other result is conceivable. Let there be this faith and fixed determination to free our country from the aggressor.

What then, are we to do about it? We must steel our wills and direct the nation's energy and resources to this one end. We must change our procedures from slow moving methods of peace time to those that produce results quickly. We must build up our military strength by all means at our disposal.

But, military strength is not by itself enough. It has to be supported fully by the industry of the nation, and by increasing production in every way that is necessary for us. I would appeal to all our workers not to indulge in strikes or in any other way which comes in the way of increasing production. That production has to be not only in the factory but in the field.

Mr. Nehru said we have behind us the strength of the united nation. Let us rejoice because of this and apply it to the major task of today, that is preservation of our complete freedom and integrity and the removal of those who commit aggression on India's sacred territory.

Concluding the Prime Minister said "I invite all of you to whatever religion or party or group you may belong to be comrades in this great struggle that has been forced upon us."

LITERACY

for

VICTORY

Education Minister's Call For Literacy

More Funds For Adult Education

The Union Education Minister, Dr. K.L. Shrimali, addressing the State Education Ministers in New Delhi on October 18, asked for their cooperation in promoting Adult Education and called upon them to undertake programmes for liquidation of illiteracy in a big way. He regretted that much attention had not been paid to adult education because of limitation of resources. "It is, however, obvious that this programme, which is so vital to the future of our democracy cannot be postponed indefinitely without great risks to national well-being."

He pointed out that the pace of effort in the removal of illiteracy had been so slow in the past that the country continued to have today a vast population of illiterate people. "The programmes for liquidation of illiteracy have therefore to be undertaken in a big way. With this object in view, we have recently requested the State Governments to formulate plans for Adult Literacy and to include them in their annual Plan budgets. The Planning Commission will provide additional resources for Adult literacy and Adult Education over and above the ceilings fixed in the Third Plan."

Dr. Shrimali said. "Although education is a State subject, it is being realised with increasing force that the Central Government has to assume a positive role in evolving national policies and programmes for bringing about greater social cohesion and integration so that we may emerge a strong and united nation".

The Education Minister said that a system of free public education designed to secure equal facilities to children of all classes irrespective of their economic background was now being built up in this country. This, he believed, would contribute more than anything else in removing economic inequality which was one of the main causes of social tensions.

Expressing satisfaction over the progress of enrollment in primary schools in different States, he said that the target of enrollment in 1961-62, the first year of the Third Plan, had been exceeded by 18 lakhs. As against the target of 22 lakhs, the enrollment had gone up to 40 lakhs in 1961-62. "If we continue to progress at the present rate, it is expected that target of the Third Five Year

Plan would be reached by the end of the third year of the Plan".

Textbooks

Dealing with the problem of textbooks, he regretted that some of the textbooks prescribed by the State Governments were not only poor in quality but contained material which could only create hatred and ill-will among the people. He observed that textbooks would exercise an abiding influence for good or otherwise on the receptive minds of the young people. "We would be failing in our duty if we do not provide to them the best it is in our power to give. I would, therefore, urge the need to have the text-books examined and reviewed at the highest academic and professional level before they are introduced in the schools. Further more, since competitive bidding has not always secured the best book, we should consider preparing text-book on our own initiative, enlisting in this task the assistance of experts of high competence. There is a wide field for inter-State cooperation in this matter," he felt.

In conclusion, the Education Minister said : "The results of educational reforms cannot be produced within a day or a month or a year or even the lifetime of a generation, It is a slowly maturing process which has to be nourished by the hard and patient work of bands of dedicated persons—parents, pupils, teachers, educational administrators and thinkers.

"Impatient criticism should not be allowed to dim our vision of, or shake our faith, in the goals we are to strive for. There is but one direction in education—to move forward without relaxing our efforts and with courage and conviction, till we have reached our goal".

Youth Volunteers for Social Education in Urban Areas

N. F. Kaikobad, Head, Department of Urban Community Development, Tata Institute of Social Sciences, Bombay.

IF the message and programme of social education has to reach to as many citizens as possible, then the sole reliance on paid staff, full-time or part-time, will prove inadequate. We have not given serious thought and make no systematic effort to use youths in the cities for social education.

Past experience of social education agencies will determine their reactions to this idea of a well-planned programme for recruiting and using volunteers for the year round programmes. "Well, we do use youths. Even schools children work for our annual fund collection drive in this city. They also help us in taking out processions and arranging cultural programmes" said a veteran social educationist. Young persons, no doubt volunteer to assist in such spectacular activities. They enjoy as well as gain significant social experience through such involvement. What I have in mind is something different.

The idea of harnessing energies of youths, students and non-students for our routine and on-going programme throughout the year still remains on paper. Some social work agencies in the cities like Bombay have made efforts in this direction and their past experience determine their reaction to this idea. Some have found that they spent unnecessarily too much time and energy on young volunteers for what they were worth. They say it is easy to recruit but difficult to retain them. The time and efforts devoted in recruiting and training volunteers came to a naught when the youthful enthusiasm coold off. No doubt, the use of volunteers is an exacting task which needs special efforts at all the stages ; selection, orientation, placement, training and supervision. To avoid the use of volunteer staff means depriving the social education movement of one of the most important resource for spreading social education. Well-trained Volunteers add to the quality of work by contributing their skills for various programmes.

Why Volunteers ?

Before we go any further, we must answer the question "why" ? Why do we want volunteers ? The possible answers are

—because we cannot afford to hire people with various talents even if they are available. Emoluments in social education field are not at all attractive.

—because social education in Urban area has to compete with commercial and cheap type of mass entertainment. We therefore need workers who can bring richness and variety in the programme content.

—because the very idea of volunteering has significance for social education. It provides an opportunity to serve as well as to develop leadership qualities. It exposes youths to various community problems and creates the possibility of their involvement in problem solving.

—because volunteering for social education promotes inter-mingling of people of different socio-economic and cultural background which would promote social integration.

—lastly, because volunteering offers a chance to the youthful citizen to be really useful to the community and at the same time have a generally pleasant and gratifying experience.

Practical Possibilities :

Youth volunteers can be profitably used in Urban social education programmes for some of the following tasks :

- (1) To conduct literacy classes.
- (2) To give talks on selected topics in literacy classes and lead group discussions.
- (3) To assist in the work of circulating libraries and in preparing well-news-papers and manuscript magazines.

(Continued on page 19)

The System of Associated Youth Enterprises (1959-1962)*

I. Objectives of this Programme

The system of Associated Youth Enterprises has formed part of Unesco's general programme since 1955. It was instituted because both youth organizations and Unesco services felt the need for a more systematic collaboration. For this purpose it was necessary to devise a system which would be both flexible and clear-cut—flexible enough for young people to feel at ease with it and for their activities to fit fairly easily into Unesco's administrative pattern, and sufficiently clear-cut to restrict as far as possible that scattering of energies and interests which is detrimental to all international action.

This collaboration has quite naturally taken the form of mutual aid in carrying out projects common to Unesco's programme and to those of various youth organizations; the fields of activity they share offer a wide range of possibilities for collaboration. In this connexion it is worth drawing attention to the respective contributions made by successive Unesco programmes and by the non-governmental organizations to the common task. A curious phenomenon of alternation occurs; sometimes the programmes of the non-governmental organizations are ahead of Unesco's, either because of their geographical, scope or because they are being applied in new sectors, while at other times Unesco blazes the trail. For example, Unesco's efforts to promote international understanding, particularly by the East-West Major Project, have unquestionably encouraged the action of non-governmental organizations in this direction. On the other hand, many organizations were already working in Africa before Unesco's programme got under way. Likewise, the problem of literacy campaigns led some organizations to take action in this sphere and perhaps pave the way for Unesco's subsequent efforts.

There are two complementary aspects to this collaboration, since it may be viewed either from the standpoint of the non-govern-

mental organizations or from that of Unesco. Each organization which proposes a project and asks to have it included in the system is primarily thinking of obtaining assistance in this way, for its educational action among young people. Unesco, for its part, no doubt wishes to promote such activities by non-governmental organizations, but it must also consider which projects are likely to make a useful contribution to the international endeavour, and it must try to give wide dissemination to the results achieved.

II. The different forms of Associated Youth Enterprises

What kind of projects have been submitted by the non-governmental organizations and what were they about? In other words, what forms of activity have resulted from this collaboration?

(i) The collection and critical study of documents on a specific subject; (ii) the gathering of information in the field in the form of facts and opinions (for example, for a study of needs prior to educational action) either indirectly through questionnaires or by direct contact through interviews; (iii) meetings, round-tables and conferences, where participants bring information, exchange ideas, compare situations, formulate problems, discuss them and work out solutions.

Another form of associated enterprise is Courses. They range from briefing courses intended to provide a broad awareness of problems to highly specialized courses for the training of leaders of movements or for instruction in some particular educational technique.

Lastly, the most promising form of enterprise is the educational pilot project, in which information and training are used to reach practical results.

III. Content of the Enterprises

The Associated Youth Enterprises show wide diversity. Each has special features of its own, depending not only on its specific

* Document prepared by the Unesco Secretariat.

purpose, but also on its geographical context, on the general attitude of its leaders and on the time when it was launched. In short, each has its own individuality and style.

However, Associated Youth Enterprises may be divided into a few main categories, according to their purpose. They may be concerned with international understanding, the civic and social training of youth leaders, leisure-time pursuits, vocational education, or the general problems of educating adolescents under present-day conditions.

A. International understanding

Young people have quickly realized that they should follow Unesco along the road to international understanding and that this was an aim on which it was worth concentrating their energies. Those who have done so and have proposed projects to us have given reasons for their action which, in our opinion, testify to the realism of young people. This realism is mainly reflected in their resolve to reach beyond their own personal view point and the traditional ideas handed down to them by the civilization to which they belong, in order to learn *how other people live, feel and think today*. This would appear to be a natural inclination or tendency, rather than the sign of a disciplined intellect. Of course, anyone who seeks out information and tries to view problems against their geographical, social, historical and cultural background displays some degree of intellectual realism. Yet the attitude of young people would appear to be far less rational and more akin to an intense desire to find out what other people are like. Unlike adults, among whom the observation of differences between civilizations and ways of life is all too often a stage of development not easily passed. young people seem to progress, ostensibly without much effort, towards the acceptance of differences. Such acceptance is no doubt easier for them because their own lives have not yet taken final shape; but we also believe that it may come more easily in their case because they spontaneously choose the shortest and surest road, that of sympathy.

This need for broad investigation of human realities accounts for a whole series of Associated Youth Enterprises. The Major Project on Mutual Appreciation of Eastern

and Western Cultural Values has supplied an appropriate frame work for many such activities. A series of enterprises has centred around a survey on "The values to which young people subscribe in the East and West". This survey, which is nearing completion, has already yielded most instructive partial results.

Enterprises in the sector of study tours and the reception of young foreigners belong to this first stage along the road to international understanding, a stage taking the form of a quest for information about other cultures and civilizations. A typical project of this kind entitled "Young Western workers welcome and understand young Eastern workers" is now being carried out, by young people in France and Japan. Organizations such as Pax Romana and Ismun (International Student Movement for the United Nations) are likewise concerned, each in its own way, with the situation of Eastern students in European universities, their acceptance by Western society and the cultural impact of their residence abroad.

The second stage comprises a great number of meetings which have afforded an opportunity of acquiring information on a wide variety of subjects and of arranging for profitable exchanges. Instances worth mentioning are the "Europe-Asia" Summer University organized in the Federal Republic of Germany and the "Europe-Africa" camp-meeting at Agape (Italy).

Since collaboration at the occupational level can offer opportunities for contacts and exchanges, a series of enterprises have promoted meetings of young people to discuss subjects related to their vocational interests. The International Youth Federation for the Study and Conservation of Nature held an International Camp in France attended by young naturalists, and the World Friendship Federation organized a "Science Fortnight" in England, attended by science students from various countries, who, in addition to various activities of technical interest, were provided with ample opportunities for friendly exchanges and group entertainment.

The third stage brings us to a type of enterprise involving more direct action. These

projects aim at setting up machinery for international understanding or, at least, have some continuity in that they promote regular exchanges which are likely to be renewed, instead of being left to chance and petering out. Certain special educational projects are thus fitted into more general educational activities. The Ismun project "Encouraging student interest in international affairs", forming part of the out-of-class activities of two colleges in the United States, is one example; these two programmes are to be continued in each of the two institutions where they have been tried out. The International Federation of Organizations for School Correspondence and Exchanges has devised a project for pairing Eastern and Western schools. An expedition to the East and Middle East, arranged by the International Youth Hostel Federation for the purpose of setting up a network of youth hostels in these areas, afforded a means of creating favourable conditions for meetings between young people.

The main aim of these enterprises is to promote international understanding. Another such activity is the publication, by the French National Commission, of a pamphlet entitled "Les Clubs Unesco" which is a kind of handbook for the use of international relations clubs.

B. The civic and social training of youth leaders

This is the second largest group of Associated Youth Enterprises. The recruitment and training of their leaders are matters of constant concern to youth organizations. The growing number of young people and the consequently increased number and scope of the youth association activities have given urgency to this problem. Just as the first group of enterprises was based on Unesco's programme in connexion with the East-West Major Project, so this second group has found guidance and a fresh source of inspiration in the Organization's African Programme. International Young Christian Workers, has carried out a programme of economic, social, civic and family training for its African leaders and has also made a study of the "needs and aspirations of African girls."

The World Association of Girl Guides and Girl Scouts held an "All Africa Conference"

in Uganda, attended by the heads of the movement in all countries of the continent, for the purpose of discussing the adaptation of the Association's working methods to Africa. A seminar on the different aspects of the role of women in present-day society, with special reference to Africa, was organized in Nyasaland for the leaders of the World Federation of Catholic Young Women and Girls. Yet another example of this type of enterprise is the course on civic and social training organized at Brazzaville (Congo) by the International Young Christian Students.

Some enterprises aim at providing training through participation in direct social action. An enterprise has been carried out by COSEC (Co-ordinating Secretariat of National Unions of Students) in Bolivia, where young students, after receiving preliminary technical training, worked together on the *national literacy campaign*. The World University Service has likewise carried out a programme of mutual aid and co-operative activities.

The enterprises in the second group would naturally be expected to have a more specialized character depending on the objectives of each organization. This is certainly true, but less than so might be imagined. Two basic considerations underlie all these projects—the need for work among women to make them more aware of themselves and of their responsibilities, and the need for a grounding in economics, either through formal teaching or through political experiments (e.g. co-operatives). By their efforts to extend their action in developing countries, these organizations would appear to have found an opportunity for reviewing their basic problems, considering them in a new light which shows up further aspects, and revising their methods in order to adapt them to new needs. This trend may not be defined explicitly, but it appears to underlie many enterprises.

C. The use of leisure time

A third group of enterprises is concerned with more strictly cultural activities.

The pilot project for elementary musical training in rural areas (France) makes use of travelling teams to give village homes a knowledge of music. Furthermore, the *Centre de Cooperation Culturelle et Sociale* is carrying

out a programme of leisure-time activities in its international holiday camps.

One of the activities of the World's Alliance of Young Men's Christian Associations, is the programme of introduction to South American music and folklore, being carried out by the Aletheia International Academy (Uruguay).

D. Vocational training

Vocational training as such has not been the subject of any Associated Youth Enterprise. However, it is taken into account in various enterprises not from the technical point of view but on account of its influence on the position of young people and on potential ways of adapting them to present-day society.

This group includes a set of enterprises for studying the position of young people from the time they leave school until they begin work. Five non-governmental organizations are collaborating in this study by assembling information on twenty countries.

There is one sphere where educational activity is so akin to vocational training that the two sometimes merge, this is frequently the case with rural youth, and for very good reason.

Young people in rural areas tend to be less torn between different interests than urban workers. Farming is apt to dominate everything that farmers do, or at least it affects their other activities to a very large degree. This fact is illustrated by two enterprises, both of which are based on the same consideration—the need for young rural workers to gain a better knowledge of economic problems in order to organize their work more rationally. One of these is the course organized in the Ivory Coast for young African farmers by the International Movement of Catholic Agricultural and Rural Youth; the other is the "Introduction to knowledge of the agricultural problem" sponsored by the French National Commission.

E. General problems involved in the education of adolescents in the present-day world

A last group of enterprises consists mainly of the reports and studies of specialists (sociologists, psychologists and educators) on educational problems and techniques. The follow-

ing associated enterprises may be cited as examples: the important study on "re-education methods used in boarding establishments for socially maladjusted young people" the "Analysis of the impact of travel and exchange programmes on young people" and the survey on "Los adolescentes de Montevideo in 1962".

IV. Conclusion

The results yielded by the system of Associated Youth Enterprises must be considered from two angles: the content of the enterprises, and the operation of the system.

The content of the enterprises, as described above, is felt to be sound and in line with Unesco's expectations. Taken together, the various projects may be said to make up a model programme for the education of adolescents including as they do ethical and social training, the creation of sympathy and understanding for other people's problems, the discovery of fellow feeling and practice of mutual assistance, contacts with people in their future profession and problems of adaptation to present-day society. Practically all aspects of young people's lives are covered.

However, youth is not an end in itself, and the purpose of training young people is not to make them delay in a merely transitional stage of life. It might therefore be suggested that, for the age group of young adults, the scope of the Associated Enterprises should be widened so as to include topics usually assigned to workers' education. In fact, this principle seems likely to break down, to some extent, the distinction once drawn between adult education and the education of young people. Of course, young adolescents between 14 and 18 years of age will have special problems of their own. But those on the threshold of adult life are really "consumers" of popular culture. This is evidenced in various ways. For instance, Unesco's distinction between adult education projects and projects for youth activities is known to be due, in many cases, merely to a more or less arbitrary classification, instead of reflecting any actual separation of responsibilities; the aims and intrinsic content of some projects makes it impossible to draw any such distinction between them. All are programmes for workers' education. In 1962, under the adult education programme, about one-third of the projects

submitted by non-governmental organizations receiving aid from Unesco might be regarded as "youth" projects. On the other hand, several cultural projects concerning adults as well as young people are administered by the Youth Section; these include projects for cultural or social activities organized by institutions, cultural centres, clubs and group intended for both young adults and more mature persons, who are drawn together, not by any ideological affinities or a common way of life, but by their interest in a specific cultural activity (music) or because they live near one another (e.g., cultural centres in large cities).

Women's movements, at least those in developing countries, are more concerned with young women than with girls. Analysis of this fact, apart from its intrinsic interest, would be of great value to workers' education. Are the reasons for the situation accidental? In other words, do such movements fail to reach girls because they do not have sufficient freedom in the particular society to which they belong? Perhaps the cause is to be sought in the very nature of things. Adolescence may be a period of rather secondary importance in a woman's life. Women are perhaps more truly themselves when they become adults. Or is attention directed to women's education in consideration of their role as family educators? In any case, the programmes of women's organizations are mainly intended to make them aware of themselves and of their family and social responsibilities.

Apart from associations with educational and cultural aims, we find that the mass communication media, particularly television, offer many opportunities for cultural enrichment and appeal to both young people and adults.

It might therefore be possible to extend the scope of the Associated Enterprises to include subjects which are felt to be part of the cultural content of education for young adults. Examples would be elementary instruction in science (introduction to the scientific method and popularization of scientific achievements), introduction to economics (business management, national accounting), information about the major tasks facing the present-day world (the development of new countries and new States, the campaign against hunger, racial prejudices, etc.). Such programmes would aim

at educating young people by extending their knowledge and making it more accurate; they would be effective if not indispensable instruments for the implementation of any project concerning international co-operation.

In evaluating the operation of the system, a distinction must be drawn between the viewpoint of the non-governmental organizations and that of Unesco.

The non-governmental organizations seem to be satisfied with the way in which the system has worked. This is borne out by the enterprises implemented (120 since 1955) as also by the steadily sharper increase in this figure as the programme got under way. Further evidence is furnished by the correspondence exchanged and the discussions held with the non-governmental organizations, which are grateful for the contacts opened up by the system, for its role as a link between them and Unesco; it has provided a channel for collaboration founded not on a mere general community of views, but on specific educational achievements.

For its part, Unesco is likewise satisfied with the system, though with a few reservations. Admittedly, Unesco has been able to secure the services of the non-governmental organizations in this way—and that is the essential point—to establish contacts, create bonds, and keep in constant touch with the "world" and with life. An opportunity has been provided for broad experiment, whereas Unesco cannot, by itself, advance along this road without taking many precautions and keeping within certain limits. The non-governmental organizations have carried out pilot projects and educational experiments in complete freedom, and Unesco has profited by what they have done.

Unesco is not entirely satisfied, however, the objectives of some enterprises have remained too general or have had too broad a geographical scope. Their promoters have perhaps not been sufficiently warned of the difficulty, for example, of undertaking studies or surveys in countries with differing civilizations. Their methods of work, devised in the light of one particular set of circumstances, occasionally prove to be inadequate, and the results obtained remain doubtful. In future account should be taken of this problem.

(Continued on page 22)

Adult Education in Yugoslavia

THE education of adults as a movement for popular enlightenment started in Yugoslavia in the course of the 19th century. The first specialized institution for popular education, "Pucko Sveuciliste"—People's University (the present-day "Narodni, Univerzitet"), was established in 1907 in Zagreb. Between the two wars progressive political organizations were very active in spreading popular education through people's reading rooms and through training courses, publicity, the press, and cultural and artistic activities (various societies, associations, etc.). Great efforts in the field of popular education were made during the People's Liberation Struggle when the first basic principles of contemporary adult education in Yugoslavia were conceived.

Main Features

More recently the following features have been of particular importance for the spread of adult education: (a) the wide post-war movement for popular education through mass media (lectures, publicity, radio, etc.), training courses (particularly literacy and basic education courses for adults—in view of the fact that before the war 45 per cent of Yugoslavia's population was illiterate), and schools such as the former evening classes for adults within regular schools, and special schools for adults (evening high schools, secondary vocational schools, teacher-training schools, secondary commercial schools, etc.); (b) workers' universities as special establishments for the supplementary education of adults' which since 1952 have been founded by trade union organizations. The new features of these institutions were their informal character (they did not issue diplomas or give certificates of the standard or degree of skill attained), the fact that they worked out their own curricula in accordance with the needs of workers and citizens in their area, and the fact that they were independent establishments with their own bodies of management—the councils of workers' universities; (c) the enactment of a formal law reforming education—the Law on Education of 1958, which placed adult education on the same level as regular schooling. Among other enactments

this Law particularly laid down first, that special establishments for adult education are the objects of society's concern to the same extent as other educational institutions; secondly, that all ordinary schools for young people must also be active in the education of adults; and thirdly, that all institutions and bodies must pay particular attention to the special problems of adult education, which should be scientifically and practically studied; this work must be respected and developed (through the education of teachers, the working out of special curricula for adults, the use of special methods in education, and the publication of special textbooks and reference books). The last few years have seen the development of andragogy (the science of adult education) and the first doctor's degree has been obtained in this field. A monthly is published in Zagreb under the name of "Obrazovanje odraslih" (Adult Education), formerly "Narodno Sveuciliste" (People's University); (d) the foundation of Centres for the Education of Workers in Enterprises (since 1959); they are founded and financed by the workers' councils in enterprises. These are also informal institutions which are primarily concerned with vocational training and workers specializing for various jobs. These centres are also gradually taking over the organization of the general and commercial education of workers. In large enterprises new vocational schools or school departments are being opened within the centres which thus become "school centres"; (e) the Resolution on Vocational Education passed by the Federal People's Assembly in June 1960 has further accelerated the reform of vocational education and the process of adjusting the system of schools and other forms of education to the needs of the economy. The Resolution particularly emphasizes: the important role of enterprises in training workers and youth for production and directing education towards specialization and the vocational advancement of workers.

The active process of bringing the educational system into line with new conditions and changes, which began in Yugoslavia in 1958, has been greatly influenced by the ex-

perience acquired from the flexible system of adult education (particularly the development of workers' universities). This influence has been particularly reflected: in a greater independence of educational establishments (in working out curricula, and greater rights to self-management for the employees), in the capacity to meet the new needs arising from technical, production, and socio-economic changes more quickly and efficiently; in a more flexible organization of institutions and their adaptability to the needs and potentialities of adult trainees, and to the possibility of their advancement and further education within the system; in engaging as teachers experienced staff working in production, which makes it easier to achieve in education a synthesis of theory and practice, of actual needs and scientific knowledge; in introducing varied methods of education, in particular activity methods combined with modern teaching aids, etc.

Condition in Yugoslavia :

In a great number of countries, the development of science and technical progress are reflected in the growing need for permanent education: every man has to go on with his education more or less as long as he lives. Other factors have also played an important role in the development of adult education in Yugoslavia :

—The unsatisfactory, inherited structure of the population: the agricultural population, which lived in particularly backward conditions, made up 75 per cent of the total; 45 per cent of the population was illiterate; there were few schools, universities, etc., in the country; the education of adults had to be largely confined to filling in the gaps in their knowledge, and to their speedy training. The situation today is substantially different: the agricultural population accounts for only 50 per cent of the total, while the percentage of illiterate persons over ten years of age has dropped to 21;

—The industrialization of the country has resulted in an influx of peasants, often illiterate or semi-literate, into newly-founded enterprises: the number of employed in the economy rose from 800,000 in 1939 to 2.7 millions in 1961. Out of the total number of newly employed in the last five years, only an

average of one third has been accounted for by young qualified workers who have completed vocational school courses. Unskilled workers, chiefly recruited from villages (at an annual rate of 100,000), as well as those who have learned through their everyday work in production, have had to be given basic general education and the necessary skills at various levels and in various ways, through training courses, schools, individual preparation for examinations, etc.

—The introduction of workers' management in enterprises and the gradual extension of their rights and the scope of self-management (in 1961 working collectives disposed of more than 40 per cent of the national income), the introduction of social management in all public institutions and services (social security, health, cultural and educational establishments) in whose managing bodies workers and all other citizens participate—all these have created an acute need for the socio-economic education of the members of self-management bodies and, in principle, of all workers and citizens. Adult education has become a component part of the process of democratization and an important factor in training citizens to carry out public and social functions.

—Especially since 1960, material incentives have been introduced and a system of economic relationships has been built up based on the principle of the independent formation of income and distribution according to labour input, so that an individual's income depends on the result of his own work, the work and success of a narrow working group, the economic unit, and the success of the entire enterprise. Likewise, education is being ever more closely integrated with the process of production and social relations, and is becoming an important factor in raising the productivity of labour and in the formation of income. Because of their right to dispose independently of the income of their enterprise, working collectives tend increasingly to set aside larger sums for education, to open and finance schools and other forms of education which they need for vocational training and advancement, and individuals are prompted to organize themselves with a view to satisfying their educational needs. At the same time, there have been changes in the position of teachers and others working in educational institutions.

These institutions are becoming independent and operate on economic principles which enable teachers to improve educational and living conditions and to earn personal incomes proportionate to the work invested ;

—Socialist principles require that education and culture should be made accessible to all and by all ways and means, since the aim of society is first of all to give man culture and enable him to work and live. Thus adult education becomes everybody's concern and is assisted by all social agencies; it spreads to all fields of education, depending on the interest and inclinations of individuals and on the social and economic requirements of enterprises and of the community as a whole.

All these conditions tend to make adult education an integral part of the technical, economic, and social movement and to connect it directly with the fulfilment of the needs of producer-managers. This position of adult education accounts for its programme and its integration as permanent feature of the general system of education with an important future.

Fundamental Principles of Adult Education

The uniformity of the system of education implies an equal status for all forms of education (in and out of school) for youth and adults. This principle means that ordinary schools are also concerned with adult education, providing classes with specific curricula, and also that special establishments are being created for the education of adults, primarily for supplementary education and further training.

The flexibility of the system and equal treatment of all forms of education mean the removal of all formal barriers in education, particularly where employed persons are concerned, and especially of formal criteria (for instance it is not always necessary to have a diploma of a lower school grade as a condition for passing into a higher one). This principle is of special importance as it enables employed persons to enrol at high schools and the university regardless of their previous school qualifications provided they show sufficient ability for further learning in entrance examinations. In addition, this principle opens up new possibilities for individual self-education, correspondence classes, regular and extramural classes, full-day and residential classes, afternoon and evening courses.

The principle of free education means that all citizens are given equal opportunities for the development of their individual inclinations and abilities regardless of their financial circumstances. Part of the cost of education is borne by communes and part by enterprises and institutions which usually pay their workers and other employees' tuition fees in the training establishments. This principle does not exclude individual participation in covering the cost for some kinds of tuition, particularly for those in which an individual is personally interested (learning of foreign languages, etc.).

The scope of education enables all categories of adult citizens to receive education in all fields of science and art. As a result of this principle, adult education develops equally in the field of general, socio-economic, and vocational training. It is therefore based on both individual motives, needs, and inclinations, and on the needs of enterprises, institutions, villages and communes.

Functionality in education means that the objective of adult education can best be achieved by working out, on the strength of analyses and examinations of general and individual requirements, such curricula as can train individuals and provide them with the maximum help in work and life. In this way education becomes increasingly integrated into practical work and life, or rather it unites theory with practice.

Qualifying for self-education and a critical approach to the assimilation of knowledge are both principles and objectives of education; accordingly candidates are trained, on the basis of facts and actual processes in society, smaller communities, and production, to reach their own independent, critical and objective conclusions and to form their own views. At the same time candidates are trained in the techniques of intellectual work, and by various methods and means they are qualified for self-education.

The democratic principle of education means that in the course of training relations between the teacher and the student are based on cooperation and mutual respect. This principle also provides the groundwork for the development of students' self-management in all institutions for adult education.

“My Experiences and Experiments in Adult Education”

Kulsum Sayani, Vice-President, Bombay City Social Education Committee.

THE first Literacy Campaign in the City of Bombay was started by the Social Service League of the Servants of India Society in 1938. This was organised on a semi-voluntary basis, where the Government, the Municipality and the public cooperated as one body. The experiment, though of a small duration, was a great success. As a result the Congress Government, which had just come into power, agreed to take it over and the Bombay City Adult Education Committee was formed. Shri B.G. Kher, the Premier, was its first President. The Committee is now called the Bombay City Social Education Committee. I have been actively connected with the Committee since its inception and also have the honour of being one of its Vice-Presidents. This Committee is responsible for carrying on a mass literacy movement in the city of Bombay. It has made nearly five lakhs of people literate during last 20 years but there are still seven lakhs more to be made literate in the City of Greater Bombay.

My own experience in this field began under strange circumstances. For years I tried to do something substantial for my less fortunate sisters, but did not succeed. After my return from England in 1938, I was insisted to prepare a scheme for educating Purdah Women. The lot of the lower middle class women is not too bright and that of Purdah Women is much worse. Therefore, I suggested that classes should be started at home. This would cause as little inconvenience as possible to the women and also education in the home would deal with the every day problems of life.

After preparing this scheme in September 1939, I thought of experimenting with it myself on a small scale to see how far it was practicable. With a small investment of Rs. 100/-, I started two classes, which functioned for two months. I employed two teachers on Rs. 20/- per month each and allotted them three buildings each. Each teacher was ex-

pected to teach two hours in each building i.e., six hours daily.

It was a very uphill task and with the greatest difficulty the teachers succeeded in collecting 20 and 45 women respectively. During the first two months we had to change the buildings three times because the teachers did not succeed in sustaining the interest of the women. The cultural level of the teachers was somewhat below the standard required. Moreover, it was for them a monetary consideration rather than labour of love. They were unable to make the women enthusiastic. After much observation and study, I decided that it was necessary to ensure cultural enthusiasm. This could be attained only by dogged perseverance, constant supervision and by maintaining a close sympathetic and friendly personal contact with women themselves.

This little experiment prepared the ground for future work and also made it clear that there were ample opportunities to achieve results. I was worrying about the finances to start this scheme on a large scale, when the Bombay Women's Association (a branch of the A.I.W.C.) asked me to organise eleven classes for them. In all 420 women were enrolled in these classes and we started the work earnestly. I used to leave home in the morning at 9 a.m. with my family. I dropped the children at their school and my husband at the dispensary, taking his car and returning only at 4 p.m. to take him home.

I used to go from lane to lane, house to house and floor to floor talking, enthusing and persuading women to learn to read and write. Later on practically all the women of the building used to get together with their children to hear me. Sometimes men would be listening behind the doors to see that I did not lead the women astray.

It was during this period that the Bombay Committee came into existence and I was asked to organise 50 centres for Purdah

Women. I had to do it myself as no men or even any outsider could enter this citadel.

Within six months of organising these centres I discovered that all my efforts and spade work would be wasted unless follow-up work was continued with the same perseverance. Hence in July 1940 I started an experiment with a Post-literacy paper called "Rahber"—meaning "The Guide". It began as a monthly issue and its success and popularity soon forced me to make it a fortnightly.

"Rahber" was started with two objectives : To keep up the interest of neo-literate in reading and to propagate Hindustani, the language visualised by Gandhiji for the whole of India. With this object, "Rahber" was printed in Urdu, Nagri and Gujarati scripts. The same subject matter was printed from line to line in all three scripts in a uniform simple Hindustani, thus helping to bring people of different regions to a common fellowship of cultural and linguistic unity. It was National Integration in its practical meaning experimented for full 20 years. Through "Rahber" the Hindi knowing people learnt the Urdu script and vice versa.

During the freedom movement of 1942 thousands of people in jail including leaders studied both scripts of "Rahber" and the easy Hindustani language. Many used to read the paper aloud in order to be able to speak the language. Gujarati script "Rahber" continued for only eleven years after its publication. That also fulfilled a need by enabling thousands of Gujarati knowing people to learn the national language. I was quite flattered to learn that the then Educational Adviser to Government of India, Dr. Tarachand, learnt the Gujarati script through "Rahber".

As for our classes, they used to send messages that "Rahber" was to them what a guiding stick was to the blind. "Rahber" was aiming at teaching people through stories, also of different religions, cultures and countries, giving them a wider vision. I must admit that "Rahber" was a great strain both on my purse and my energy and time, but it certainly gave the satisfaction of having done my bit for my country and my people.

With the same object of Post-literacy work in view, even before starting "Rahber", I had organised an annual series of 20 lectures which were held during the first ten days of

Moharram from February 1940. Daily one lecture would be on religion and the second on social subjects. In the beginning there was stiff opposition to these series from the Moulvies, that is the priest class. Their contention was that religion was exclusively their monopoly and in the social subjects they resented talks on "Position of Women in Islam" etc. This was a case of vested interest, fearing to lose control over the community if women acquired broad vision and outlook.

One amusing incident I must mention when a deputation of 12 butchers visited me. Their grievance was that they had to give in to the demand of their women wanting to read and write but it was a sacrilege to teach the women arithmetic as every time a man went out with a ten rupee note, he had to account to his wife for the same on the very slates supplied by us.

The training of teachers is difficult even today for the Bombay City Education Committee, but in those days the material I could lay my hands on was just 2 Books of Urdu. The teachers however, increased their knowledge and efficiency whilst teaching, and journal "Rahber" and the lecture series helped them a lot.

I tried to keep the level of the work somewhat higher than the mere literacy standard. It was interesting to note that quite a few centres after finishing the four months' literacy course and eight months' post-literacy continued their studies for a full year more by paying something to the teachers themselves. It is gratifying to note that 30,000 Purdah women have been made literate in these 20 years out of the 40,000 altogether enrolled. For full nine years I looked after these classes in an honorary capacity as field-worker, until the Committee formulated a ten year plan, received more grant from the Government for employing Assistant Officers for all languages. The languages taught are Marathi, Hindi, Urdu, Gujarati and Telegu.

In 1943 I became the acting Hon. Gen. Secy of the All India Women's Conference and later in 1944 its General Secretary. I must confess that the spreading of Adult Education in an All India body appealed to me a lot. During my term of office many branches were carrying on extensive work in

this field. I also did a good bit of touring for the Conference and took the opportunity of giving talks on Adult Education and visiting schools to find out the appalling percentage of illiteracy among the parents of the students.

I must not forget an incident of Wardha School which gave me a new experience in this field. It was in 1945 that I attended the Nai Taleem Conference at Sevagram. Our connection with the Father of the Nation dated from 1917 when he returned from Africa. My late father, Dr. Rajabally Patel was a friend and a family physician and we learnt to call Gandhiji Kaka—meaning uncle. Gandhiji gave me a very warm welcome and asked Jankidas Bajaj to take charge of me ; she took me to her house in Wardha. Whilst talking she mentioned that it was most difficult to work among Purdah Women as whenever she called a meeting hardly two women turned up. She requested me to call a small meeting of Purdah women in Wardha. I decided to achieve this through the school children, so I walked into a Girls' School which was practically over and only 12 girls were present. We started talking and the girls wanted me to read a story of "Kalidas" from the fortnightly, "Rahber" which I had with me. The girls got interested and wanted a copy each.

So we made a bargain, the girls were going to get "Rahber" and in return I requested them, to collect their parents and neighbours and read out a story even as I had done. After that they had to spread ashes or sands on the flour and teach four letters of the alphabet daily with their fingers, using the old fashioned method of memorising, after that easy word-building of two to three letters until they learnt to read the paper within a year.

I must say the girls kept to their bargain ; it was I who could not keep up the correspondence because of my already heavy work. In the next day's meeting sixty women turned up telling me that their daughters coaxed, threatened, wept and got them to come to the meeting. It was a case of children succeeding where adults failed.

It is strange that nearly twenty years after this incident, the Bombay City Social Education Committee should launch on "Each Student Teach One Adult" campaign during the "Social Education Week" celebrations. I cannot claim the idea to be mine, it is as old as the hills, no doubt, tried in different times in different ways. To-day we have all hope that all secondary schools will co-operate with us. If it catches the imagination of the student world, it should spread like wild fire.

Proudh Shiksha

ORGAN OF THE INDIAN ADULT EDUCATION ASSOCIATION
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A Story of Adult Education in Northern Nigeria

Jo Packer, C/60 Kirtinagar, New Delhi.

SOME fifteen years ago, the Adult Education campaign in Northern Nigeria looked as though it would be a failure from the very start. Its aim was to make every peasant, farmer, trader and labourer literate in the vernacular. But the classes flopped. No-one seemed able to learn anything.

An Englishman teaching at a secondary school for African boys in Zaria (the educational centre of the region) was interested in the problem. Together with an African, he looked into the teaching methods and found that they were not suited to classes of Nigerian adults.

He and his colleague experimented and evolved a new method which would bring results. Then began five years of extreme hard work.

Instructors had to be trained. In order that literacy should not be taught to the people by outsiders, intelligent volunteers were drawn from amongst the villagers themselves. Gathering them together at points all over the country, the Englishman ran courses of instruction. At the end of their courses the men were not only literate but able to pass on literacy to others.

As the population of Northern Nigeria is 18 million, one of the densest in Africa, it is hardly surprising that the scheme took so long to get under way.

Nevertheless, it was an instant success. The instructors—or Malams, as any Scholarly Nigerian is called—taught their classes twice a week for a term of three months, with twenty-five pupils per class. At the end of the term, a test was held and literacy certificates awarded to those who passed.

The story of Hassan begins in a small town called Zonkwa, one hundred and fifty miles south of Zaria. Zonkwa is a fascinating place, situated only a short distance from the

Middle Belt of Nigeria, it is a home for many differing tribes and religions. There are number of Middle Belt pagans, Christian Ibos and Yorubas from the South, and Moslem Hausas and Fulanis from the North.

Hassan was eighteen years old and a Fulani. For many years the settled or "town" Fulanis had been the ruling aristocracy of the country, assimilating, at the same time, many characteristics of the Hausa. One of these characteristics was the eagerness to learn and become literate.

But their brothers, the nomadic or "cow" Fulanis, so called because of their herds of roving cattle, were suspicious of education. They would go nowhere near the new classes.

Hassan, however, was of a broader frame of mind. As he walked from his "ruga" (encampment) to the town of Zonkwa, he met many pagan and Hausa youths who spoke to him of the "Yaki da Jahilci" (War against Ignorance) classes. In the market place he saw printed books, exercise books, pens and pencils for sale. He decided that he, too, must join in the race for knowledge.

When he announced his intention, his father and his uncles were very angry. They flatly forbade such a move. African children are normally obedient to their elders, but in this case Hassan felt that an exception had to be made. He attended the opening classes of the following term. Being the first "cow" Fulani ever to do so, he thus made tribal history.

He paid the price. He was badly beaten by his father, and scolded by his relatives. Yet, undeterred, Hassan continued to attend classes. The strange thing was that Husseini, his twin brother, showed no desire to emulate him. In a way this was useful, for Husseini was able to tend the cattle while Hassan gaddened off.

The teaching method was so simple that Hassan quickly learnt. The instructor would write, in cursive, a simple word such as "doki" on the blackboard. Underneath he would write "dok" and put the "i" some distance away. "If this is doki and this is dok", he would cry, "what is this?" and point to the "i". Sooner or later someone would guess. "Good, good!" the instructor would beam. Then he would dissect the word again, writing "do" on one side of the board and "k" on the other. When they had reached the first letter, "d", the pupils learnt how to write it.

They traced it first through the air with their fingers, following the instructor's movements. Then they wrote it in the dust at their feet. Only when they could write every letter of the alphabet in the dust were they allowed to graduate to exercise books.

At the end of the three month period, Hassan passed the literacy test with flying colours. He also gained a friend—Yero, a handsome twenty-one year old "cow" Fulani who had joined the class after Hassan had given a lead.

By this time they were both desperately keen to improve their knowledge. They had heard of Zaria's reputation as a centre of learning. They decided to go there and try their luck.

The first problem was parents. Knowing that opposition would come from them they had to use guile. They told their families that they were going to attend a feast several miles away. The second problem was pigtails. Both Yero and Hassan wore half-a-dozen small pigtails, the traditional hairdo. These were not to be removed except at a ceremony at the age of twenty-four. Guessing that pigtails would be laughed at in Zaria, Yero cut off Hassan's pigtails and vice versa, and boarded the train.

At first, Zaria was bewildering to them, but they soon found a friend. He gave them a hut to sleep in, and promised to do his best for them. Their friend, an African, was also a friend of the Englishman who had started the literacy campaign. One evening Yero and Hassan were taken to the Government Reservation where they met "Sarkin Lankwasar" (King of the Bends) as the Englishman

was now called. He gave them a hut near his house and began to teach them English. They picked it up rapidly. Before long, he found them a job in the book store of Gaskiya Corporation, the largest printing and publishing establishment in the Northern Region.

There is not much left to tell. Yero is now the Sales Assistant at Gaskiya and Hassan is in complete charge of the store. They run an English class of their own in Tukur a nearby village. They are reconciled with their families, and go home once or twice a year on a visiting spree. Back at the ruga, they love to dress up in their leather knee-breeches and white smocks. They hunt, tend the cattle, play the flute and one-string mouth harp as before. Probably the thing that pleases them most is the sight of the numerous literacy certificates gained by those "cow" Fulanis who have followed them.

New Executive Director For CAAE

Dr. Alan M. Thomas has been appointed Director of the Canadian Association for Adult Education. Dr. Thomas has been Associate Director of CAAE since September, 1961, and succeeds Arthur V. Pigott as Director. Mr. Pigott has resigned from CAAE to become President of Scholareps of Canada Limited and Honorary Director of the Canadian Scholarship Trust Foundation.

Mr. Thomas first joined the staff of CAAE in 1953 as Assistant to the Director. In 1955, he spent a year completing course work for his Ph. D. at Columbia, then joined the staff of the University of British Columbia as Assistant Professor of Education and Supervisor of Communications. He left U.B.C. in 1961 to become CAAE's Associate Director.

Mr. Thomas' major work has been adult education, the philosophy, and communications. He has served as a consultant to a variety of national organisations on the problems of learning. His keynote address to the National Conference on Adult Education in Ottawa in October, 1961, called "The Learning Society" has received widespread acclaim in Canada and abroad.

Youth Volunteers for Social Education in Urban Areas

(Continued from page 5)

- (4) To work as recreation leaders in youth clubs and Mahila Mandals to direct produce dramas, to lead Community singing groups and music clubs.
- (5) To render assistance in the sub-office or the area office of social education agency or a neighbourhood centre.
- (6) To help in conducting mass campaigns such as recruitment of illiterates for literacy classes or to serve as secretary to the area committee.
- (7) To take over the post-literacy groups after the final examination for continuation education.

Perhaps some more similar tasks may be added to the above list which the volunteers can do. It is important to realize that volunteering is just a very small part of the life of a volunteer and he would want this experience to be pleasant and satisfying. A satisfied volunteer is the best interpreter of social education.

Plans for recruitment and placement

Social Education agency will have to make a careful study of its programmes and the needs of a particular community in order to determine the areas in which to use volunteer staff members. Care needs to be taken to see that the full-time as well as part-time staff members are not threatened in any way by agency's plan to use volunteers. In fact, the full-time staff needs to be involved in determining the assignments for volunteers. Working with youth volunteers requires a plan for recruitment and selection training, supervision and evaluation.

Recruitment is the process of seeking, finding and securing the type of person or persons needed for particular job. Before setting out for recruitment, the agency must decide as to how many volunteers are needed, for what jobs they are needed, and what specific talents or skills are necessary for those jobs. A thorough study of the programme

content can only answer these questions. The next step after the study is to prepare job description.

The job description and Manual

A job description can be prepared on the basis of the following considerations.

- (a) Specific responsibilities and personal qualification required to fulfill their responsibilities.
- (b) amount of time required for the actual performance of the job and preparation time needed prior to the performance.

A job description should clearly state how a particular job has a relation to the total work of social education carried out by the agency.

Besides the job description, another valuable tool would be to have a small volunteer manual which would give in simple and straight forward style general information pertaining to this work. The following information may suffice for the volunteer manual :

- (a) aims and objectives of social education,
- (b) structure of the agency and its overall plan of work ; general policies and specific routines.
- (c) facilities and equipment available.
- (d) responsibilities of the volunteers.
- (e) procedures regarding supervision and evaluation.

It is necessary to conduct a periodic recruitment campaign every year when a systematic approach is made to the youth organisations like the Students Unions and social service leagues of the colleges and educationists organisations like the Head Masters Associations. A powerful press campaign through the local newspapers, especially through the student columns is likely to attract public-spirited youths for volunteering.

Orientation and Supervision

The work of Orientation of the Volunteers should be placed in the hands of an experienced member of the staff who can fully utilise the initial enthusiasm of the volunteers and help them to start off with the job. This task

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Book Review

The Art of Conversation And Self-Expression:
By Betty E. Norris, Published by D.B. Tara-
porewala Sons & Co. Pvt. Ltd., Bombay,
PP 140.

THIS is the third Indian edition which deals with the art of conversation and self-expression. In this book the author deals with the value and importance of conversation, the principles of conversation, the subject matter of daily and social talks etc.

The book also contains a comprehensive list of idioms used daily, certain valuable quotations of eminent educationists, philosophers etc.

Though the author does not lay down specific rules but does not insist that good conversation must be attended by naturalness, sincerity, spontaneity and simplicity. Because a good conversation need clarity, brevity, simplicity, courtesy, tact and should avoid grammatical mistakes.

This book is useful not only to the general public but also to professional speakers, teachers etc. It will contribute greatly to a general elevation and improvement of the daily speech of all who read and study this book.

Jagdish

Education From Dewey To Gandhi: The Theory of Basic Education by G. Ramanathan. Published by Asia Publishing House; 1962 pp 308.

THIS book gives a logical exposition of the development of educational thought from Dewey to Gandhi. Basic Education is education through the land. It is the name given to the whole body of educational principles and practices that have grown from Gandhiji's idea.

The book is divided into two parts. Part I deals with the origin and history of Basic Education and its place in the development of world educational thought. Part II deals with fundamental concepts of social organisation and builds up the theoretical structure of Basic Education as the most suitable form of education for a democratic society.

The author has discussed all important objections raised against Basic Education.

This book ends with a useful conceptus, in which are gathered together the principles of Basic Education. Thus the validity of this book for teachers, education officers etc. is quite clear. Because study of this book will strengthen their doubts and misgivings.

Pushpa Malik

Craft in Education by Hans Raj Bhatia, Asia Publishing House ; Bombay pp. 195.

BASIC Education has been adopted as our national system of education and craft work is the most important item in Basis education. This book does not deal with Basic Education as such but as the title indicates only with the craft aspect of it.

There are chapters on the psychology of craft instruction, integration, co-relation etc. Its Psychological, Sociological and Ethical bases are explained very clearly. It describes the importance and methods of the craft movement in education.

The book it is hoped will be of great help to teachers, headmasters and education officers.

P.M.

Higher-Secondary School Libraries. By Magna Nand and J.D. Vaish ; Published by Ram Narain Lal Beni Prasad, Allahabad ; 1961 pp. 199.

THIS book is the first of a series of books on Library Science which the authors have aimed to prepare under the title—Academic Libraries in India.

This volume is designed to be a single textbook, covering the entire syllabus in Library Science.

The first part of this book deals with those aspects of Library-Science which will enable School Authorities and Committees to frame their Library policies. Its last part give all the technical information on cataloguing and classification and the routine necessary for the day-to-day administration of a School-Library. It also describes with the help of illustrations how cataloguing and classification can be done.

This book is likely to be of great help to School authorities, and also to workers who do not usually have the benefit of training in librarianship.

Pushpa Malik

Television For Social Education

A study of the impact of television for social education was made last year in Delhi. The study was made by the Indian Adult Education Association, All-India Radio, and the National Fundamental Education Centre, under a grant from UNESCO. It is, therefore, a fine example of a co-operative type of research.

Television programmes were planned around social problems. All three agencies participated in planning the programme topics. Actual programming was carried out by All-India Radio. Evaluation of the impact was done by a staff trained and supervised by the National Fundamental Education Centre. Administration was handled by the Indian Adult Education Association.

Twenty clubs of twenty members each served as the experimental groups. A matched control group was interviewed before and after the experiment. Teleclub members watched a television performance. They then talked about the problems raised and asked questions. A report of their discussions and questions went to All-India Radio. Club members were interviewed before the project began and at the end. They were also interviewed after each meeting. During the meeting a researcher sat with the group together information about participation, interest, and so on. Through sociometric techniques friendship patterns were worked out.

The report of the project has recently been completed and submitted to UNESCO. The report is well illustrated with graphs and charts. Among the findings are the following.

Television can bring about changes in information, attitudes and behaviour. It appears much more effective in giving information than in changing attitudes and reported behaviour. People seem to remember a good share of what they learn through television.

More-educated people gained less from televiewing, chiefly because they already knew more of the information presented in the telecasts.

New clubs effected greater gains than did old clubs. This may be because of the novelty of television.

Attendance averaged 70%, ranging from 46.6% to 97%. Age, sex, income, education, etal made no significant difference in attendance. However attendance was affected by friendship in the clubs, by participation in post-viewing discussions, and by the ability of the clubs to organize useful action.

Post-viewing discussion was considered definitely helpful by the members. Their chief suggestions for improving the discussion was to give more encouragement to shy members, and organize discussion to avoid wasting time on superficial points.

Suggestions for improving the television adult education centred primarily around physical facilities: more space, better seating arrangements, fans in summer, and so on.

Teleclub Members

Teleclub members particularly liked skits. When they had a chance to state their free preference about television programming, they preferred telecasts that would provide them with education and information, or help clarify their thinking on vital social problems.

The report concludes "The role of television in social education, therefore appears to be to put up programmes which are entertaining and which also meet the need for popular education. Success will depend upon the skill with which high entertainment and popular education can be combined."

After the telecast, club members discussed programme content and asked questions for clarification. The telecasting agency then answered the questions in the next telecast. This mechanism serves a very useful purpose, the researchers concluded. It lets the telecasting agency assume the role of an adult educator.

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can be effectively done by group as well as individual method. A week-end orientation course covering the generic aspects of the tasks and essential theoretical understanding would suffice. Later weekly or fortnightly get-togethers for problem-oriented discussions would go a long way in helping the youths to face the problems of their respective jobs such as group control, handling conflicting situations, decision-making and planning of the Programmes. The focus should be from the very beginning on the personality factors like the emotional needs that a young volunteer seeks to satisfy through this opportunity, such as the need for status, power, friendship etc. It is also necessary to help the volunteers in handling their frustrations in dealing with the tasks they have chosen. If timely help in this area does not come forth, it is very likely that the agency would lose the volunteer. Staff members trained in individual and group supervisory techniques should be entrusted with this job.

It is also necessary to work out some incentive system for volunteers. By public acknowledgement of their services in annual reports, public meeting and by issuing special certificates, we can hope to sustain interest of young citizens who come forward to serve and in return get enriched, socially and spiritually. Bombay City Social Education Committee has initiated an experiment in the use of youths for social education purpose. It is too early to evaluate the results of this experiment.

In conclusion, we may say that volunteer is not a substitute for a staff member but an enricher of social education. He is not to be treated as free labour but as an asset under proper supervision and guidance.

LITERACY
for
VICTORY

The System of Associated Youth Enterprises (1959-1962)

((Continued from page 10))

Furthermore, in the case of "good" enterprises, those which have done fruitful educational work, their example has not always been followed to the extent expected. Some achievements which it was hoped to hold up as an example have proved in fact hardly adaptable to sets of circumstances other than those in which they were planned and carried out. A clear definition of working methods has not been insisted upon with sufficient firmness, and this has been the main obstacle to the use by others of the results of individual enterprises. This shortcoming should be remedied in future.

(From material supplied by Educational Clearing House, Unesco, Paris.)

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A Challenge

THE Chinese attack of India provides an opportunity to the people of this country to show how deep is their faith in democracy. The Chinese invasion represents negation of all the values for which India stands. We stand for democracy which means collective decision by the entire population for their own betterment. It also means that power and authority is exercised not by an individual or group of individuals but is shared by the entire population. The experiment in democratic decentralisation that we have launched is an expression of our desire and conviction that in the ultimate analysis, every individual must have the right to take part in the administration of the country. A society where individuals are robot and act as automaton at the behest of a dictator or dictators is hardly the society that Indian people can ever like to have. We want a society where every individual will think for himself and act according to his best judgement in his own and the society's interest. This is what we cherish most and we shall not allow anybody to trample over it.

In the light of these, what role adult educators can play in this hour of national trial? We will have to strengthen the forces which stand for democracy and we must also develop among the people the will to resist all elements which are against our cherished values, both inside and outside. The building up of the national morale and scotching rumours and fifth column activities are the basic tasks that adult education must perform. For this, the minds of the people will have to be clarified and awakened. All media of mass communication and education must be geared to this basic task of building up defences against aggression in the minds of the people. This can be done by providing correct information and explaining to the people the significance of this aggression. The issues which are involved in this treacherous invasion of our country will have to be laid bare, irrespective of the personalities involved in it. For there is no time for equivocation, we have to act and act quickly because the enemy is already within our frontier and has quite a number of supporters within our own ranks.

Adult Education Workers in this emergency must organise meetings to make the people understand the issues involved in this crisis, build up mental defences and create an urge among the people to learn, understand and act, for an intelligent and understanding populace is the greatest guarantee for freedom and integrity of our country.

Social Educators & the National Emergency

The Executive Committee of the Indian Adult Education Association has decided to postpone its National Seminar scheduled to be held in Gauhati in December this year. The Seminar will now be held in January or February next year. The subject of the Seminar will be "the Role of Social Educators in the National Emergency". Dr. Mohan Sinha Mehta has been requested to be the Director of the Seminar.

The Committee which met in New Delhi on the 30th November, also decided to postpone the Annual Conference.

Earlier the Committee adopted a condolence resolution on the sad demise of Shri J.L.P. Roche Victoria, one of the Vice-Presidents of Indian Adult Education Association.

The Committee elected Shrimati Sulochana Modi, President Bombay City Social Education Committee to be the Vice-President of the Association, in the vacancy caused by the death of Shri Roche Victoria.

The Committee directed the Honorary General Secretary to write to all institutional members to gear their programmes to meet the national emergency, and to take such steps, in cooperation with others, so as to help in the mobilisation of the people in defence of freedom and integrity of our country.

LITERACY IMPORTANT FOR DEVELOPMENT

The American Ambassador Mr. Galbraith has said, "I regard the problem of achievement of literacy as a first step not only to civilised life in general but as a very urgent and a very important step for economic development. He was speaking at Literacy House Lucknow during his recent visit to that institution.

The Literacy House conducts training courses for literacy teachers, writers for preparing material for neo-literate publishes simple

books pamphlets and audio-visual material for newly made literate.

Phonograph

An interesting device shown to Mr. Galbraith during his tour of the various departments of the centre, is a simple hand-powered photograph for use in the teaching of languages.

DEVELOPMENT OF AFRICAN PUBLIC LIBRARIES

A minimum of \$80,000,000 must be spent between now and 1970 to develop public libraries in Africa. This target has been set by specialists from twenty-eight African countries who participated at a regional seminar on the development of public library services in Africa, organised by the Government of Nigeria and UNESCO at Enugu, Eastern Nigeria.

The meeting took up the libraries' role both as auxiliaries to Africa's plan for educational expansion and as educational and cultural centres in their own right.

The seminar recommended that African countries should spend the equivalent of 1% of their educational budgets on public libraries by 1970 and 2% by 1980. In countries where annual per capita income is under \$100, these figures should be doubled. The seminar recommended that Governments should include public library services in general educational development plans and should enact legislation setting up national public library services and governments should be requested to plan for such services by 1965.

At Enugu, the Eastern Nigeria Central Library a pilot project sponsored jointly by the Nigerian Government and UNESCO, served to demonstrate library service in action to seminar members.

Social Education in the National Emergency

S. C. Dutta, Hony. General Secretary, Indian Adult Education Association, New Delhi

A war not of our seeking has been thrust on us by a treacherous enemy. It should not be treated as a mere military adventure of a reckless gambler, but a calculated move of a dictator out to impose his way of life and his philosophy. This war is not an attempt to grab a few thousands of miles of our land but an attack on our culture, our traditions and our civilisation. It can be fought and won only if we treat it as such. Military preparations alone will not do. The people will have to be prepared not merely in the sense of being trained to use arms, ARP, fire fighting and first aid; these are essential, but much more than these, will to resist aggression will have to be developed and strengthened. The minds of men will have to be prepared to fight aggression; its implications will have to be explained and the values that are at stake will have to be brought out clearly and unequivocally.

This war, as is clear to all of us, is a war for the survival of democracy, as a way of life. In 1947, under the leadership of Mahatma Gandhi and our beloved Prime Minister Nehru, we made our choice. We gave to ourselves a constitution which enshrines all the positive achievements of Democracy. Ever since, we have attempted to broaden the base of democracy. Panchayati Raj, is the boldest experiment ever undertaken in the world to fortify democracy. This experiment is succeeding. The common man has come into his own. We see before our very eyes, common folks, sitting together and taking decisions to solve their common problems. We find common people gradually but surely exercising power for their own growth and development.

Establishment of Panchayati Raj, and giving it strength and meaning is the basic task of social educators. Therefore our task is clear in this emergency. We must organise study camps and study circles where we must expose the nefarious intentions of the aggressors, to destroy our culture, our way of life and all that we hold dear. We must expose the anti-democratic philosophy of the aggressor. We must arouse the people to the dark prospects under an alien dictatorship, which keeps its own people in misery, poverty and ignorance.

To enable our field workers to conduct these study Camps, booklets, pamphlets and talking points about the issues involved in the conflict should be prepared and distributed to these workers in villages and towns. The Hindi magazine of the Association "Proudh Shiksha" should be utilised for the purpose. We must develop the will to resist. Use should also be made of audio-visual media of communications. Posters and charts should be prepared. Puppet shows should be utilised increasingly. Cultural troupes should be organised to arrange for skit and dramas in local dialects in villages. Radio and films should be pressed into service and the hollowness of the Chinese claim exposed. Television should be utilised for giving training in First Aid, fire fighting, ARP, etc.

In short, Social Education must undertake Political Education of the masses. This is the most important job to be done in the present emergency and it is our hope and confidence that Social Educators will rise to the occasion and orientate their programme to serve this end.

The next important task is to make people literate; there is no substitute for the written word. Visual and auditory education can take people to some distance but not far enough. In any case, not to the goal. An educated citizenry is absolutely essential for winning this war for democracy. Therefore efforts for literacy will have to be redoubled. It would be a short-sighted policy, if in the name of emergency, this programme is abandoned or soft peddled.

Social Education is vital for Democracy, it is vital for winning this war. It should be organised on a war footing, and financial considerations should not retard its pace, for by doing so, we would be hampering war-effort. Let those who stand for freedom and Democracy, for strengthening people's will to resist and for bringing mental revolution, promote Social Education, in greater measure for Victory. In Social Education lies our safety and the country's future. Political Education of the people alone will bring about our Victory.

Youth & the Present Emergency

Prof. Mohd. Mujeeb, Vice-Chancellor, Jamia University and Treasurer, Indian Adult Education Association

WE have turned over a new page in our national history. Our northern frontiers have been attacked, and the whole nation has risen as one man to resist and repulse the invader. We have felt hurt by the physical fact of an attack ; but it has hurt us even more to find friendship betrayed and goodwill trodden under foot. So we rise united to support our Government, to strengthen the spirit of our Army and to contribute all we can to the defence of our country. War has made us one body and one mind.

We have desired peace for ourselves and for all the nations of the world. It was not wrong for us to believe that our desire for it would ensure peace. Even now, we must not change our minds. The desire for peace and the advocacy of peaceful methods are too valuable to be jettisoned because of a single disillusionment. The Chinese aggression is really a test, a challenge to us to show that we are strong enough to make our desire for peace a more effective force.

How shall we become strong enough ? There are necessarily many answers to this question and together they make up the one composite national answer. I can only speak of what I know and understand, and my field of knowledge and experience is education.

Peaceful Development

It seems to me that we have taken for granted a destiny of peaceful development. In spite of fixing targets and the time required for achieving them, we have not driven forward with a sense of urgency. In other words, we have not felt that we were facing the challenge of an enemy, that we were fighting for life. But now one enemy is there and prudence requires us to treat him as a symbol not only of dangers from outside but of dangers within. We must now be strict with ourselves. We have been wasting words. There is no end to our discussions. In fact, we could be accused of having discussed issues for the sake of discussion, not in order to arrive at conclusions. If we have arrived at conclusions, we have not

felt a sufficient obligation to enforce them. We have wasted thoughts, everyone of us wanting to add his own little bit to what another had thought till the whole thing became a swarm of little thoughts unable to extricate themselves from each other. We have wasted time, the most precious thing in the world because we could look back very far behind to the beginnings of our civilisation and very far ahead into a future extending to infinity. We must now adjust our perspective, we must face hard facts.

Let us not mistake fruitless discussion for democracy. If the principle of democracy requires freedom of speech, its successful practice requires spontaneous, intelligent obedience. We do not obey masters ; we obey ourselves. We are not ordered to remain silent ; we impose silence on ourselves in order to arrive at results in our deliberations. Any restraints we subject ourselves to will only make us more worthy of our freedom. Our personalities will grow and flourish in thoughtful silence far more than they do in exuberance of speech, and we shall learn far more through conscientious execution of decisions than we do through continuous examination of their wisdom.

China's Expansion Policy

There is much that should make us thoughtful. China, the enemy we are faced with today, has a very long history. It is a history of expansion and political imperialism. It is also a history of patience and hard work, to which the Great Wall, the Grand Canal and other achievements bear witness. It is the history of a people who can go out into the world in small groups, establish themselves and form the hard core of a self-directing economy. It has happened that the Chinese, defeated in one sphere of life have succeeded in asserting themselves in another. So when I say that we should be thoughtful I mean that we should not think only of the Chinese forces attacking our northern frontiers. We must think of possibilities of Chinese penetration in various forms and be prepared for danger wherever it arises. We

must study, according to our aptitudes the military, the political and the economic strategies which the Chinese are likely to adopt. The war that has now begun is not likely to be short, and even if it is short, we must remember that the only guarantee of an enduring peace can be our own foresight and strength.

I believe it was a feeling that we would be able to live in peace which has made us indifferent to standards of personal competence. We are reluctant to judge ourselves. Examinations and degrees have mattered far too much and real knowledge far too little. Rules and regulations made by Universities cannot change the situation. It is only when the young men who are studying and the teachers who are guiding them feel the urge to increase their competence that education will become real and useful, and instead of trying to learn and teach as little as possible, we shall demand of ourselves the maximum of knowledge and competence in every field.

Call to Young men

Competence is not something we can dispense with in times of peace, but I have always spoken of it with misgiving, because it might have been regarded as a part of academic sermons. Now I see it as an immediate requirement, which must be fulfilled in the national interest. Now young men have to look to their physical fitness, for the country may need them for military service at any time. They have to see that they are well-informed and that their information is correct. They must know about strategy, tactics, military organization, communications; they must realise the need for imposing restrictions on travel, for doing without raw material and manufactured goods required for defence; they must know that hoarding and black-marketing have to be prevented, and that they must control their local market by seeing that government regulations are not evaded and nullified by unsocial acts. They must learn the use of light weapons in the NCC or organise rifle clubs for the purpose. They must be able to guard their locality against bad characters and rowdy elements. They must, in short, have the minds of soldiers even if they have the appearance of civilians, and they must subject their lives to a strict if informal military discipline. They must do all this without disturbing their routine of study, without giving

up their aim to achieve competence in the field of their special aptitude.

Teachers and students working according to a strict time-table and feeling that they must squeeze the utmost out of every minute will induce a similar attitude in others. There will be less of idle talk, less of indifference and delays, less of uncleanness in public places, less misuse of public amenities, less breakdown in the public services. Instead of frustration and passive acceptance of different forms of disorder we shall have a youth demanding by its example a total dedication to the prompt and efficient fulfilment of duty.

Such competence has been achieved in other societies, but these societies are competitive in spirit and we have been wondering whether competence was worth while if it could be achieved only through competition, through a general acceptance of the idea that only the fittest deserve to survive. Mahatma Gandhi and our present Prime Minister have stood out for the ideal of a cooperative society, which means a society in which competence is consciously utilised for social purposes by society as a whole and by the individuals concerned. I do not know of any nobler social ideal, but we have been unfortunately far too inclined to ask for the benefits of a cooperative society without considering the need for each of us to make the greatest contribution we can to its realisation.

Let us think of all this when we think of the Chinese invader. We are not fighting only for territory, only for injured honour, but also for an ideal of life for which no sacrifice would be too great.

(Courtesy : All India Radio)

TALK LESS

WORK MORE

Employment Situation in Delhi

Shri A.S. Lall, Director of Employment & Training.

In February, 1962, we published "Labour Shortages Amid Unemployment," an article calling attention to a modern-day paradox: in the midst of unemployment, unfilled jobs exist. The critical factor is training. The following article gives the situation in one locality—Delhi territory. Unrealistic aspirations, as well as unwillingness to train for certain types of jobs, add to the problem.

THE employment situation in Delhi is far from satisfactory. We started the Second Plan with a backlog of unemployment of 1.52 lakhs. The Second Plan development programmes were estimated to create employment opportunities to the tune of 0.73 lakhs. Even if these employment targets were fully achieved, the backlog of unemployment at the beginning of the 3rd Plan would be 1.73 lakhs. To tackle the unemployment problem in Delhi, we have to create in the plan period employment opportunities for about 3 lakhs persons (backlog of unemployment from the Second plan 1.73 lakhs and fresh entrants to the labour market 1.29 lakhs).

During the year 1960, about 16,000 vacancies were notified to the Employment Exchanges in Delhi, out of which only about 6,500 could be filled. A large proportion of vacancies notified by the employers in the private sector could not be filled for want of applicants of the type required by employers, particularly in the skilled trades. Special manpower studies have revealed that the demand for highly technical persons, craftsmen and production process workers is registering an upward trend while employment opportunities in white-collar jobs are proportionately declining.

The statistical review of the Employment Exchanges (Compulsory Notification of Vacancies) Act 1959 issued by the Directorate General of Employment & Training revealed that amongst the vacancies notified by the private employers throughout the country against which Exchanges could not submit candidates about 50% related to Craftsmen and production process workers.

A similar study undertaken in Delhi has indicated that the position in the Union Territory is still worse. Amongst the vacancies

against which Employment Exchanges could not sponsor candidates 77.7% related to Craftsmen and production process worker, while 12.8% to clerical and related workers. This is by and large due to the fact that applicants of the type demanded are not available on the Live Register of the Employment Exchanges. The Employment Market Information Reports and special manpower study undertaken during the last two years have revealed that there is an acute shortage.

The Planning Commission (Labour & Employment Division) in a note prepared recently on unemployment trends in Delhi has also confirmed that while the unskilled migrants to Delhi find no employment opportunities, sufficient skilled persons are not reaching Delhi in search of employment. A possible solution suggested by the Planning Commission to tackle the unemployment problem is that there should be sufficient flexibility in the training programmes to meet the special situation in Delhi or similar situations detected elsewhere.

Previously applicants with experience in skilled occupations used to migrate to Delhi from other States in search of employment but due to development programmes in almost all the States a large number of employment opportunities are being created in the States which has considerably reduced the influx of skilled and experienced workers to Delhi for seeking work. The only solution to check the unemployment problem in Delhi, therefore, seems to be in expanding and diversifying training at all levels at a really massive scale.

At the moment about 60,000 unemployed persons are seeking work through the Employment Exchanges in Delhi. Of these as many as about 40,000 are educated unemployed, including about 10,000 middle pass. With the

expansion in education facilities, the figures for educated unemployed on the Live Register would increase considerably. Analysing occupationally, about 75% of the registrants are workers without occupations, i.e. persons who have not received any technical, vocational or professional training or have had previous job experience.

Although Delhi is a small Union Territory (almost the size of a district) the number of High/Higher Secondary Schools in Delhi is probably higher than the number of such schools in several States. About 30,000 students appeared in the Middle Examination from Delhi in the year 1960. With the introduction of the Compulsory education scheme upto the secondary level, the number of such applicants is likely to exceed 50,000 by the end of the Third Plan. A large number of those who pass Middle School Examination join the Higher Secondary Examination every year at present. The number is likely to go up to about 65,000 by the end of the 3rd Plan. Hardly 3,000 of those who passed the Higher Secondary Examination can get admission in the University or other institutions for higher studies.

The Delhi Administration is trying to solve most of its problems, for example provision of hospitals, medical education, water, electricity, slum clearance, etc. It is, therefore, experiencing some difficulty in tackling the unemployment problem. The Third Five Year development schemes were reviewed recently and the Chief Commissioner has been able to persuade the Planning Commission to allot an additional amount of about 4 crores of rupees for expenditure during the 3rd plan on training schemes. In brief it is proposed to provide additional training facilities for about 1100 persons under the Craftsmen Training Scheme; 400 under the Apprenticeship Training Scheme for training for Construction Industry; and training of 500 operatives.

As regards the training of operatives, it is proposed to train 500 unemployed persons in Chemical Industry. Ceramics, Electronic equipment, textiles, lino/mono operating; auto/scooter/cycle repairing, etc. The details of these have yet to be worked out in consultation with the Directorate General of Employment and Training, employers organisation and Delhi Productivity Council.

Under Technical Education, it is proposed to set up about 10 Junior Technical Schools and increase the intake capacity of the Polytechnics set up for training of engineers upto the Diploma level, in Electrical, Mechanical and Civil Engineering and the Polytechnic for women. Proposals are also being worked out for training of 200 medical and health personnel, 100 craft teachers and 50 librarians. The Working Groups of the Planning Commission have approved all these schemes in principle except the scheme for training librarians which is being examined further.

When these proposals are implemented, about 33,000 persons would be admitted for training under the various schemes during the 3rd Plan, and about 1,800 at a time. The selection of such a large number of persons and placing them in employment after completion of the training would be a very huge task. For this purpose, the Employment Market Information programme the Vocational Guidance Units and the placement service at Employment Exchanges, will have to be considerably strengthened.

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Universal Literacy in the Development Decade

Ella Griffin, Unesco, Paris

VAST areas of the world which, twenty years ago—or even five or ten years ago—were rural and agricultural are fast becoming urban and industrial. Illiteracy has long been recognized as a handicap to the kind of technological development which is accelerating this trend. But today, many people who had formerly assigned to illiteracy a relatively low echelon among the roster of problems to be tackled are seeing for the first time both the size and the complexity of this handicap to individual and national advancement.

The illiteracy picture after the 1950 census was as follows :

‘It is estimated that there are about 700 million illiterates in the world today. They represent about 44 per cent of the total population 15 years old and over. Almost half of all the countries and territories (97 out of 198) are believed to have 50 per cent or more illiteracy among their adult population. In about one-third of all countries, there are at least a million adult illiterates in each country. Such, in broad terms, is the magnitude of the problem of world illiteracy in the middle of the twentieth century.

‘By far the larger portion of the world’s illiterates are to be found in certain parts of Asia and Africa. However, the problem of illiteracy is certainly not confined to these regions. At least one country in the Western Hemisphere has more than 15 million adult illiterates, another has over 5 million, and 8 other countries have each one million or more. Similarly, there are 10 European countries each of which has at least 1 million illiterate persons 15 years old and over’.

A few years ago, Unesco brought attention to an aspect of the problem which was discouraging to those engaged in programme of literacy education. Analysis of the most recent census data showed that there had been little reduction in the absolute size of the world’s illiterate population in the last twenty-five years or so. This had mainly been caused by the

rapid growth of population not matched by sufficiently increased provisions for the primary education of children and adults.

Technological changes continue to take place with unprecedented speed. The governments of the rapidly developing and, in many cases, newly independent nations, are ambitious and determined. They are viewing in its true perspective the extent of the problem of illiteracy and its effect on their countries and their peoples. At last there is evidence that, at the national level, leaders are realizing more clearly than ever before why the present generation of illiterates must learn to read, and action to this end is increasing in tempo.

At the international level, the August 1960 *World Conference on Adult Education*, meeting in Montreal, Canada, touched off a series of events which are giving new impetus towards the eradication of mass illiteracy. The Conference recommended that Unesco, in cooperation with the United Nations and the other Specialized Agencies (in particular ILO), and with those Member States in which illiteracy still obtains, and appropriate non-governmental organizations, should make effective arrangements for the speediest possible eradication of ignorance throughout the world, drawing up plans for this purpose.’

As a result, the General Conference of Unesco, at its eleventh session in Paris in November 1960, authorized the Director-General ‘to conduct a study on the planning, organization, and execution of programmes for the eradication of illiteracy’. Accordingly, during 1961, reports and observations from Member States were assembled by the Secretariat. This documentation was examined and analysed and a report was prepared for the consideration of a committee of experts to advise the Director-General on putting into action a world campaign for illiteracy.

The Committee of Experts on Literacy met in Paris during June 1962 as planned, but with the additional responsibility, through the United

Nations General Assembly Resolution, of presenting to the Director-General of Unesco a plan for the attainment of mass literacy throughout the world. Although in numbers the Committee was small, its membership was universal.

The Committee began its deliberations with an overall view of the present world situation with reference to illiteracy. It found the shocking anomaly as revealed in the 1950's still substantially unchanged, although the fact was recognized that it was then, and is still, impossible to base conclusions on precise statistics.

It is still estimated that of about 1½ billion adults in the world, at least more than 700 million are still illiterate. Furthermore, in the less developed countries, half the 200 million children of primary school age are illiterate. In other words, 50 per cent of the adults and 50 per cent of the world's children who ought to be learning to read and write are completely unlettered. 70-80 per cent of all adults in Asia, Africa and Latin America are illiterate—although among the countries there is considerable variance. And the vicious circle—already evident in the 1950's—continues: the present demographic situation is frequently causing the total number of illiterates to increase, even in places where the percentages of illiterates may be slowly decreasing. Furthermore, school drop-outs and wastage and the lack of adequate provision of primary school opportunities are augmenting the numbers of adult illiterates—if one begins counting as adults all teen-age young people. In some countries, at least 70-80 per cent of the children drop out after the first or second year of school—before they have become able to read and write well enough to use the new skill. These children soon join the ranks of illiterates.

Most of the countries of Europe and North America have liquidated mass illiteracy. The great problem lies within Asia, Africa, and Latin America—those areas where the majority of the 700 million illiterates are found. In these three great areas of the world there are now comprehensive plans and programmes under way for the eradication of child illiteracy. This is good, but it is not good enough, for there has been no comparable action with regard to the adult illiterates.

It is heartening to note that during March and April of 1962, in Asia, Africa and Latin

America, there were regional conferences of the Ministers of Education. Each of these conferences included in its final statement an expression indicating recognition of the fact that it is up to the peoples and the governments themselves first to determine that they must have, and second to plan how they can get provision for full and compulsory education for all. This is a vitally important new trend, for it marks the beginning of the kind of clearly articulated and definite planning which, until now, has been almost completely absent in connection with this vast and urgent problem of illiteracy. Governments are now ready to move on from the stage of vague talk and ill-directed efforts to the stage where they are using to best advantage modern planning and programming techniques—actually engaging in specific plans of realistic and viable action.

One of the sources of confusion for many countries in initiating planning has been the lack of a clear definition of what is meant by illiteracy.

The Committee of Experts agreed upon the following definition which, it is hoped, will help to clarify this question.

‘A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community, and whose attainments in reading, writing, and arithmetic make it possible for him to continue to use these skills towards his own and the community's development.

In quantitative terms, the standard of attainment in functional literacy may be equated to the skills of reading, writing and arithmetic achieved after a set number of years of primary or elementary schooling.’

During the ten-day session, the committee prepared a report of its conclusions for the Director-General of Unesco and succeeded, as had been requested, in recommending a world plan for action to combat illiteracy. This world literacy plan, which purposes to reduce the number of adult illiterates by fifty per cent in ten years, is intended to contribute to the United Nations Development Decade during which the UN and its Specialized Agencies are pledged to co-ordinate their efforts and experiences in an attack on the ancient enemies of

(Continued on page 21)

Facilities for Adult Education in Yugoslavia

ADULT education in Yugoslavia is provided in a number of ways : schools, educational centres in enterprises, training courses, seminars, correspondence classes, consultation centres, school broadcasts, etc.

School Education : There are three types of school education for adults : regular schools for adults with special curricula which are equal in standard to regular schools for young people ; special schools for adults engaged in production ; and evening classes for adults held in regular schools (secondary vocational schools, commercial schools, etc.). In addition to these three types of school, there are preparatory classes which prepare candidates for qualifying examinations for the ranks of skilled and highly skilled workers, and which work on the principles of school instruction within the framework of the so-called workers' and people's universities or centres for vocational education of workers in economic organizations. Finally there are evening political schools which do not provide a fixed standard of education, their aim being to qualify political activists and youth organization and trade union executives for various social functions.

Schools for Basic Education of Adults : These establishments are intended for semi-literate, or illiterate citizens and for those who have finished only four classes of elementary school : the transition to compulsory eight-year schooling in Yugoslavia took place in 1957. These schools provide lower and higher courses. The curricula are specially devised so as to give candidates, in addition to a basic knowledge of their mother tongue, mathematics, physics, biology, as much as possible of modern knowledge from those fields with which they are mostly concerned in their everyday life—an understanding of socio-economic problems (needed for participating in self-management), technical knowledge, household economics, nutrition, child education, etc. The system is very flexible and enables candidates to proceed gradually by mastering subject, by subject in contrast to the classical system of finishing classes one by one. The number of these schools has been steadily growing. From 279 schools with 19173 students in 1957-58, the number has gone up to 478 schools with 31674 students in 1960-61.

The importance of basic general education is very great in view of the large number of illiterate people (21 per cent of inhabitants over 10 years of age according to preliminary results of the 1961 census) and of the great number of people who have completed only four forms of elementary school. Basic education and the facilities for acquiring it are closely connected with democratic rights and with possibilities for further education.

Secondary General Education of Adults : In the period immediately after the war many evening secondary schools (for workers, the army, etc.), were opened ; they provided secondary school education for those who had had to interrupt it during the war or for those who wished to go on with further schooling. The number of such schools is small today (15 evening secondary schools with 1,060 students). Grown-up people are more inclined to attend vocational schools, and in addition, in the course of the last three years two new forms of secondary general education have been created :

Higher workers' schools are founded by workers' universities and are intended for workers employed in production and for other citizens who wish to acquire a fundamental training in the fields of social and workers' management and the organization of work. Courses last two years. Besides economics, labour law, and organization of work, the curriculum includes literature, physics, chemistry, history (from the 19th century onward), art, the fundamentals of philosophy, psychology and sociology. The method of instruction is so devised as to connect learning with practical experience.

In 1961 there were 7 such schools. They have the rank of secondary schools so that candidates who graduate can enroll at advanced schools and universities.

Preparatory Classes Preparing Candidates for Entrance Examinations for Advanced Schools and Universities : By a Decree of the Federal Executive Council in 1959, all adults employed in production or in institutions are allowed to enrol at advanced schools and universities regardless of their previous training

and qualifications. Candidates must, however, pass an entrance examination related to the curriculum of the school or faculty they want to attend. In order to help the workers, workers' and people's universities have opened a number of preparatory classes with instruction lasting from 7 to 8 months.

Vocational Education : The discrepancy between the need for the vocational training of workers and other employees on the one hand and the actual level of education on the other, which has resulted from the fast industrialization of the country and the limited capacity of existing schools, has given rise to a strong drive on the part of workers for facilities for vocational education.

Training of Skilled Workers : There are two ways in which a worker, who has acquired semi-skilled status in his enterprise (after practical experience and the passing of an examination), can achieve the rank of qualified worker —by attending a special school for skilled workers (there are 36 of them with 2,183 students) lasting two years, or by attending a training course at a workers' university or a centre for vocational education (lasting from 6 to 12 months) and then passing an examination before a commission appointed by the local People's Committee in agreement with the economic enterprise in question or before a commission from equivalent schools. Diplomas of practical knowledge are issued by the enterprise concerned while examinations before commissions chiefly cover general and theoretical technical knowledge. These courses have proved to be less formidable, and attractive to workers. In 1960/61 altogether 26,882 persons passed examinations to qualify as skilled workers

Training for Highly-skilled Workers : The status of highly-skilled workers is acquired according to the same principle as described above for workers qualifying for skilled status.

The number of schools for high-skilled workers has been growing very rapidly, from 17 schools with 875 students in 1952-53, the number in 1960-61 was 118 schools with 11,708 students.

Instruction lasts 2 to 3 years, depending on the occupation. A number of these schools

providing training for various crafts are called "schools for master-craftsmen". Workers who have finished these schools are given specially responsible jobs in production or become managers, provided they possess the other necessary qualities.

This status can also be acquired on the strength of an examination passed before a commission. Candidates are prepared for the examination in preparatory classes of workers' universities. Instruction lasts 12 to 18 months. In 1960/61 11,389 people were trained as highly-skilled workers in this way.

Secondary Vocational Education : There is an increasing number of special schools or evening classes for adults who wish to finish secondary vocational schools such as secondary commercial schools, secondary technical, agricultural, forestry, medical, and other schools. In 1960-61, there were 226 schools with 17991 students.

All these schools last on an average 2 to 4 years. Although their number has been growing rapidly, it is considered that their numerical strength is still unsatisfactory. On account of this, some of these schools have begun to introduce correspondence courses. In 1961 there were 25,000 persons taking correspondence courses in commercial subjects.

A great number of adults attend the evening classes of regular vocational schools. A number of these classes have introduced curricula specially adapted for adults and the training lasts upto 2 years less than for regular students. In three People's Republics alone there are about 20,000 adults attending evening classes.

Higher Education : In the course of the last few years there has been a rapid development of higher education, so that in number of students Yugoslavia now ranks ahead of many developed European countries. This is a result of both the great need for highly-skilled personnel and the new system of schooling and education. New schools for workers employed in production have been founded, universities have introduced extramural studies, new universities or faculties have been opened in larger towns and industrial centres. Industry is showing a growing concern for the education of its

specialists and in this field cooperates with advanced schools and universities.

Higher and Advanced Schools : Besides teachers' training colleges, a number of advanced schools have been opened in the last four years. The first schools of this type, advanced technical schools, were opened for departmental engineers in industry, with courses lasting 2 to 3 years. The schools have been attended by experienced and talented workers engaged in production. At the same time the first higher and advanced commercial schools and schools of administration have been established for employed persons possessing wide practical experience but with inadequate theoretical knowledge. New higher schools have also been opened for social, medical, agricultural, and transport and communication workers, etc. In 1960/61 there were 104 higher and advanced schools with 8,000 regular and 17,000 external students.

External study is chiefly intended for the employed. Special consultative centres and even training courses for external students have been established within workers' universities and centres in economic organizations with a view to helping external students with their studies. The teaching staff consists of university teachers who periodically come for consultations or of well-known experts from enterprises or institutions. External students enjoy many privileges at their jobs. In 1960/61 there were 28,000 external students; they, together with external students at higher schools, account for 45 per cent of the total number of students in the country.

External Education : All forms of school education, regardless of their varied character, give adults a chance to acquire a certain skill. Extramural education as a rule gives a certain standard of education but is chiefly intended for supplementary education and for the acquisition of basic knowledge in a limited field. In the new process of educational reform the differences between school and extramural education are gradually disappearing because educational institutions increasingly meet both long-term and short-term needs and provide education for both young people and adults.

Centres for the education of workers in enterprises was first introduced in 1956. Their task is to work out a programme of education and additional training according to the kind

of staff the enterprise concerned needs for its technological processes, organization of work, and individual jobs, and in conformity with this to contribute to the development of the enterprise's own internal system of education and additional training. By studying the type of personnel required, the centres have at the same time influenced the curricula of schools of all ranks, including universities, so that the schools have quickly and efficiently adapted themselves to the needs of industry and now provide adequate personnel for the entire economy and for the social services. Centres are founded either within the framework of personnel departments in enterprises or as independent units of enterprises. Their basic activity consist of providing practical training, conducted by professional instructors for the workers in special workshops, or at their jobs, or giving them theoretical education in the classroom. The centres organize other kinds of training courses and seminars too : induction for new workers, health and industrial safety, courses for managers, foremen, and for members of workers' management bodies, courses for additional training and for qualifying employees for skilled and highly-skilled work, etc. Some centres also operate schools for training young people intending to work in production, and departments of secondary vocational schools—secondary technical schools, commercial schools, etc. The centres are entitled to give their trainees the rank of skilled or semi-skilled worker, and are also authorized by law to issue diplomas of the standard of skill and vocational education attained, provided that their curricula are approved by the competent Republican educational authorities.

In 1961 there were altogether 300 such centres, which gave education to about 100,000 workers.

A number of centres have grown into school centres, that is, establishments which provide education for both young and adult persons by school and extramural methods. They provide training for specialized, skilled and highly skilled-workers, technicians and departmental engineers. Some school centres in large enterprises build up their own training programmes for special skills needed for their production processes, from the lowest to the highest level. A number of vocational schools have also become school centres for entire regions and

meet the needs of several enterprises and institutions.

Inter-factory and branch centres are founded by related associations in a limited area (inter-factory centres) or for an entire economic branch within the territory of a Republic or the Federation (branch centres), with the same tasks and activity as enterprise centres. Branch centres are more concerned with the education of instructors for practical training in individual enterprises. So far eight federal branch centres have been founded for the metal industry, the woodworking industry, building, agriculture, catering, trade, the textile industry, and mining.

Centres for the Education of executive staff in the economy provide supplementary education for directors, executives, and specialists in various sectors of an economic organization—commerce, personnel, etc., managers, foremen, enterprise secretaries, etc. There is a Federal Centre for the education of executive staff in industry, a Federal Centre for the education of executive personnel in agriculture and six Republican Centres operating within the frame of institutes for the organization of work and labour productivity, and there are a number of centres within workers' universities as well as independent local centres (usually as part of local institutes for the organization of work). Work in these centres is carried out by means of seminars, training courses, and consultations.

Workers' and people's universities are widespread local institutions providing an extensive system of education related to the needs of the economy, agriculture, social services and the commune as a whole. They are chiefly concerned with additional and supplementary training but also assist in regular school education, by organizing classes preparing candidates for examination for various degrees and skills, or for entrance examination to higher schools and universities. Some universities have their own schools such as higher workers' schools or only a number of departments of the mother schools, including also departments of higher schools and faculties. Workers' universities carry out their work through their special centres, viz., centres for socio-economic education for professional-technical education, for general education and for the education of executive personnel in the economy. Within the framework of socio-economic education, the purpose of which

is to train workers and other citizens for taking part in the social management of public services (schools, hospitals, cinemas, theatres, etc.) and in self-management of enterprises, there are 20-30 different courses with from seven to 70 lectures. The programmes are continually adjusted to suit changes and new needs. Centres for general education have also several curricula, from the history of music and literature to nuclear physics and modern technical achievements in the work. Programmes for professional-technical education are suited to the needs of workers and other employees in the area of the workers' or people's university. Besides holding regular training courses and seminars, these institutions also use all mass media of education (public lectures, film performances, discussions, etc.).

In 1961, there were 242 Workers' Universities and 444 Peoples' Universities, holding 16,391 courses and seminars with 608,698 persons taking advantage of these courses and seminars. These universities have about 4,000 permanent teachers and specialists, and about 15,000 external assistants. At Zagreb Workers' University, which is the largest in the country, a chair for industrial andragogy (adult education) was founded in 1961. Besides engaging in research on adult education, the department is also concerned with the training of teachers, organizers and group leaders or tutors at workers' and people's universities. Similar work is carried out by Republican federations of workers and people's universities which organize summer or winter schools for teachers and organizers of adult education (in Croatia). Workers' universities also publish reference books on individual courses and seminars. The Workers' University in Zagreb publishes the journal "Kadnik i obrazovanje" (The Worker and Education).

Political schools are either independent institutions or operate within the framework of workers' and people's universities. Besides the Advanced Political School, which has the standing of a university, and higher political schools which give political training to present or future socio-political workers who work in trade unions, the Socialist Alliance of the Working People, government bodies, journalism and other public services, there are also evening political schools without a recognized rank although their courses last from 6 to 9

months. These schools are attended by prominent activists, workers, and officials who have already acquired practical experience in the work of self-management, trade unions, etc., and who wish to enlarge their knowledge with theoretical and scientific learning. The curricula of these schools include various subjects from the fields of the social sciences, history, sociology, dialectics, practical problems of the modern world, social and economic trends in the country, the international workers' movement, the social system, economics and organization of work.

In 1961 there were 356 evening political schools which were attended by 19,439 adult persons.

Radio and television play a very important role in the education of adults. In 1961 there was one wireless set per 13 inhabitants while the television network is still undeveloped (at the end of 1961 there were 100,000 television subscribers, or one set per 180 inhabitants). Seven major radio stations feature a number of programmes intended for adult education, such as "Radio University", "Science and Technology", "Our Home", "Our Children", etc. Television has also started its first experimental transmissions devoted to the education of adults ("From Industry for Industry", "Family and Household", "Science and Technology", "Broadcasts for Farmers", etc.).

Libraries together with publishing houses play an important part in the informal education of adults. In 1959 there were 1,158 scientific and reference libraries, 3,317 public libraries, and 12,324 school libraries in the country. Of special importance for adult education are public libraries and workers' libraries in enterprises. Public libraries organize meetings between authors and the public, encourage reading and sponsor short seminars, lectures, book exhibitions. Every year a "Book Month" is held, when all social forces are engaged in a drive to popularize books, organize the exchange of ideas, and foster publishing activity and the work of libraries and reading rooms.

Special Institutes : Various other institutions, in addition to their scientific and research work, also contribute to the spread of adult education, for instance the Yugoslav Institute for Labour Productivity, Republican or district institutes for the organization of work and productivity, commercial bureaus, institutes for

expert economic opinions, institutes for industrial medicine, institutes for hygiene, institutes and centres for domestic science, institutes for schooling, institutes for applied arts, museums, art galleries, etc.

Activity of Social Organizations and the Yugoslav People's Army : The very wide needs for adult education and the principles underlying the entire educational system in Yugoslavia, have opened wide possibilities for all social forces, government authorities, enterprises, trade unions, social and professional organizations, etc., to create their own organizations, institutions, and schools for both general and adult education. The community's obligation to provide funds for covering the cost of education, both general and vocational, is the same towards all educational establishments. All social organizations and associations contribute considerably to the spread of education.

Trade Unions : foster all activities aimed at the education of workers (general, technical, and socio-economic) and are concerned with providing the necessary funds for the construction of buildings, for workers' universities, the opening of lecture rooms and clubs, and partial financing of some training courses and seminars, etc. Besides closely collaborating with workers' universities in the matter of worker's education, trade unions organize their own courses, seminars, lectures, and discussions in enterprises and institutions, mostly from the field of socio-economic education, for example seminars and training courses for trade union executives, usually within district and Republican trade union councils. A centre for the education of trade union executives is being established at the Central Council of the Confederation of Trade Unions of Yugoslavia. A great part of the work of this centre will be carried out through various forms of correspondence courses. Trade Unions have also developed a very wide publishing activity, their publications being chiefly intended for trade union executives and for all categories of workers. In this respect an important part is played by the Propaganda Centre at the Central Council of Trade Unions of Yugoslavia, and by the specialized publishing house, "Rad".

Youth Organizations are also widely engaged in education either through seminars and training courses or through pupils' clubs and

societies in schools as well as through various activities in voluntary work schemes. In the course of the last three years alone, 152,780 young people have worked on the building of the Brotherhood and Unity Highway. Of this number, 27,620 completed vocational training courses and 114,335 various amateur courses, (driving, radio, photographic etc.). Similar training courses have also been held during local youth work campaigns. A great number of seminars and training courses has also been organized for preparing young people for self-education and for various activities in the social and political life of local communities. The People's Youth Organization has also also special political schools for youth, which in 1960/61 were attended by 1,160 candidates.

People's Technological Organization, as an organization for technical education and sport, is also very active in education through its federation of radio-amateurs, amateurs photographers, pilots, glider-pilots, motorists, building constructors, machinists, etc., particularly through "Do it Yourself" workshops.

The Yugoslav People's Army, besides providing purely military training, has also developed a very wide programme of basic and higher professional education of young soldiers in all fields of science, engineering, and art. In the course of the last 15 years the Army has trained 42,000 mechanics, 20,000 hospital nurses, 12,000 bricklayers, 145,000 drivers, etc. At the same time basic general education has been given to 450,000 soldiers who joined the Army completely illiterate or semi-literate. The various units of the Army have military universities at which an average of 10,000 lectures on various fields are held every year. Of great education importance are the various clubs of the Yugoslav People's Army with their libraries, selected films, and activity in visiting workers' collectives to give the soldiers at first-hand knowledge of production processes and the functioning of workers' management.

The Red Cross organizes first-aid training courses and health education courses, which are particularly attended by young village people and by workers, courses against alcoholism, as well as series of lectures, film shows, exhibitions, etc.

The Conference for the Social Activity of Women also organizes various training courses,

seminars, lectures, discussions, and consultations in the fields of social activity in public life, and also in the fields of homecraft, child education, dressing, fashion design, knowledge of commodities and consumer goods, etc.

Societies for the Care of Children and Youth are concerned with the education of parents independently, or through "School for Parents" or "Centres for Adult Education". An important role in this education is also played by schools and pre-school establishments as well as by teachers. In the larger centres of population there are also special organizations entitled "School at Home" which coordinate the work of schools and parents.

Cooperative Organizations, with the help of many other agents—people's universities or special universities for the village, schools, the radio, etc.—are concerned primarily with the education of the executives of cooperative organizations and their technical staff. To this end, cooperative schools are also founded. In addition, they organize mass education media (lectures, slides, consultations, etc.) among agricultural producers, chiefly from the fields of agrotechnology and social management of cooperatives.

The Federation of Engineers and Technicians, like many other professional associations (tool operators, welders, motor vehicle drivers, etc) provide many forms of supplementary education and training for higher skills. Supported by other social agencies, this Federation organizes every year international festivals of scientific and engineering films. The Association of Electrical Engineers and other similar societies and associations as well as Institutes for Nuclear Energy, spread knowledge of these fields by means of seminars, training courses, lectures and by publishing popular books on these subjects.

Medical Association organizes series of lectures in the field of medicine.

Similar activities aimed at providing higher training and scientific information for their members and at popularizing their own scientific branches, are also carried out by other professional and scientific associations, as for example associations of economists, bookkeepers, jurists, teachers, etc.

Film, Television and Young People

FILM and television are frequently accused of contributing largely to juvenile delinquency. But how valid is such accusation? And what should be done to ameliorate the situation? These were questions posed at two recent meetings held with the support of Unesco.

At the Unesco Youth Institute at Gauting, near Munich, a group of fifteen social scientists and experts in film and television from eight Member States discussed in June, 1962 the social impact of film and television upon youth. The subject was further explored by a meeting on "Screen Education", which was convened by the International Centre of Films for Children in October at Oslo, and was attended by experts in the teaching of film and television appreciation in schools and youth organizations from seventeen countries.

At Gauting, the social scientists confirmed the general impression that the showing of conflict and violence on the screen has a cumulative effect upon the mentality of viewers. Though it may be rare that individual cases of delinquency could be traced to the impact of individual programmes, the experts affirmed that in the long run the continuous presentation of forms of anti-social behaviour on the screen does have a cumulative effect upon the relatively small but significant group of young people who are emotionally unstable and thus predisposed to be influenced by such programmes. The more the scenes on the screen come close to the life and experience of the child, and more the child identifies himself and feels with the persons on the screen, the more he is subject to being emotionally disturbed. Even more dangerous can be the influence of programmes, such as Westerns and crime shows, in developing countries, where the audience is inclined to conceive as realistic scenes on the screen which in developed countries are generally taken as imaginary play-acting.

The experts at Gauting therefore recommended more detailed depth studies of individuals and groups in order to obtain a clearer picture about the impact of such films and television programmes, rather than a continuation of massive survey-type research.

Furthermore, they stated that the evidence concerning potential harmful effects upon a significant section of the audience was sufficiently conclusive to warrant a policy which would require film producers and broadcasting organizations to prove that their products are harmless, in a manner similar to that required of producers of food or pharmaceuticals. In other words, the burden of proof should rest on the producer or broadcaster rather than on the critics.

From statistical evidence presented at Gauting, it became evident that young people have a distinct preference for programmes designed for adults, and that the programme preferences of 14-15 year old children are closer to those of their seniors than to those of younger children. This means that special attention should be given to the preparation of young children in order to assure that they have a more intelligent and detached grasp of the screen medium than is present today. For neither the meeting at Gauting nor that at Oslo felt that the solution lies primarily in the realm of official censorship. The approach should be a double one: film and television producers should make efforts to assure the harmlessness of their products, and viewers should be assisted to develop a more discriminating taste in their selection of films and programmes.

Screen education, it was felt at Oslo, was a vital subject for the school of today, as well as for out-of-school education of young people through youth clubs, cine-clubs and similar activities. Screen education was conceived as a subject designed to introduce young people to the audio-visual language of film and television, to give them a grasp of its style and techniques, to develop conscious appreciation through discussion and evaluation and to enhance the understanding and appeal of productions which have a distinct artistic and cultural, if not educational value.

The important role of mass media in the lives of young children was the background to both meetings. It was stressed repeatedly that anyone concerned with the education of young

(Continued on page 20)

Scheme for Mobile Library

Shankar Ram, Dy. Director, SEOTC, Bakshi Ka Talab, Lucknow.

DEMOCRACY in India will grow and be enduring only when people are enlightened, understand their problems and also have knowledge of general issues regarding their community, their country and the world at large. In the past it was possible for the society to function and progress because a few ruled and decided for the many. But for a country which has chosen democracy as way of life, and where people are to be enabled to exercise their judgment and take part in decision-making, a programme for continuing education for every member of the society becomes essential. An educational programme which enables the community to acquire new knowledge and skill, widens their mental horizon and teaches them tolerance and comradeship and prepares them for social change through social action is necessary if India is to grow and develop.

In this programme, libraries can play an important role. The library is the best medium of self-education and can serve the need of both new literates and educated in the villages.

It has been rightly said that a great book never leaves the reader the same as he was before ; he is always a better man for having read. The treasure of knowledge preserved in books can make the life of the rural people richer and happier if the same are made available to them in suitable form at convenient place and time.

An attempt has been made in the following lines to suggest a scheme of mobile library which may prove an effective service of providing books to the rural people according to their choice and educational level.

Present Position

Mainly the following three types of libraries are at present functioning in the rural area :

- (1) Central Library at the Block headquarters.
- (2) Small village library.
- (3) Circulating libraries.

The Central Library at the Block headquarters provides reference books to the extension workers and also feed circulating libraries. At many places this library is open for

In this article Shri Shankar Ram proposed a scheme by which library service may be made available to the remotest village.

He proposed that in the initial stages no fees be charged. Cost of the library service would come from the Social Education budget and the Panchayat budget.

We should consider whether fees should ever be charged for library service. Should libraries, like schools, be free to all, with none denied because of lack of money.

His proposal is worth consideration.

local people also. Village libraries, are in existence since 1937 or even before. They are replenished from time to time by local contribution and subsidy from Education Department and Community Development blocks. In many States the district library serves as feeder for the village libraries and books are generally supplied to them through motor vans. The third type of libraries are circulating ones which are very common in the Blocks and provides literature to neo-literates.

Some Handicaps

Although these libraries are disseminating useful knowledge among rural communities, there is a great scope for making them more useful. The block people are not making full use of the Central Library mainly on account of three reasons :

(1) They do not feel the urge for reading. This urge or habit for reading is yet to be cultivated in rural people.

(2) Even if some of them want to read, they are not prepared to take the trouble of coming to the block headquarters to borrow books, on account of distance.

Such people may borrow books to read them if the same are available in the village or near about.

(3) In some blocks these libraries do not attract readers because of improper cataloguing and poor collection of books.

The village libraries do not suffer from the handicap of distance and are meant either to serve one village or a few villages in the vicinity. But due to some other reasons these libraries too are not meeting the desired end. There is no regular-system of replenishment of old stock. Once the books are read, they get stale. The need is for a constant flow of new books in the library to maintain readers' interest and needs. Moreover, in some cases, informations contained in a particular book becomes out of date after some time. To give them up-to-date knowledge based on new experiments, new books must be regularly added to the libraries, otherwise they lose all utility after certain period.

To provide even part-time librarian to village libraries becomes difficult because it involves recurring expenditure which is beyond the means of local panchayat. It is expected that the village Pradhan or some other enthusiastic person in the village will devote sometime daily and distribute the books. Experience has proved that to get voluntary service for this type of regular work is rather difficult. One who offers to work as librarian must open the library everyday in time, issue and return books, maintain accession and issue registers and do proper cataloguing. Such a voluntary service in which regular fixed duty and risk of loss is involved, is seldom available. At a few places part-time paid librarian have been engaged, but their number is very few because a majority of the Panchayats cannot afford to keep even part-time paid librarian due to their meagre financial resources. As a result of these factors the doors of village libraries, containing out dated books, some of them moth eaten, are often found closed.

Circulating libraries are today functioning in the block areas in large number. Each library contains near about 50 books mostly for neo-literates. Every month or so the books are changed. No remuneration either for distribution of books in the village or for their exchange is paid to any one. This system also suffers from two main drawbacks. First, it contains only about 50 books which is a small number to meet the choice of various readers. Out of 50 books three fourth are

ordinarily meant for neo-literates, hence only ten or twelve books are there for those who have higher education and need different type of literature. Secondly, as in the case of village libraries, there is none at the village level who looks after regular and timely distribution of books every day. V.L.W., village Pradhan or any other voluntary worker is expected to do this job. But the V.L.W., on account of his pre-occupation in agricultural and other duties hardly finds time to distribute these books and maintain their accounts. Pradhan and other voluntary workers also find it difficult to do this type of job inspite of willingness to do so. The Adult teachers who have to run literacy classes are also expected to look to circulating libraries. But since they are not paid any allowance after the literacy classes are over, they lose interest and do this work in a disinterested manner. Since circulating libraries are not functioning properly, follow up literacy work naturally is suffering. Thus many neo-literates relapse into illiteracy since their interest in reading and writing are not maintained through a library system. All effort of conducting literacy classes therefore goes waste in the absence of an effective library system.

The Suggested Scheme of Mobile Library

The above shortcomings lead us to suggest a scheme which may not suffer from the drawbacks mentioned earlier and at the same time be economical, efficient and easily manageable. A system of mobile library, it is hoped, will provide the needed relief. The special features of this system is to devise such circulating libraries which provide right books to the reader at right time and right at his door.

A full time person to look after the library may be engaged on a monthly remuneration of Rs. 48/-. He may be provided with a cycle to carry a box containing about 150 books. He should also carry some good magazines. They may not be issued to villagers but may be lent for the period of his stay in the village. He can cover twelve villages in all, visiting two villages everyday-one in the forenoon and one in the afternoon. This means that he will cover all the twelve villages in six days keeping Sunday as holiday. Thus the turn for his next visit in a particular village will come after a week. It is important

to have a fixed day and time for each village and to open the box library at a fixed place in the village. His own regularity helps in building the villagers' library habits and expectations. He can easily stay in one village for three hours and distribute books. On his next visit after a week, he will sit at the same place and at the same time to take back the old books and issue new ones. Generally the readers will like to retain the books at least for a week, hence his next visit will be at opportune time when they will be requiring new books.

The special features of this system are :-

(i) *Timely supply of books.* The librarian will always be in the village at fixed time and day as suggested above. He will open the library without any failure and the readers will always keep waiting anxiously for the next visit of the librarian to borrow new books. Although, it is hoped that people will form the habit of reaching the library place at fixed date and time on their own accord, yet the librarian may carry a bell with him and ring the same to announce his arrival in the village. This timely and assured supply of books at regular intervals will certainly help in cultivating reading habits in the educated people as well as neo-literates.

(ii) *Supply of adequate number of books to meet the choice of various readers.* It would have been better, if he could carry more than 150 books on the carrier of the cycle. On pucca roads, this is possible. On dusty roads it may be difficult to carry a larger number of books. Where there are pucca roads and distances from one village to the other are small, rickshaw type carrier or handdriven carriage like ice-cream van may be tried. In some States motor vans are being used to feed the village libraries at regular intervals. But motor vans cannot reach such villages which are away from road-side and they are also expensive. Cycle carriage will be not only economical but can also reach remote corners of the block.

(iii) *Regular replenishment from the Central Library.* The librarian will be daily going from and coming back to the Block Headquarters. He can replace the read books with new ones whenever needed. Of

course, the Central Library will have to be kept well equipped with good collection of books suited to the requirements of neo-literates and other readers in the village. As a feeder library, books on varied topics like Agriculture, Cooperative, Public Health, Panchyat, Science, fiction, life sketches, and sarvodaya will be there to satisfy their demand.

Our past experience shows that some libraries keep most of the books on one or two subjects alone without considering the local needs or educational qualifications of the villagers. Even if on persuasion one borrows a book, he finds it uninteresting or above his level of comprehension. Hence he returns the books unread, which has a dampening effect on his future reading. Hence two things are very important for a good library :

(1) Books should be available on various subjects meeting local needs. Proportion of such books will have to be based on local experience. Our experience suggests the following proportions :

(1) Agriculture & Animal Husbandry	20%
(2) Cooperative & Panchayat.	10%
(3) Public Health & Social Education.	10%
(4) Sarvodaya.	5%
(5) Religious books.	5%
(6) Science & general knowledge.	5%
(7) Life sketch of great men.	5%
(8) Literature for women & children.	10%
(9) Fiction.	10%
(10) Literature for neo-literates.	20%

(2) Books should be at the level of peoples' understanding. It would be still better, if books are classified into three or four grades, e.g. books for neo-literates, books for persons read up to 8th class, books for matriculates and above. It is very important for a successful library to lend such books to the reader in which he is really interested and which are within his comprehension. If the books are available,

readers themselves can choose according to their own interests and level of comprehension.

Pay of the Librarian

As proposed above there will be one full-time librarian for 12 villages preferably situated in one compact area. Any high school pass youngman or middle pass but experienced villager with aptitude for social service may be selected. Pay would depend on local rates, taking into consideration pay of teachers and other public servants.

Let us suppose that monthly pay is Rs. 48/-. This means an expenditure of Rs. 4/- per village for the librarian. Half the amount may be met from the Social Education budget of the block and the remaining half may be met from the respective Panchayats. Even small Panchayats should be able to spend Rs. 24/- annually for this work.

Although this scheme can be self-supporting if some fee is charged from the readers, yet it is proposed that in the initial stages no fee should be levied. After sometime, when people become interested in reading books and the library makes a place in their life, the readers not object in paying something nominal. However, the above contribution from the Panchayat and later on from the reader also is very important to avoid spoon feeding and make the scheme their own.

In view of small recurring expenditure, supply of suitable good books at the door may make this scheme attractive. What is needed is a fair trial in a few blocks before being adopted generally.

FILM, TELEVISION AND YOUNG PEOPLE

(Continued from page 16)

people cannot afford to ignore the visual media, and especially film and television. But the approach was not a negative one. It was realized that film and television respond in many ways more to the world of today than the printed word, that they are potential art forms in their own right, that they can be powerful factors in education, and that the purpose of screen education should not be to destroy spontaneous enjoyment but rather to enhance it on a higher level of appreciation.

(From material supplied by Education Clearing House, Unesco, Paris)

Book Review

A Handbook of Audio-Visual Aids by Bibhuti Bhusan Mahanty. Published by Kitab Mahal Private Ltd., 1962 ; Pp. 261.

THE book deals with the use of Audio-Visual material in teaching. It is based upon the principle that teaching can be greatly improved by the use of such materials because they can help make the learning experience interesting and memorable.

The book has been illustrated with diagrams and pictures and shows that audiovisual methods have become a part of classroom technique and are being widely used in adult education. These new media of communication are no longer regarded as entertainment but an auxiliary forms of instruction. Detailed practical suggestions show how this is done.

The chapter follow each logically and cohere to make a study that is complete for an understanding of the projected and non-projected aids. The book offers guidance and suggestions to those who wish to take advantage of Audio-visual Aids.

Pushpa Malik

Secondary Education in Asia by Unesco ; 1962 ; Pp. 170.

THIS book contains reports received from Asian member states of Unesco. The chapters in this book are self-contained monographs, and have been presented under the following headings :

(a) *The Education System*: Describes general arrangements for the provision of education at all levels.

(b) *The Development of Secondary Education*: Traces the main historical events. The national chapters vary in range and scope.

(c) *Types of Secondary Education*: Deals with the principal types of Secondary Education.

(d) *Trends and Problems* : This sums up the main lines of development.

(e) *Bibliography*.

The publication will be helpful to all those engaged in planning the improvement of education throughout the continent.

Pushpa Malik

Battle Against Illiteracy

(Continued from page 9)

mankind — disease, hunger, ignorance, and poverty.

The experts stressed the importance of attacking the problems of primary schooling and adult illiteracy at the same time. They agreed that primary responsibility in the battle against illiteracy rests with governments. However, because of the urgency of the problem, they recommended increased international assistance. They urged that countries themselves create national bodies at the ministerial level to co-ordinate the work of all organizations and groups toward the eradication of mass illiteracy. And, together with its emphasis on the importance of establishing such a national body, the Committee stated its belief that the other 'most important and indispensable step to be taken is the provision of a definite and independent budget item of realistic size to enable the work to go forward.'

At the conclusion of its declaration of principles which was entitled *World Literacy in the Development Decade*, the Committee stated :

'We wish to emphasize, with all the force we can, that the essential requirement to win the battle against illiteracy is the necessity for a world-wide determination—a univerral will—national, international, and individual, that the battle can be fought and won within a reasonable time.

'The revolution brought about by science and technology is creating a world of abundance rather than scarcity, and we are steadily learning more and more about the processes of development and what changes and social modifications are necessary to achieve it. In many countries, it is no longer resources that limit decisions; it is the decisions which create the resources. More importantly, the complete interdependence of mankind everywhere is increasingly appreciated.

'We believe that if the battle against illiteracy can be rooted in the hearts and minds and wills of millions of people everywhere, victory is within our grasp'.

—From material supplied by Education Clearing House, Unesco, Paris.

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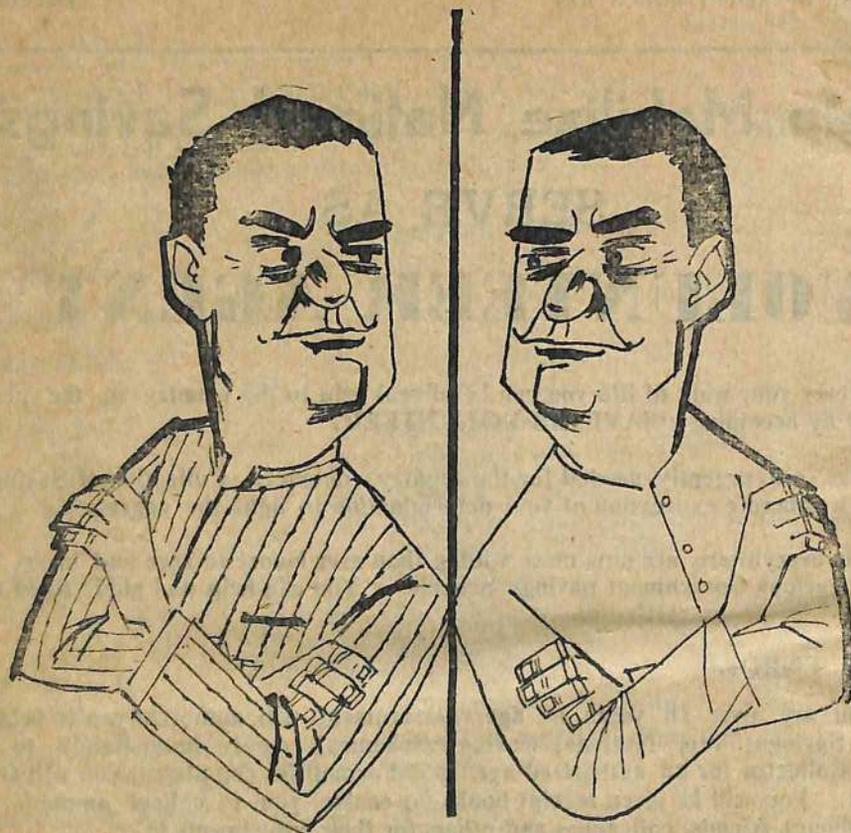
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